

## **Principles in Dental Hygiene I**

DHY 101.I1

Spring 2022

**Number of Credits:** 2

**Days Class Meets:** Thursday

**Meeting Times:** 10 am

**Location/Venue:** Online/JetNet

**Instructor:** Karen Beckerman, RDH, BS

**Contact Phone:** 734-812-7087

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

**Online Office Hours:** by appointment

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### **Course Description**

This course introduces the profession of dental hygiene, the dental hygiene code of ethics, principles of infection and exposure control and the CDC Bloodborne Pathogens Standard. Fundamental concepts on dental hygiene process of care including patient management, dental hygiene diagnosis, oral health education techniques, and disease prevention strategies will be discussed. Additionally, dental instrumentation and oral deposits are discussed.

### **Prerequisite(s)**

Acceptance to the Dental Hygiene Program. Co-requisite: DHY 102, 103, 105, 113

## Course Goals

- Analyze and construct an overall view of the dental hygiene patient care process as preparation for clinical dental hygiene treatment.
- Explain the dental hygiene process of care including patient management, dental hygiene diagnosis, consequences of biofilm, soft and hard deposits, oral health education techniques, and disease prevention strategies.

### **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. (Infectious Disease Policies – Exam)

**2.3** The dental hygiene graduate must contribute to the enrichment of the dental hygiene profession. (Participation in SADHA)

**5.1:** Use critical decision making skills to analyze and interpret the assessment data to formulate an accurate dental hygiene diagnosis. (Exam)

**6.1:** Design a comprehensive, individualized dental hygiene care plan collaboratively with the client for preventing and treating oral diseases. (Treatment planning exercise)

## 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:

### **Darby Chapter 1: The Dental Hygiene Profession**

- Apply knowledge of the discipline of dental hygiene, the role of the dental hygienist, and the dental hygiene process of care to succinctly elucidate the primary focus of dental hygiene and approaches taken by dental hygienists to prevent oral diseases and foster overall wellness.
- Relate the concepts in the metaparadigm for the discipline of dental hygiene to differences in clients and environment.
- Consider the professional roles of the dental hygienist to determine if more than one of them might appeal to you, and why.
- Compare and contrast the different workforce models for dental hygienists and how they are affected by professional regulation in the United States and Canada.
- Contemplate the role and importance of various professional dental hygiene associations, highlight why participation is important for professionals, and select at least two of interest.

### **Darby Chapter 2: Dental Hygiene Metaparadigm Concepts and Conceptual Models Applied to Practice**

- Discuss the dental hygiene metaparadigm and its four paradigm concepts.
- Define “conceptual model,” discuss the key features of the Dental Hygiene Human Needs Model, illustrate how the model enables the dental hygienist to diagnose patient needs based on

assessment and/or formulate a plan of action to help meet the need, and apply the model to two fictional patient cases.

- Discuss the key features and domains of the Oral Health-Related Quality of Life Model, illustrate how the model enables the dental hygienist to diagnose patient needs based on assessment and/or formulate a plan of action to help meet the need, and apply the model to two fictional patient cases.
- Discuss the key features and domains of the Client Self-Care Commitment Model, illustrate how the model enables the dental hygienist to diagnose patient needs based on assessment and/or formulate a plan of action to help meet the need, and apply the model to two fictional patient cases.

#### **Darby Chapter 4: Community Health**

- Describe the health care continuum of dental hygiene care and discuss related critical thinking scenarios.
- Define “health” and discuss health care promotion. Understand that dental hygiene practice, no matter the setting, impacts the client at the individual/family, group, community, and advocacy/policy level.
- Discuss the concept of the health care continuum and that dental hygienists practice along a continuum of care promoting health and well-being in terms of disease treatment, disease prevention (primary, secondary, and tertiary), and health promotion.
- Take action and apply health promotion strategies to facilitate client and/or community oral health.

