

# PREVENTIVE DENTAL HYGIENE CARE (DHYG 1227.1A1)

## CREDIT

2 Semester Credit Hours (2 hours lecture)

## MODE OF INSTRUCTION

Hybrid

## PREREQUISITE/CO-REQUISITE:

Prerequisite: DHYG 1301

Co-Requisite: DHYG 1431, DHYG 1304

## COURSE DESCRIPTION

The role of the dental hygienist as a therapeutic oral health care provider with emphasis on concepts to disease management, health promotion, communication, and behavior modification.

## COURSE OBJECTIVES

Upon the completion of this course, the student will be able to:

1. Describe the role of the dental hygienist as a therapeutic oral health care provider.
2. Develop and implement a patient education plan for periodontal disease.
3. Explain the concepts of disease management.

## INSTRUCTOR CONTACT INFORMATION

Instructor: Cynthia Thompson

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Office Phone: 409-245-8459

Office Location: Office 207 Multi-Purpose Bldg

Office Hours: Wednesdays: 11:30a-2:00p, Thursdays: 9:30a-1:00p  
Students should discuss questions by appointment or as the instructor is available.

## REQUIRED TEXTBOOK

Boyd, Mallonee, & Wyche, Wilkins' Clinical Practice of the Dental Hygienist, 13<sup>th</sup> edition, Jones & Bartlett Learning, 2021. ISBN: 9781496396273



**LAMAR INSTITUTE  
OF TECHNOLOGY**

## COURSE CALENDAR

DATE:		CHAPTER	ASSIGNMENTS & TESTS DUE
<b>AUGUST</b>			
Week 1	On campus	Intro to Preventive/Chapter 1 The Professional Dental Hygienist	<b>Assignment:</b> Read Chapter 1 Submit Course contract in Blackboard
	Online	Chapter 3 Effective Health Communication	<b>Assignment:</b> Read Chapter 3 Take Chapter 3 quiz <b>Review:</b> See Course syllabus for instructions on Behavior Modification Project
Week 2	On campus	Chapter 17 Dental Soft Deposits, Biofilm, Calculus	<b>Assignment:</b> Read Chapter 17- Pages 279-293 Start of Behavior Modification Project Journal Entry Due in Blackboard
	Online	<b>Test #1 – Chapters 1, 3, 17</b>	<b>Test will open in Blackboard on Thursday (8/31 @ 10:00 am) and close on Friday (9/1 @ 10:00 pm)</b>
<b>SEPTEMBER</b>			
Week 3	On Campus	Chapter 24 Preventive Counseling & Behavior Change	<b>Assignment:</b> Read Chapter 24 Behavior Modification Project End of Week #1 Journal Entry <b>Due</b> in Blackboard
	Online	Chapter 18 The Periodontium	<b>Assignment:</b> Read Chapter 18 Take Chapter 18 quiz – <b>Due Monday (9/11 @ 10:00 pm)</b>
Week 4	On campus	Patient Education PowerPoint/Flip Book Introduction	<b>Assignment:</b> Behavior Modification Project End of Week #2 Journal Entry <b>Due</b> in Blackboard
	Online	Chapter 19 Periodontal Disease Development	<b>Assignment:</b> Read Chapter 19 Take Chapter 19 quiz – <b>Due Monday (9/18 @ 10:00 pm)</b> Plaque education PowerPoint submitted online – page submitted in class
Week 5	On campus	Chapter 25 Protocols for Prevention and Control of Dental Caries	<b>Assignment:</b> Read Chapter 25 Behavior Modification Reflection paper due
	Online	<b>Test #2 – Chapters 18, 19, 24, 25</b>	<b>Test will open in Blackboard on Sunday (9/24 @ 10:00 am) and close on Monday (9/25 @ 10:00 pm)</b>
Week 6	On campus	Chapter 22 Dental Hygiene Diagnosis	<b>Assignment:</b> Read Chapter 22 Gingivitis & Peridontitis education PowerPoints submitted online - page submitted in class
	Online	Chapters 44 & 45 Principles of Evaluation Continuing Care	<b>Assignment:</b> Read Chapter 44 & 45 Take Chapter 45 quiz in Blackboard – <b>Due Monday 10/2 @ 10:00 pm</b>
<b>OCTOBER</b>			

Week 7	On campus	Chapter 28 Dentifrices & Mouthrinses	<b>Assignment:</b> Read Chapter 28 Take Chapter 28 quiz – <b>Due 10/9 @ 10:00 pm</b> Bring Typodont to class <b>Caries process education PowerPoint submitted online - page submitted in class</b>
	Online	Chapter 26 Oral Infection Control: Toothbrushes and Toothbrushing	<b>Assignment:</b> Read Chapter 26 Take Chapter 26 quiz – <b>Due 10/9 @ 10:00 pm</b>
Week 8	On campus	<b>Crest/Oral B presentation</b> Damani Felder	<b>Assignment: Toothbrushing education PowerPoint submitted online - page submitted in class</b>
	Online	<b>Test #3 – Chapters 22, 26, 28, 44, 45</b>	<b>Test will open on Sunday (10/15 @ 10:00 am) and close on Monday (10/16 @ 10:00 pm)</b>
Week 9	On campus	Chapter 27/29: Oral Infection Control: Interdental Care The Patient with Orthodontic Appliances	<b>Assignment:</b> Read Chapter 27 & 29 (pages 488-490) Bring Typodont to class
	Online	Chapter 34 Fluorides	<b>Assignment:</b> Read Chapter 34 Take Chapter 34 quiz in Blackboard <b>Due Monday 10-23 @ 10:00 pm</b>
Week 10	On campus	Chapter 23 The Dental Hygiene Care Plan	<b>Assignment:</b> Read Chapter 23 <b>Flossing &amp; Flossing Aids PowerPoint submitted online – page submitted in class</b>
	Online	<b>Test #4 – Chapters 23, 27, 29, 34</b>	<b>Test will open on Sunday (10/29 @ 6:00 am) and close Monday (10/30 @ 10:00 pm)</b>
Week 11	On campus	<b>Care Plan</b> Guest Speaker – Mrs. Lori Rogers	<b>Assignment: Fluoride PowerPoint submitted online – page submitted in class</b>
<b>NOVEMBER</b>			
	Online	Care Plan	Continue working on Care Plan
Week 12	On campus	<b>Care Plan Patient Ed/Demo - Plaque and Brushing</b>	<b>Care Plan Final Submission Due Assignment: Tobacco Cessation PowerPoint submitted online – page submitted in class</b>
	Online	<b>Patient Ed #1 - Video</b>	<b>Pt Ed Video/Plaque &amp; Brushing due by 11/13 @ 10:00 pm</b>
<b>Week 13</b>	<b>On campus</b>	<b>Patient Ed/Demo – Gingivitis/Periodontitis and Flossing</b>	<b>Final Patient Education PowerPoint Due – submit all education pages online</b>
	Online	<b>Patient Ed #2 - Video</b>	<b>Pt Ed Video/Gingivitis &amp; Flossing due by 11/20 @ 10:00 pm</b>
<b>Week 14</b>	<b>On campus</b>	<b>Patient/Demo - Caries</b>	<b>Pt Ed Video/Caries due by 11/27 @ 10:00 pm</b>
	<b>Holiday</b>	<b>THANKSGIVING HOLIDAY</b>	

<b>Week 15</b>	<b>On campus</b>	<b>FINAL CLASS ACTIVITY</b>	
	Online	Study for Final Exam	
<b>COMPREHENSIVE FINAL EXAM – Exam will open in Blackboard on Thursday (11/30 @ 10:00 am) and close on Friday (12/1 @ 10:00pm)</b>			

## **ATTENDANCE POLICY**

### ***Absenteeism***

In order to ensure the students in the dental hygiene program achieve the necessary didactic and clinical competencies outlined in the curriculum, it is necessary that the student complete all assigned lecture classes, clinical and laboratory hours. It is the responsibility of the student to attend class, clinic or lab. The instructor expects each student to be present at each session. It is expected that students will appear to take their exams at the regularly scheduled examination time. Make-up examinations will be given **only** if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the instructor.

If students are unable to attend lecture class, clinic or lab, it is **mandatory that you call the appropriate instructor prior to the scheduled class, clinic or lab time. An absence will be considered unexcused if the student fails to notify the course faculty prior to the start of class, clinic, or lab. Attendance through Blackboard Collaborate is considered an absence. The course instructor must be notified at least one hour prior to the beginning of class/lab if the student plans to attend through Blackboard Collaborate.** The student is responsible for all material missed at the time of absence. Extenuating circumstances will be taken into account to determine if the absence is excused. Extenuating circumstances might include but are not limited to funeral of immediate family member, maternity, hospitalization, etc. If the student has surgery, a debilitating injury, or an extended illness, a doctor's release will be required before returning to clinic.

a. **Fall/Spring Semesters:**

Dental hygiene students will be allowed **two excused absences** in any lecture, clinic or lab. Absences must be accompanied by a written excuse on the next class day. In the event that a student misses class, clinic or lab beyond the allowed absences, the following policy will be enforced:

2 absences = notification in Starfish

Beginning with the third absence, **2 points** will be deducted from the final course grade for each absence thereafter.

**Two (2)** points will be deducted from the final course grade for each unexcused absence.

### ***Tardiness***

Tardiness is disruptive to the instructor and the students in the classroom. A student is considered tardy if not present at the start of class, clinic or lab. It is expected that students will arrive on time for class, clinic or lab, and remain until dismissed by the instructor. If tardiness becomes an issue, the following policy will be enforced:

Tardy 1 time = notification in Starfish

Tardy 2 times = is considered an unexcused absence. (See the definition of an unexcused absence)

If a student is more than 15 minutes late to any class period, it will be considered an unexcused absence.

**Students should plan on attending classes, labs and clinic sessions as assigned throughout the semester. Family outings, vacations and personal business should be scheduled when school is not in session and will not be considered excuses for missing assignments, examinations, classes, labs or clinic time.**

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

### **STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

### **COURSE REQUIREMENTS**

The student must pass the course with a 75% or more in order to receive credit for DHYG 1227. All course work must be successfully completed by the last class day. Failure to complete course work will result in the grade of "F" being awarded for DHYG 1227 and dismissal from the dental hygiene program. Exclusions from this policy will be dealt with on an individual basis by the instructor.