#### **Darby Chapter 9: Dental Hygiene Patient Care Settings**

- Discuss the equipment and areas included in a patient treatment area in a dental/dental hygiene office or clinic.
- Compare and contrast the dental hygiene care environment in a dental office, college or university, and correctional facility to include the components of the dental hygiene treatment area.
- Apply knowledge of the dental hygiene care environment unique to a correctional facility and an institutionalized setting and delivery of patient care services in that setting.
- Explain the adjustments that a dental hygiene care provider must consider when delivering services in a school-based oral health prevention program, mobile dental facility, or outreach settings using teledentistry. Also, describe the influence of patient setting on the dental hygiene care environment.

#### **Darby Chapter 10: Infection Prevention and Control**

- Discuss basic infection prevention and control concepts.
- Explain the similarities and differences between the infection-control model and the model of dental hygiene care.
- Identify the government agencies that play key roles in regulation of infection-control standards.
- Discuss the standard of care, including assessment of risk of disease transmission in oral healthcare and planning of appropriate control measures.
- Explain, in detail, the four principles of infection control, including:
  - Select appropriate protective attire for dental hygiene patient care.
  - Prepare the dental environment before and after patient care.
- Discuss strategies to prevent disease transmission and actions healthcare personnel can take to stay healthy.

#### **Darby Chapter 12: Ergonomics and Work-Related Musculoskeletal Disorders**

- Explain the purpose of recording personal, dental, and health histories.
- Discuss a health history assessment, and collect and document health history data by utilizing patient-centered interviewing techniques.

- Describe the legal and ethical issues related to the health history.
- Discuss decision making after the health history is obtained, including the interpretation of patient data and the degree of medical risk, understanding the indications and rationale for prophylactic antibiotic premedication, and identifying the need for physician consultation and collaboration with other healthcare professionals to establish an individual dental-hygiene care plan.

### **Darby Chapter 13: Personal, Dental, and Health Histories**

- Explain the purpose of recording personal, dental, and health histories.
- Discuss a health history assessment, and collect and document health history data by utilizing patient-centered interviewing techniques.
- Describe the legal and ethical issues related to the health history.
- Discuss decision making after the health history is obtained, including the interpretation of patient data and the degree of medical risk, understanding the indications and rationale for prophylactic antibiotic premedication, and identifying the need for physician consultation and collaboration with other healthcare professionals to establish an individual dental-hygiene care plan.

### **Darby Chapter 14: Vital Signs**

- Discuss vital signs and the importance of minimizing risk of a medical emergency via vital signs assessment.
- Discuss the significance of body temperature, assess and record body temperature, and make decisions based on observed body temperature.
- Discuss the significance of pulse rate, assess and record pulse rate, and make decisions based on observed pulse rate.
- Discuss the significance of respiration rate, assess and record respiration rate, and make decisions based on observed respiration rate.
- Discuss the significance of blood pressure, assess and record blood pressure, and make decisions based on observed blood pressure.

### **Darby Chapter 15: Pharmacologic History**

- Discuss the importance of formulating and interpreting a comprehensive pharmacologic history.
- Identify fundamental questions to collect a comprehensive pharmacologic history and accomplish the following:
  - Describe adverse drug events, including side effects, drug toxicity, and drug hypersensitivity reactions;
  - Describe common side effects caused by medications;
  - Discuss strategies to improve patient compliance with medication use; and
  - Discuss dental hygiene interventions to manage the oral side effects of medications.

### **Darby Chapter 16: Extraoral and Intraoral Clinical Assessment**

- Apply knowledge of clinical assessment to the recognition of typical head and neck anatomic structures, as well as atypical or abnormal findings.
- Conduct the extraoral clinical assessment using proper methods and sequence.
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- Describe and document significant findings in the patient's record using precise descriptive terms to form a dental hygiene diagnosis. Also, apply appropriate follow-up and referral practices when atypical or abnormal tissue changes warrant further medical or dental evaluation.
- Describe common types of orofacial cancer. Also, understand how orofacial cancer affects the head and neck.
- Involve the patient in oral self-examination techniques and recommend their everyday use, as well as consider the dental hygienist's role in cancer detection methods.