Requirements for this course include:

- 4 tests
- Quizzes
- Final Exam
- Behavior Modification project
- Patient Care Plan
- Patient Education Flip Book
- Patient Education Videos
- E-portfolio Entry

### **COURSE EVALUATION**

Final grades will be calculated according to the following criteria:

Tests	45%
Final Exam	15%
Care Plan	15%
Patient Education Flip Book	10%
Patient Education Sessions	10%
Quizzes/Behavior Modification Project/E-Portfolio	5%

### **GRADING SCALE**

- A = 92 - 100
- B = 83 - 91
- C = 75 – 82
- D = 60 - 74
- F = 59 and below

LIT does not use +/- grading scales

### **ACADEMIC DISHONESTY**

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](http://Special Populations - Lamar Institute of Technology (lit.edu)).

## **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **ADDITIONAL COURSE POLICIES/INFORMATION**

### ***Examination and Quiz Policy***

Examinations will be based on objectives, lecture notes, handouts, assigned readings, audiovisual material and class discussions. Major examinations will consist of multiple choice, true/false, matching, short answer, and case study questions. No questions will be allowed during exams.

Students are expected to complete examinations as scheduled. Make-up examinations will be given **ONLY** if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the Instructor. All make-up examinations must be taken within two (2) weeks from the scheduled exam date. All examinations will be kept on file by the Instructor. Students may have access to the examination by appointment during the Instructor's office hours. Exams may be reviewed up to two (2) weeks following the exam date. **You may not copy, reproduce, distribute or publish any exam questions.** This action may result

to dismissal from the program. A grade of "0" will be recorded for all assignments due on the day of absences unless prior arrangements have been made with the Instructor.

Respondus Lockdown Browser and Respondus Monitor will be used for examinations therefore, a webcam is required to take the test. The student is required to show the testing environment at the beginning of the exam to assure the instructor that it is clear of any study materials. Failure to do so will result in a 10-point exam grade deduction. If you need online assistance while taking the test, please call Online Support Desk at 409-951-5701 or send an email to [lit-bbsupport@lit.edu](mailto:lit-bbsupport@lit.edu).

It shall be considered a breach of academic integrity (cheating) to use or possess on your body any of the following devices during any examination unless it is required for that examination and approved by the instructor: cell phone, smart watch/watch phone, electronic communication devices (including optical), and earphones connected to or used as electronic communication devices. It may also include the following: plagiarism, falsification and fabrication, abuse of academic materials, complicity in academic dishonesty, and personal misrepresentation.

Use of such devices during an examination will be considered academic dishonesty. The examination will be considered over, and the student will receive a zero for the exam. Students with special needs and/or medical emergencies or situations should communicate with their instructor regarding individual exceptions/provisions. It is the student's responsibility to communicate such needs to the instructor.

### ***Mandatory Tutoring***

If a student receives a failing grade on any major exam, the student will be required to meet with course instructor within 2 weeks of the failed exam. One on one concept review by appointment with the course instructor will be provided and/or written academic warning when a student is failing to meet minimal requirements in the classroom setting.

### ***Electronic Devices***

Electronic devices are a part of many individual's lives today. Students must receive the instructor's permission to operate electronic devices in the classroom and lab. Texting on cell phones will not be allowed during class or clinic.

### ***Late coursework***

Assignments, Quizzes and Tests must be completed by the due date. Late submissions or completion will not be accepted and will result in a zero for that assignment/quiz/test.

### ***Remediation***

Remediation is available by appointment.

See Student Handbook for more information about remediation policies.



**\* Faculty has the authority to modify the above policies if unusual circumstances mandate a change. Please refer to the Student Handbook for a complete listing of the program policies.**

## **COURSE OUTLINE**

- I. The Professional Dental Hygienist/Chapter 1
  - A. History of the Dental Hygiene Profession
  - B. Objectives for Professional Practice
  - C. Dental Hygiene Process of Care
  - D. Professionalism
  
- II. Effective Health Communication/Chapter 3
  - A. Types of Communication
  - B. Health Communication
  - C. Health Literacy
  - D. Communication across the Life Span
  - E. Social and Economic Aspects of Health Communication
  - F. Cultural Considerations
  
- III. Dental Soft Deposits, Biofilm Calculus, and Stains/Chapter 17
  - A. Dental Biofilm and Other Soft Deposits
  - B. Acquired Pellicle
  - C. Dental Biofilm
  - D. Supragingival and Subgingival Dental Biofilm
  - E. Composition of Dental Biofilm
  - F. Clinical Aspects of Dental Biofilm
  - G. Significance of Dental Biofilm
  - H. Materia Alba
    - I. Food Debris
    - J. Calculus
    - K. Calculus Composition
    - L. Calculus Formation
    - M. Attachment of Calculus
    - N. Significance of Dental Calculus
    - O. Clinical Characteristics
    - P. Prevention of Calculus
  
- IV. The Periodontium/Chapter 18
  - A. The Normal Periodontium
  - B. The Gingival Description

- C. The Gingiva of Young Children
  
- V. Periodontal Disease Development/Chapter 19
  - A. Periodontal-Systemic Disease Connection
  - B. Risk Assessment
  - C. Etiology of Periodontal Disease
  - D. Risk Factors for Periodontal Diseases
  - E. Pathogenesis of Periodontal Diseases
  - F. Gingival and Periodontal Pockets
  - G. Complications Resulting from Periodontal Disease Progression
  - H. The Recognition of Gingival and Periodontal Infections
  - I. Classification of Periodontal Health
  - J. Classification of Gingivitis and Periodontitis
  