### **Darby Chapter 17: Hard Tissue Assessment and Dental Charting**

- Apply the proper methods of documentation required to fulfill dental hygiene responsibilities.
- Demonstrate the use of different tooth numbering systems and the proper application of charting symbols.
- Discuss the classification of dental caries and restorations.
- Recognize hard-tissue assessment methods, including identification of signs and symptoms of dental caries, tooth damage, and clinically evident developmental anomalies.
- Compare different malocclusion classifications.
- Discuss common problems of occlusion.
- Integrate tooth assessment and documentation into the dental hygiene process of care.

### **Darby Chapter 18: Assessment of Dental Deposits and Stain**

- Discuss soft dental deposits and oral biofilm, as well as microorganisms within oral biofilm. Also, discuss with patients the impact of dental deposits on oral health and the necessity to manage their own oral self-care.
- Discuss hard dental deposits, including calculus formation.
- Discuss tooth stains.
- Describe assessments of dental deposits and how essential they are for effective care planning.
- Use oral hygiene indices for patient assessment and education.
- Explain the responsibility of record keeping and documentation.

### **Darby Chapter 19: Dental Caries Management by Risk Assessment**

- Explain the team approach and primary purpose in integrating caries management by risk assessment (CAMBRA) into an oral healthcare practice.
- Describe the caries process and relate each of the following to the dental caries process:
  - Process of demineralization and remineralization that occurs in the oral environment;
  - Saliva's beneficial actions; and
  - Dental caries balance.
- Assess risk of dental caries for patients 6 years of age through adult, including the following:
  - Caries disease indicators;
  - Caries risk factors;
  - Caries protective factors; and
  - Use the caries risk assessment form and test salivary flow rate.
- Assess level of dental caries in children from birth to 5 years of age, including the caries risk factors and the caries protective factors. Also, explain the parent/caregiver recommendations for caries prevention.
- Use clinical guidelines for dental caries management.
- Relate the risk level of dental caries to the indications for the many types of topical and systemic fluoride therapies.
- Relate dental caries risk level to indications for evidence-based nonfluoride caries-preventive agents.
- Discuss legal, ethical, and safety issues related to caries management, as well as future possibilities for caries management products.

### **Darby Chapter 20: Periodontal Disease Risk Assessment**

- Relate periodontal assessment and its significance to the dental hygiene process of care.
- Discuss the four physical units of a healthy periodontium, as well as the clinical signs and histologic characteristics of a healthy and diseased periodontium.
- Discuss periodontal diseases, including characteristics/signs, types, and causes. Also, classify periodontal diseases using the classification systems of the American Academy of Periodontology (AAP) and the European Federation of Periodontology (EFP).
- Perform thorough and accurate periodontal assessment of the periodontium and implants.

- Discuss risk factors for periodontal diseases and their relationship stages and grades of periodontitis and dental hygiene care planning.
- Explain proper documentation and record keeping for periodontal assessment and treatment.

### **Darby Chapter 21: Oral-Systemic Health Connection**

- Explain why the oral-systemic health connection is important in providing evidence-based care, and discuss how cardiovascular disease, diabetes, and pregnancy can affect oral health.
- Incorporate periodontal-systemic evidence into treatment and practice and educate patients about areas of association between periodontal disease and systemic disease, as well as how these associations influence the patient's risk of developing periodontal disease and/or systemic disease. Also, determine the need for referrals to primary care providers for dental patients with systemic disease.

### **Darby Chapter 22: Dental Hygiene Diagnosis**

- Compare and contrast a dental hygiene and a dental diagnosis using nursing and medicine as a parallel.
- Discuss the dental hygiene diagnostic process in action, and apply the Human Needs and Oral Health-Related Quality of Life models to diagnostic decision making in development of a dental hygiene diagnosis.
- Implement the dental hygiene diagnostic process in action by identifying interventions that support various dental hygiene diagnoses, write dental hygiene diagnoses, and educate and motivate clients to work toward positive behavior changes.
- Assess the process involved with validating dental hygiene diagnoses and defend the importance of taking this step. In addition, gather complete data to support recognizable patterns in formulating diagnoses.
- Discuss the outcomes and benefits of dental hygiene diagnoses.

### **Darby Chapter 23: Dental Hygiene Care Plan, Evaluation, and Documentation**

- Define the planning step of the process of care and differentiate between the dental treatment plan and the dental hygiene care plan. Also, discuss the concept of interprofessional collaboration.
- Discuss the sequence of events in dental hygiene care plan development and, given a case scenario, formulate and evaluate a dental hygiene care plan including:
  - Link the care plan to one or more dental hygiene diagnoses.
  - Write care plan goals.
  - Select professional and self-care intervention strategies.
  - Develop an appointment schedule.
  - Determine attainment of care plan outcomes and writing a supportive evaluation statement.
- Discuss the care plan presentation, maximizing patient involvement, and the patient's potential informed consent and informed refusal as related to dental hygiene care planning.
- Define the goal of evaluation in the process of care and explain the importance of measuring care plan outcomes including:
  - Discuss how evaluation is integrated into the dental hygiene process of care.
  - Discuss evaluation strategies for monitoring and measuring achievement of care plan outcomes.
- Discuss documentation in the dental record and its significance to the process of care.

### **Darby Chapter 24: Toothbrushing**

- Describe characteristics of acceptable manual toothbrush designs.
- Describe characteristics and modes of action of power toothbrush designs.
- Discuss toothbrushing instruction, including differentiation among toothbrushing methods including indications, limitations, and impact on oral tissues.

- Discuss soft- and hard-tissue lesions, including factors that cause tissue lesions, and the significance of a clean tongue and toothbrush.
- Discuss the dental hygiene process of care and toothbrushing, including the sharing of evidence-based decision making with clients regarding selection and use of a toothbrush based on specific client needs.

### **Darby Chapter 25: Interdental and Supplemental Oral Self-Care Devices**

- Relate the removal and control of interdental bacterial biofilm to current evidence regarding the prevention of oral disease.
- Select effective self-care devices including interdental and supplemental self-care devices for each patient based on efficacy, individual client needs, and preferences. Also, discuss oral piercings and their impact on dental procedures, as well as the risks involved.
- Educate patients as co-therapists in the safe and effective use of self-care devices designed for interdental and subgingival biofilm removal, considering oral conditions, patient preferences, risk factors present, and current evidence.

### **Darby Chapter 26: Dentifrices**

- Explain the purpose of a dentifrice and types of effects that it can produce.
- Discuss the process of selecting the right dentifrice, including the role of dentifrices in the demineralization and remineralization process.
- Describe the role of medicinal and nonmedicinal components in dentifrices.
- Explain the concept of bioavailability.
- Debate the possible adverse oral health effects of dentifrices.
- Explain the impact of the pH level of dentifrices.
- Recommend dentifrices appropriate for unique patient needs and risk factors.
- Delineate the legal and ethical responsibilities of the dental hygienist with regard to dentifrices.

### **Darby Chapter 28: Hand-Activated Instrumentation**

- Discuss the functional components of hand-activated instruments used in dental hygiene care.
- Differentiate treatment and assessment dental hygiene hand-activated instruments.
- Select design considerations for assessment and treatment instruments based on the periodontal health status and needs of a patient.
- Relate the basic stroke principles of hand-activated instrumentation including angulation, adaptation, and activation, to the requirements for effective instrumentation.
- Discuss treatment instrument selection and criteria considerations in determining the appropriate instrument design and blade size and customize details regarding their sequencing and use for periodontitis-affected teeth.
- Elucidate the benefits and ethical principles associated with maintaining sharp hand-activated instruments. Also, discuss proper clinician/patient positioning, body mechanics, field of vision, hand grasp, and lateral pressure.
- Summarize the key elements of comprehensive post-treatment patient education.