- VI. Dental Hygiene Diagnosis/Chapter 22
  - A. Assessment Findings
  - B. The Periodontal Diagnosis and Risk Level
  - C. Dental Caries Risk Level
  - D. The Dental Hygiene Diagnosis and Prognosis
  
- VII. The Dental Hygiene Care Plan/Chapter 23
  - A. Preparation of a Dental Hygiene Care Plan
  - B. Components of a Written Care Plan
  - C. Sequencing and Prioritizing Patient Care
  - D. Presenting the Dental Hygiene Care Plan
  - E. Informed Consent
  
- VIII. Preventive Counseling and Behavior Change/Chapter 24
  - A. Steps in a Preventive Program
  - B. Patient Counseling
  - C. Patient Motivation and Behavior Change
  - D. Motivational Interviewing
  - E. Exploring Ambivalence
  - F. Eliciting and Recognizing Change Talk
  
- IX. Protocols for Prevention and Control of Dental Caries/Chapter 25
  - A. History of Dental Caries Management
  - B. The Dental Caries Process
  - C. Dental Caries Classification
  - D. Caries Risk Assessment
  - E. Implementation of CRA in the Process of Care

- X. Oral Infection Control: Toothbrushes and Toothbrushing/Chapter 26
  - A. Development of Toothbrushes
  - B. Manual Toothbrushes
  - C. Power Toothbrushes
  - D. Toothbrush Selection
  - E. Methods for Manual Toothbrushing
  - F. Adverse Effects of Toothbrushing
  
- XI. Oral Infection Control: Interdental Care/Chapter 27
  - A. The Interdental Area
  - B. Planning Interdental Care
  - C. Selective Interdental Biofilm Removal
  - D. Methods for Interdental Aids
  
- XII. Dentrifrices and Mouthrinses/Chapter 28
  - A. Chemotherapeutics
  - B. Dentifrices
  - C. Preventive and Therapeutic Benefits of Dentifrices
  - D. Basic & Active Components of Dentifrices
  - E. Selection of Dentifrices
  - F. Mouthrinses
  - G. Purposes and Uses of Mouthrinses
  - H. American Dental Association Seal of Acceptance Program
  
- XIII. The Patient with Orthodontic Appliances/Chapter 29
  - A. Dental Hygiene Care
  
- XIV. Fluorides/Chapter 34
  - A. Fluoride Metabolism
  - B. Fluoride and Tooth Development
  - C. Demineralization vs. Remineralization
  - D. Effects and Benefits of Fluoridation
  
- XV. Principles of Evaluation/Chapter 44
  - A. Evaluation based on Goals and Outcomes
  - B. Evaluation of Clinical Outcomes
  - C. Evaluation of Behavior Changes
  - D. Comparison of Assessment Findings
  
- XVI. Continuing Care/Chapter 45

- A. Goals of the Continuing Care Program
- B. Continuing Care Procedures
- C. Appointment Intervals
- D. Methods for Continuing Care Systems

## **COURSE OBJECTIVES**

### **Chapter 1 The Professional Dental Hygienist**

1. Identify and define key terms and concepts related to the professional dental hygienist.
2. Describe the scope of dental hygiene practice.
3. Identify and describe the components of the dental hygiene process of care.
4. Identify and apply components of the dental hygiene code of ethics.
5. Explain legal, ethical, and personal factors affecting dental hygiene practice.
6. Apply concepts in ethical decision making.

### **Chapter 3 Effective Health Communication**

1. Discuss the skills and attributes of effective health communication.
2. Identify factors that influence health communication.
3. Explain how the patient's age, culture, and health literacy level affect health communication strategies.
4. Identify communication theories relevant to effective health communication and motivational interviewing.
5. Health communication is the use of communication strategies to enhance the ability to provide patient-centered health information, motivate positive changes in health behaviors, and achieve improved health outcomes.
6. In the context of dental hygiene care, good communication skills help patients embrace healthy behaviors of all types that allow them to attain and maintain oral health.

### **Chapter 17 Dental Soft Deposits, Biofilm, Calculus, and Stains**

1. Define acquired pellicle and discuss the significance and role of the pellicle in the maintenance of oral health.
2. Discuss the different stages in biofilm formation and identify the changes in biofilm microorganisms as biofilm matures.
3. Differentiate between the types of soft and hard deposits.
4. Recognize the factors that influence the accumulation of biofilm and calculus.
5. Identify the modes of attachment of supra- and subgingival calculus to dental structure.
6. Describe the clinical and radiographic characteristics of supra- and subgingival calculus and its detection.
7. Educate patients regarding the etiology and prevention of dental biofilm and calculus.

### **Chapter 18 The Periodontium**

1. Recognize normal tissues of the periodontium.
2. Know clinical features of the periodontium.

3. Describe the characteristics of healthy gingiva.
4. Compare and contrast the characteristics of gingiva in health and disease.

### **Chapter 19      Periodontal Disease Development**

1. List and describe the modifiable and nonmodifiable risk factors for periodontal disease.
2. Explain the signs and symptoms of periodontal disease.
3. Define the stages of development for periodontal lesions.
4. Compare and contrast the staging and grading of periodontal disease.
5. Describe the dental hygienist's role in educating the patient about management of modifiable risk factors for periodontal disease.

### **Chapter 22      Dental Hygiene Diagnosis**

1. Explain the significance of developing a dental hygiene diagnosis as a component of the dental hygiene process of care.
2. Formulate a dental hygiene diagnosis based on the assessment findings.
3. Identify and define key terms and concepts related to planning dental hygiene care.
4. Identify and explain assessment findings and individual patient factors that affect patient care.
5. Identify additional factors that can influence planning for dental hygiene care.

### **Chapter 23      The Dental Hygiene Care Plan**

1. Discuss rationale and objectives for developing a dental hygiene care plan.
2. Identify the components of a dental hygiene care plan.
3. Prepare a written dental hygiene care plan from a dental hygiene diagnosis.
4. Apply procedures for discussing a care plan with the dentist and the patient.
5. Identify and apply measures for obtaining informed consent and informed refusal.

### **Chapter 24      Preventive Counseling and Behavior Change**

1. Explain the steps in a preventive program, identify the need to conduct preventive counseling and describe the proper setting.
2. Describe the importance of partnering with the patient to come up with a plan for change.
3. Describe and explain the methods of motivational interviewing.
4. Describe how to recognize and explore the patient's ambivalence and describe techniques to elicit and recognize change talk.
5. Understand and explain various plans to strengthen the patient's commitment for change.

### **Chapter 25      Protocol for Prevention and Control of Dental Caries**

1. Describe the dental caries disease process.
2. Identify factors contributing to demineralization and remineralization.
3. Distinguish each step in caries management.
4. Evaluate each patient for individual risk for caries disease.
5. Apply caries risk status in developing individualized caries management protocols and carefully document.

## **Chapter 26 Oral Infection Control: Toothbrushes and Toothbrushing**

1. Identify the characteristics of effective manual and power toothbrushes.
2. Differentiate between manual toothbrushing methods, including limitations and benefits of each.
3. Describe the different modes of action of power toothbrushes.
4. Identify the basis for power toothbrush selection.
5. Describe tongue cleaning and its effect on reducing dental biofilm.
6. Identify adverse effects of improper toothbrushing on hard and soft tissues.

## **Chapter 27 Oral Infection Control: Interdental Care**

1. Review the anatomy of the interdental area and explain why toothbrushing alone cannot remove biofilm adequately for prevention of periodontal infection.
2. Describe the types of interdental brushes and explain why they may be more effective than floss for some patients.
3. Describe the types of dental floss and outline the steps for use of floss or floss loops for biofilm removal from proximal tooth surfaces.
4. Develop a list of the types and purposes of various floss aids, including floss holders and power flossing devices, and provide a rationale for the choice of the best ones to meet a specific patient's needs.
5. Demonstrate and recommend other devices for biofilm removal, including toothpick in holder, wooden interdental cleaner, interdental rubber tip, and oral irrigation.

## **Chapter 28 Dentifrices and Mouthrinses**

1. Identify and define the active and inactive components in dentifrices and mouthrinses.
2. Explain the mechanism of action for preventive and therapeutic agents in dentifrices and mouthrinses.
3. Explain the purpose and use of dentifrices and mouthrinses.
4. Discuss Food and Drug Administration (FDA) and the purpose of FDA.
5. Explain the American Dental Association Seal of Acceptance program and its purpose.

## **Chapter 29 The Patient with Orthodontic Appliances**

1. Develop oral self-care recommendations for the orthodontic patient to address effective biofilm removal and reduce risk for dental caries and periodontal disease.

## **Chapter 34 Fluorides**

1. Describe the mechanisms of action of fluoride in the prevention of dental caries.
2. Recommend appropriate over-the-counter (OTC) and professionally applied fluoride therapies based on each patient's caries risk assessment.
3. Compare use of fluoride home products (OTC and prescription).
4. Incorporate fluoride into individualized prevention plans for patients of various ages and risk levels.

## **Chapter 44 Principles of Evaluation**

1. Identify and define key terms and concepts related to the evaluation of dental hygiene interventions.
2. Discuss standards for dental hygiene practice.

3. Identify skills related to self-assessment and reflective dental hygiene practice.

**Chapter 45     Continuing Care**

1. Describe the goals of a continuing care program in dental hygiene practice.
2. Determine appointment intervals based on an individual patient's risk factors, compliance, and oral health history.
3. Name and discuss the contributing factors in recurrence of periodontal disease.
4. List steps in a continuing care appointment including assessment, care plan, and therapy.
5. Outline methods for continuing care systems in the dental office or clinic.

## APPENDIX

### **BEHAVIOR MODIFICATION PROJECT**

This assignment will involve developing and implementing a behavior modification program on yourself for 3 weeks. It has been shown that it takes 3-5 weeks to establish a new behavior as a *habit*. You will choose a health behavior you would like to change.

Is there something you have been wanting to do for a long time? This does not need to be hard or involve suffering. What would life be like if we worked systematically and applied many



good things that we know we should do? How many of us wear our seatbelts? Wear sunscreen or hats when in the sun? Drive defensively? Meditate and breathe deeply?