### **Darby Chapter 29: Ultrasonic Instrumentation**

- Value the role of ultrasonic instrumentation in accomplishing the objectives of periodontal debridement in terms of the advantages and indications.
- Relate the mechanisms of action of ultrasonic instruments to effective debridement of the tooth surface.
- Compare and contrast magnetostrictive and piezoelectric ultrasonic instruments and scaling techniques.
- Apply information about the relationship of key operational and technique variables to the mechanisms of ultrasonic debridement.

- Produce a level of acoustic power suitable for the treatment objective through proper adjustment of the operational variables.
- Consider the influence of tip design on clinical performance to guide tip selection based on the treatment objective and the anatomy of the treatment site.
- Discuss the acoustic power produced by an ultrasonic scaler.
- Execute proper ultrasonic instrumentation technique with any tip design in any area of the dentition.
- Discuss assessment and management of using ultrasonic instrumentation for patient care.

### **Darby Chapter 32: Tooth Polishing and Whitening**

- Discuss rubber-cup tooth polishing technique and armamentarium selection for various patient conditions, and perform the procedure on a patient.
- Discuss air polishing technique and armamentarium options for various patient conditions, and perform the procedure on a patient.
- Describe client or patient education and motivation in relation to extrinsic stain removal procedures.
- Discuss teeth whitening including at-home products and in-office techniques. Consider the hygienist's role in in-office whitening procedures.
- Value the legal and ethical principles that apply to tooth polishing and whitening services.

### **Gehrig Module 26: Power Instrument Design and Function**

- Discuss the history and technological advances of powered instrumentation.
- Name the major types of powered instrumentation technology.
- Name the two subtypes of ultrasonic powered instrumentation technology.
- Describe the various modes of action of powered instrumentations devices.
- Compare and contrast the advantages and limitations of powered instrumentation.
- Discuss the benefits to the patient when powered instrumentation is integrated into the treatment plan.
- Discuss medical and dental contraindications for powered instrumentation.
- Define the terms “frequency” and “amplitude” and describe how these factors determine the cleaning efficiency of powered instrumentation.
- Compare and contrast the design features of standard and slim perio powered working-ends.
- Discuss the criteria for the selection of powered working-ends in relation to the instrumentation task to be performed.
- Demonstrate how to determine powered working-end wear and at what point a working-end should be discarded.
- Define the term “active working-end area” as it pertains to a powered working-end.

### **Gehrig Module 27: Air Polishing for Biofilm Management and Stain Removal**

- Explain the importance of professional subgingival biofilm removal from root surfaces as a routine part of nonsurgical periodontal therapy.
- Compare and contrast “subgingival air polishing with glycine powder for biofilm management” with “supragingival air polishing with sodium bicarbonate for stain removal.”
- Compare the types of air polishing powders available and their appropriate use.
- List medical and dental contraindications of subgingival air polishing for biofilm management and supragingival air polishing for stain removal.
- Discuss the benefits to the patient when supra- and subgingival air polishing is integrated into the treatment plan.

### **Health Insurance Portability & Accountability Act HIPAA**

- Identify who is covered by the HIPAA Privacy Rule.
- Define protected health information (PHI).

- Define the rules for use and disclosure of PHI.
- Explain the difference between using and disclosing information.
- Define what is included in an authorization form.
- Explain when authorization is not required to disclose PHI.
- Define what “minimum necessary” is.
- Define the privacy notice.
- Identify patient’s privacy rights.
- Explain what is needed to comply with HIPAA privacy requirements.
- Define key terms related to HIPAA.
- Discuss how HIPAA affects you as a dental hygiene student providing care to patients in clinic.
- Discuss your responsibilities for good patient information, paper chart and electronic health record and computer use and security.
- Discuss how to handle privacy and information breaches.