You will keep a brief daily Reflective Journal on your efforts to increase, decrease, or change the behavior. The act of writing can reinforce the process of behavioral change. Keep a pad of paper by your bed and jot down your progress daily toward your behavior change.

At the beginning of this project, there is one journal entry on Blackboard to complete. You will identify your behavior modification and answer some questions. At the end of week #1 and week #2, you will have additional journal entries to complete.

At the conclusion of the 3 weeks, you will submit a Reflective paper through Blackboard on your experience. The due date is listed in the syllabus schedule.

Some ideas of behaviors to increase, decrease, or change:

- Adhere to personal daily oral hygiene regimen – brushing/flossing frequency (daily, every other day, 1x week, threading through orthodontic wires/retainers, or adding of new oral hygiene aid
- Mouth rinse daily
- Xylitol gum regimen
- Smoking/tobacco use
- Finger nail biting
- Wearing a mouth guard or night guard
- Exercise, jogging, walking, swimming, yoga
- Water consumption
- Nutrition – eating 5 fruits/veggies a day, limit sugar, sodas, meat, caffeine, alcohol, drugs, eating/snacking, weight gain/loss
- Adherence to medical recommendations, using medications as prescribed
- Defensive driving, wearing seatbelt, observing speed limits
- Sun protection – sunscreen, hat
- Periodic self-exams – oral cancer screening, breast lumps, skin changes
- Emotional health – relaxation, recreation
- Mental health – positive thinking, interrupting negative talk
- Spiritual health – prayer, meditation
- Healthy relationships – setting boundaries, listening/talking balance, assertiveness
- Music, gardening, pets, hobby
- Anger habits – profanity, forgiveness
- Recycling, re-using
- Water or energy conservation

**BEHAVIOR MODIFICATION REFLECTION PAPER GRADING RUBRIC**

LIT Competency Statement	P3. Continuously perform self-assessment for lifelong learning and professional growth. HP5. Promote the values of oral and general health and wellness to the public and organizations within and outside the profession. PC13d. Develop and maintain a health maintenance program.
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The following are the questions that you are to address in the Reflection paper at the end of the 3 weeks. This assignment is to be uploaded into Blackboard by the due date listed in the class schedule.

**1. Paragraph 1: This section is worth 25% of the paper.**

Review the behavior you have chosen and why this is an important behavior for you. Include your history with or without the behavior of interest. Describe the problem and if you suspect to encounter any barriers or obstacles. Describe any prior attempts to change the behavior.

**2. Paragraph 2: This section is worth 20% of the paper.**

Describe any specific situations that affected your behavior during the 3 weeks. Make sure to include specific triggers related to your behavior. (When did it happen? Who were you with? What were you doing? Where were you? What were you saying to yourself?)

**3. Paragraph 3: This section is worth 20% of the paper.**

What was your initial plan to implement the behavior change? Did you use reinforcements (awards), punishments, and/or social support?

**4. Paragraph 4: This section is worth 25% of the paper.**

Reflect on the effectiveness of your program. How well did it work? Why was it effective or ineffective? Were there any problems that you had not anticipated? Will be able to continue the behavior beyond the classroom experience? Upon reflection, is there anything you would have done differently to solidify the behavior change?

**5. This section is worth 10% of the paper.**

The paper was well structured, well-organized with appropriate, clear, and smooth transitions; uses professional standards of written English. Proofread paper for grammar and spelling. All journal entries were submitted on time.

### **PATIENT EDUCATION POWERPOINT & NOTEBOOK INSTRUCTIONS**

This semester you will be creating a PowerPoint and a notebook that will be used in face-to-face patient education sessions during clinic in the next 3 semesters. This PowerPoint and book will aid you in the discussion and presentation of information to your patient. You want the PowerPoint & notebook to be professional and to convey the information in a way that is comfortable for you.

Supplies needed:

1" 3-ring binder

Clear sheet protectors for 3-ring binder

Tabs or labeled dividers (optional)

Computer

Printer

Computer paper

PowerPoint program

1. All the information needed to create the PowerPoint & notebook can be found in the following textbook or from a reputable online source:
  - Wilkins' Clinical Practice of the Dental Hygienist textbook
2. Pictures in the PowerPoint may be used from the internet or from Dentalcare.com
  - Please keep pictures professional looking
  - Refrain from using cartoons
3. The notebook should be constructed to assist you in presenting the information to the patient in an understandable and logical sequence. Keep information short and concise. Consider bullet points and not written in paragraph form.
4. Please note the due dates for each section of the PowerPoint and notebook. The following topics will be addressed in the Patient Education Flipbook this semester:
  - Plaque
  - Caries
  - Gingivitis
  - Periodontitis
  - Toothbrushing
  - Flossing
  - Supplemental aids
  - Fluoride
  - Tobacco Cessation
5. Each section will be graded individually and feedback provided. If suggestions/corrections are made by the instructor, those should be complete by the final submission.
6. At the end of the semester, the PowerPoint and notebook will be submitted for a final grade with corrections made.
7. The PowerPoint and notebook may be added to at any time during dental hygiene school. There may be other topics that are patient specific that you will want to address in the future.

#### PATIENT EDUCATION POWERPOINT & NOTEBOOK GRADING RUBRIC

LIT Competency Statement	HP5. Promote the values of oral and general health and wellness to the public and organizations with and outside the profession. HP6. Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene.
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	PC12. Implementation - Provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health. <ol style="list-style-type: none"> <li>a. Perform dental hygiene interventions to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease, and other oral conditions.</li> </ol>
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Student Name \_\_\_\_\_ Grade \_\_\_\_\_ /47 = \_\_\_\_\_

The following criteria will be used to determine the grade of on the Patient Education Flipbook.

**1= Meets all requirements    1/2= Needs improvement    0= Requirements not met**

	Instruction/Description	Points earned
<b>PLAQUE PAGE</b>		
1	Correctly defines plaque (what is plaque?)	
2	Describes how it forms, where it forms, how soon does it form	
3	Informs how plaque is removed and how often should it be removed	
4	Appropriate use of pictures	
Feedback from instructor:		
<b>CARIES PAGE</b>		
5	Correctly defines what a carious lesion is	
6	Describes how a caries forms and the cause of caries	
7	Discusses possible treatment options	
8	Informs what may occur without treatment	
9	Discusses how to prevent caries	
10	Appropriate use of pictures depicting varying degrees of caries	
Feedback from instructor:		
<b>GINGIVITIS PAGE</b>		
11	Correctly defines gingivitis	
12	Describes the signs and symptoms of gingivitis vs. a healthy mouth	
13	Informs what causes gingivitis	
14	Informs how to eradicate gingivitis (is it reversible?)	
15	Appropriate use of pictures depicting gingivitis	
Feedback from instructor:		

<b>PERIODONTITIS PAGE</b>		
16	Correctly defines periodontitis	
17	Describes the signs and symptoms of periodontitis	
18	Informs what causes periodontitis	
19	Describes whether periodontitis is reversible or irreversible	
20	Appropriate use of pictures depicting periodontitis	
Feedback from instructor:		
<b>TOOTHBRUSHING INSTRUCTION PAGE</b>		
21	Purpose of proper brushing	
22	Describes proper brushing techniques	
23	Introduces types of toothbrushes/bristle texture	
24	Addresses toothbrushing time and frequency	
25	Includes statement regarding tongue brushing	
26	Appropriate use of pictures of brushing techniques	
Feedback from instructor:		
<b>FLOSSING INSTRUCTION PAGE</b>		
27	Purpose of flossing	
28	Describes proper flossing techniques	
29	Addresses flossing frequency	
30	Discusses types of floss	
31	Appropriate use of pictures depicting flossing techniques	
Feedback from instructor:		
<b>SUPPLEMENTAL AIDS PAGE</b>		
32	Purpose of supplemental aids	
33	Types of supplemental aids	
34	Proper use of supplemental aids	
35	Appropriate use of pictures depicting use of supplemental aids	
Feedback from instructor:		
<b>FLUORIDE PAGE</b>		
36	Defines fluoride	

37	Purpose/benefits of fluoride/demineralization vs remineralization process	
38	Discusses where fluoride is found or where patient may receive fluoride	
39	Appropriate use of pictures depicting fluoride or products containing fluoride	
Feedback from instructor:		
<b>TOBACCO CESSATION PAGE</b>		
40	Describes how tobacco affects the oral cavity and overall general health	
41	Discusses nicotine dependency and possible treatments	
42	Provide alternative resources for quitting dependency	
43	Appropriate use of pictures depicting tobacco use/forms of tobacco/quit help-lines	
Feedback from instructor:		
<b>GENERAL GRADING</b>		
44	All submissions were turned in on time	
45	All corrections were made upon final submission	
46	Overall appearance of PowerPoint and notebook remained neat and professional	
47	Final submission of notebook was properly assembled	
Feedback from instructor:		

### PATIENT EDUCATION VIDEO ASSIGNMENT INSTRUCTIONS

This assignment will be a recorded video session with a person of your choice (i.e. mother, father, sister, brother, husband, wife, BFF, etc.) to demonstrate concise communication skills when delivering patient education topics. The person that you choose should be 18 years of age or older. The purpose of the

assignment is to assist the student in learning effective communication skills, learn how to incorporate their patient education PowerPoint and notebook, and to receive feedback based on the recorded presentation. This assignment will also assist the student in preparation of upcoming semesters when patient education will be utilized with patients in the clinic setting.

There is no time limit/constraint for the video as long as the student has covered the pertinent information needed to convey understanding of the topic being presented.

The student will record their session with a person representing a patient in the clinic. Please be seated at a table facing each other and record the session where both persons can be seen. Once the video is complete, the video will be uploaded into Blackboard under the Patient Education Videos tab. Please select the correct assignment file to upload the corresponding topic.

Specific items to consider when planning the session:

- Communication skills: pronunciation of words and terms, eye contact, minimal reading, clarity of subject matter
- Organization of material: material flowed in a manner that was easy to understand
- Knowledge of subject: demonstrates understanding of each topic; able to answer questions
- Interaction with patient: engaged patient into the discussion; asked questions; kept their attention

Instructions on how to upload a video into Blackboard are posted in the Patient Education Videos section of Blackboard.

Each video presentation will be worth 20 points. There will be 5 videos total to complete which will total to 100 points. This assignment will be 10% of your course grade.