### **Hazardous Materials and Clinic Safety**

- Recognize potentially hazardous materials in the dental office.
- Be familiar with MSD's and their use.
- Understand the function of OSHA.
- Explain post exposure protocol.

### **Textbook**

- 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
- Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation 8th Ed. (2016) Gehrig, J. Philadelphia: Wolters Kluwer. ISBN: 978-1-4963-2020-9

**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.

[Learn about the new textbook program at JC](#)

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## Exam Process- Respondus

To protect the fairness and integrity of the exams, students will 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** exam 1 begins. Failure to complete the Respondus quiz on time may result in instructor-initiated drop.

## Grading Procedure

### COURSE LEARNING EXPERIENCES:

Unit Exams (3 @ 50 points ea.)	150
Comprehensive Final Exam	100
Weekly Quizzes (9 @ 10 points ea.)	90
Case Study DH diagnosis and care plan	30
Classroom Engagement	30
Homework Assignments	25
Attendance	20
<b>Total</b>	<b>445</b>

## 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%

<b>GPA</b>	<b>GRADE RANGE</b>
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](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.

## **Support**

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.

## **Oasis Center**

During a student's college experience, one might encounter situations that impact their learning environment. When these situations occur, support from the Oasis Center is available to provide

short-term assistance. If the situation requires ongoing support, the Oasis Center staff can provide that level of support or will assist the individual in securing an outside agency to provide it.

For more information visit the Jackson College Oasis Center webpage <https://www.jccmi.edu/the-oasis-center/>

## Health Clinic

Jackson College has partnered with Henry Ford Allegiance Health to offer healthcare to Jackson College students and employees. The Jackson College Health Clinic (JCHC) is located on Central Campus in the Justin Whiting Hall, Room 111. The caring and professional staff at the JCHC provides quality healthcare, including annual exams (physicals, program physicals and sports physicals), acute and chronic illness care and preventative health care (It's Your Life).

For more information visit the Jackson College Health Clinic webpage <https://www.jccmi.edu/health-clinic/>

## Dental Clinic

Community members may utilize Jackson College Dental Hygiene Clinic, which offers dental hygiene services while helping students gain experience. Students work under the supervision of license dental hygiene instructor and dentist as they offer preventative services.

For more information visit the Jackson College Dental Clinic webpage <https://www.jccmi.edu/dental-hygiene/dental-hygiene-dental-clinic/>

## Course Requirements

### **LECTURE: ONLINE**

This course is in an online format. Powerpoints will be posted weekly. Prerecorded lectures may be posted and will available in JetNet at the beginning of each week. Video links may also be included. It is the student's responsibility to view any lecture, posted videos and review the posted powerpoint during the designated week. Do not skip ahead. Instructor and student interaction will take place via discussion boards, chats, BBB (Big Blue Button), email. Short, weekly discussions will be held each Monday in pre-clinic. Should a discussion not be feasible on a Monday in pre-clinic, a BBB session will be scheduled in JetNet for Thursday at 10 am. Scheduled BBB sessions are posted on the calendar. Please check emails and JetNet for any communications from instructor. If you have questions, or need help, contact instructor via email.

### **Unit Exams & Comprehensive Final: (Exams @ 50 points; total of 150 points. Final @ 100 points)**

This course will include 3 unit exams and a comprehensive final exam that includes 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. Exams will be available in JetNet on the date of the scheduled exam and each exam will be timed. You must be online at the specified time of the exam.

Any scheduled exam missed because of an absence must be completed within one week or it will automatically become a zero. It is the student's responsibility to arrange for a make-up exam. Make-up exams may include questions in an alternate format such as short answer or essay questions. It is the discretion of the instructor whether specific questions will be excluded due to ambiguity.

### **Weekly Quizzes (90 points)**

This course will include 9 weekly quizzes, available in JetNet each Thursday at 10 am, over the assigned reading material, lecture and any other posted material. Quizzes may not be made up. If you miss a quiz, you will receive a grade of zero for that quiz. Quizzes are timed assessments therefore you must be online at the specified time of the quiz.

### **Homework Assignments (25 points)**

This course will include five lists of key terms and vocabulary words. Each list is worth five (5) points. It is the student's responsibility to define these terms and words and use them in proper sentences for each week they are posted. See the calendar for due dates. The assignments are to be submitted in JetNet under the designated assignment tab. Instructor will grade and return to students. Please use your text, lectures and PowerPoint presentations to define them, not Google. We will incorporate these words and terms into the learning experience in clinic. Throughout the semester you will be expected to prepare a treatment plan for a client based on a real-life case study. These assignments will prepare you for essential critical thinking in the clinic setting throughout the remainder of your course work.

### **Case Study DH Diagnosis and Care Plan (30 points)**

Students will complete a dental hygiene diagnosis statement and care plan for a given patient case situation. Using the resources from class the students will be able to explain the details of their findings. This assignment may include a short presentation to discuss with the class.

### **Online Classroom Engagement (30 points)**

Live Big Blue Button (BBB) sessions will be held on dates posted on the calendar. If necessary, additional BBB could be scheduled and students will be notified ahead of time should this happen. When BBB sessions are not held during a particular week, discussion boards will be utilized. Students are expected to actively participate in the learning experience each week via the scheduled BBB (Big Blue Button) session and the posted discussion boards. Class 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, offering evidence-based insight into a particular topic, sharing a personal experience related to a particular topic and contributing well-intentioned thoughts to group discussions. *Students are also expected to be engaged in the topic that is currently being discussed.* **Absences and lapses in classroom engagement will be reflected in a point deduction from the Classroom Engagement grade portion of the course.** JetNet will always report your current Classroom Engagement grade in the course. Any discrepancies or questions about your Classroom Engagement should be addressed with your instructor as soon as possible.

### **Attendance/Professionalism Policy (20 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. If a student is not present, seated, and ready to begin a scheduled BBB

session, 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 an "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**

### **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 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.

**Students must keep Thursday at 10 am available for scheduled BBB sessions. Exams and quizzes are scheduled on the calendar for Thursdays and will be timed. Respondus will be used. Students will have flexibility to take the exam/quiz on the scheduled Thursday during the specified time frame of 9 am- 9 pm.**

**The Remind App will also be utilized for JCC Dental Hygiene Class of '23 communications with the instructor. The instructor will send a link for students to join at the beginning of the semester.**

## **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 class time (Thursday- open 9 am- 9 pm).

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.

## Caveat

Please note: The format and timing of this course may need to change due to unforeseen circumstances. In particular: school closings, instructor illness, weather, or other situations that may arise.

If you are taking an in -person class, you will be required to complete a Reintegration Video Training course in JetNet prior to being admitted to campus.

All COVID safety protocols in place are based on current guidelines and will be enforced while students are on campus.

## Calendar

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

WEEK/DAY	TOPICS	ASSIGNMENTS
Week of <b>January 10</b>	LECTURE: Infection Control, Ergonomics <b><u>Discussion board- due by Jan. 19</u></b>	Darby 5 <sup>th</sup> Ed. Text Chs.10 & 12 <b>Syllabus review statement due in JetNet by Thursday, Jan. 13</b> <b>Homework #1</b>
Week of <b>January 17</b>	LEC: Extra and Intraoral Assessment Dentition Assessment <b><u>Quiz 1: Thursday- JetNet</u></b> <b><u>BBB Th. Jan. 20 @ 10 am</u></b>	Darby Text Chs. 16 & 17 <b>Homework #1 due</b>
Week of <b>January 24</b>	LEC: Hand-Activated Instruments <b><u>Discussion board- due by Feb. 2</u></b>	Darby Text Chs.28
Week of <b>Jan. 31</b>	LEC: The Dental Hygiene Profession, Dental Hygiene Patient Care Settings <b><u>Quiz 2: Thursday- JetNet</u></b> <b><u>BBB Th. Feb. 3 @ 10 am</u></b>	Darby Text Chs. 1 & 9 <b>Homework #2</b>
Week of <b>Feb. 7</b>	LEC: Vital Signs Probe <b><u>Discussion board- due by Feb. 16</u></b>  <b><u>Unit Exam 1: Thursday- JetNet</u></b>	Darby Text Chs. 14 & 28  <b>Homework #2 due</b>
Week of <b>Feb. 14</b>	LEC: Periodontal Assessment and Charting Oral-Systemic Health Connection <b><u>Quiz 3: Thursday- JetNet</u></b> <b><u>BBB Th. Feb. 17 @ 10 am</u></b>	Darby Text Ch. 20 & 21

Week of <b>Feb. 21</b>	LEC: DH Metaparadigm Concepts and Conceptual Models Applied to Practice Community Health <b><u>Disussion board- due by March 1</u></b> <b><u>Quiz 4: Thursday- JetNet</u></b>	Darby Text Chs. 2 & 4  <b>Homework #3</b>
Week of <b>Feb. 28</b>	LEC: Assessment of Dental Deposits and Stain Dental Caries Management by Risk Assessment <b><u>Quiz 5: Thursday- JetNet</u></b> <b><u>Discussion board- due by March 8</u></b>	Darby Text Chs. 18 & 19 <b>Homework #3 due</b> <b>(Mid-semester break March 7-13: no class)</b>
Week of <b>March 14</b>	<b><u>Unit Exam 2: Thursday- JetNet</u></b> LEC: Toothbrushing Interdental and Supplemental Oral Self-Care Devices Dentifrices <b><u>Discussion board- due by March 15</u></b>	Darby Text Ch. 24, 25 & 26
Week of <b>March 21</b>	LEC: Tooth Polishing and Whitening <b><u>Quiz 6: Thursday- JetNet</u></b> <b><u>BBB- Th. March 24 @ 10 am</u></b>	Darby Text Ch. 32 & Gehrig Module 27 <b>Homework #4</b>
Week of <b>March 28</b>	Dental Hygiene Diagnosis, Dental Hygiene Care Plan, Evaluation and Documentation  <b>Case Study Assigned</b> <b><u>Quiz 7: Thursday- JetNet</u></b> <b><u>BBB Th. March 31 @ 10 am</u></b>	Darby Text Chs. 22 & 23  <b>Homework #4 due</b>
Week of <b>April 4</b>	LEC: Ultrasonic Instrumentation <b><u>Quiz 8: Thursday- JetNet</u></b> <b><u>Discussion board- due by April 12</u></b>	Darby Text Ch. 29 Gehrig Module 26
Week of <b>April 11</b>	LEC: The Health History/Pharmacological History <b><u>Discussion board- due by April 19</u></b> <b><u>Unit Exam 3: Thursday- JetNet</u></b>	Darby Text Chs.13 & 15 <b>Homework #5</b>
Week of <b>April 18</b>	<b><u>Quiz 9: Thursday- JetNet</u></b> <b>Case Study due</b>	<b>Homework #5 due</b>
Week of <b>April 25</b>	<b>Comprehensive Final Exam: Thursday- JetNet</b>	No assignments

## Important Dates:

JAN. 10, 2022	DAY AND EVENING CLASSES BEGIN
JAN. 10- APRIL 30, 2022	SEMESTER DATES
MAR. 7- MAR. 13, 2022	MID-SEMESTER BREAK. NO CLASSES
APRIL 30, 2022	END OF SEMESTER
MAY 2, 2022	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/>

By signing this form, I am indicating that I have read the entire syllabus for DHY 101.11 Principles in Dental Hygiene course for the Spring 2022 semester. I am aware of the course requirements, professional expectations, policies and procedures, exam/quiz 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: \_\_\_\_\_