## **PATIENT EDUCATION VIDEO ASSIGNMENT GRADING RUBRIC**



LIT Competency Statement	<p>P2. Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.</p> <p>P4. Communicate effectively with individuals and groups from diverse populations both verbally and in writing</p> <p>HP5. Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.</p>
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CRITERIA		1	3	5	SCORE
SPEAKING SKILLS	Made eye contact with patient with minimal reading	Student reads with no eye contact and does not use correct pronunciation	Student occasionally uses eye contact; some words were incorrect	Student is able to present information with minimal reading; used correct pronunciation	
	Uses correct pronunciation				
ORGANIZATION/C LARITY	Subject matter flowed easily	Sequence of information is difficult to follow/Student jumps around	Some of the information flowed well/most in logical sequence	Student presents information in a logical & interesting sequence	
	Subject matter disconnected				
CONTENT/KNOW LEDGE OF SUBJECT	Demonstrates knowledge of subject	Student does not have a grasp of the information; cannot answer patient questions	Student mostly understands subject material; able to answer most questions	Student demonstrates full knowledge of subject; is able to answer all questions	
	Is able to answer questions if asked				
INTERACTION WITH PATIENT	Was able to keep patients attention	Made no attempt to engage the patient into the discussion	Made some attempts to engage the patient in the discussion	Engaged patient into discussion and was able to hold attention	
	Asked the patient questions during the presentation to check knowledge				
Possible Points (20) = TOTAL SCORE					

**CARE PLAN ASSIGNMENT INSTRUCTIONS**

A formal written care plan is an essential part of the dental hygiene process of care. Dental hygiene care is planned to address the needs of the entire oral cavity. The care plan is based on the collection of data from assessment examinations which include:

- Medical/dental history
- Oral exam assessment
- Periodontal assessment
- Radiographic findings
- Dental charting
- Periodontal charting
- Plaque score/bleeding score

The written plan is a prioritized sequence of dental hygiene interventions create a comprehensive plan to restore health of the patient's oral cavity. It is designed to develop critical thinking skills by addressing significant findings, explain what its relevance is to dental hygiene treatment, the procedure or intervention to address that condition, the reason why we are addressing it and how much time the student feels he/she will need (self-assessment with time management).

It assists the student to determine an individualized plan to assist the patient with needed skills, knowledge, and motivation to improve their oral health.

The following are the steps needed to develop a thorough and individualized plan:

1. Step 1 - Write down all of the positive findings.
2. Step 2 - Identify specific problems
  - (gingivitis, periodontitis, caries, dry mouth)
3. Step 3 - Place the problem in the proper priority sequence within the treatment plan.
4. Step 4 - Determine the etiology of the problem
5. Step 5 - Determine contributing/predisposing factors that correlate with the problem or risk factors
6. Step 6 - Determine patient education topics that are indicated to address each problem.
7. Step 7 - Develop treatment options for each problem, list referrals if appropriate.
8. Step 8 - List preventive therapies designed to address each problem

Each student will be given a fictitious patient to create a written care plan. The due date is listed in the class schedule. The care plan will be completed/uploaded in Blackboard. All materials handed out will be returned upon completion of care plan. The care plan is 15% of the course grade.

### **CARE PLAN TEMPLATE**

Care Plan submission will use findings from included patient information.

Student Name \_\_\_\_\_

Patient Name \_\_\_\_\_ Age \_\_\_\_\_

Chief Complaint: \_\_\_\_\_

**1. Medical History:** (list any positive medical history findings from the medical & social history. Correlate the finding places the patient at risk for.)

\_\_\_\_\_ **Medical History Findings** \_\_\_\_\_ **At Risk For:** \_\_\_\_\_

**2. Dental History:** (List past and/or present dental disease, the chief complaint, and the present oral hygiene habits. Correlate the effects on periodontal diagnosis, and/or care)

\_\_\_\_\_ **Dental History Findings** \_\_\_\_\_ **At Risk For:** \_\_\_\_\_

**3. Head & Neck/Intra-Oral Examination:** (List the positive findings, habits and awareness. Correlate the effects on periodontal diagnosis)

\_\_\_\_\_ **Examination Findings** \_\_\_\_\_ **At Risk For:** \_\_\_\_\_

**4. Periodontal Examination:** (make a statement regarding the color, contour, texture, consistency, general biofilm locations, biofilm retentive features, predisposing factors to biofilm retention, overall pocket depths, bone loss, make reference to location of bleeding sites, etc.)

\_\_\_\_\_ **Periodontal Examination Findings** \_\_\_\_\_ **At risk for:** \_\_\_\_\_

b. Periodontitis Stage: \_\_\_\_ Periodontitis Grade: \_\_\_\_

c. Plaque Score: \_\_\_\_\_ Evaluation of plaque score: \_\_\_\_\_

d. Bleeding Score: \_\_\_\_\_ Evaluation of bleeding score: \_\_\_\_\_

Create a generalized statement regarding the patient's periodontal condition:

\_\_\_\_\_

**5. Dental Charting Examination:** (List all findings from dental charting exam. Examples are caries, attrition, midline position, occlusion, abfractions, etc. Correlate to effect on periodontal diagnosis, progression, and/or care)

**Dental Charting Findings:** \_\_\_\_\_ **At Risk For:** \_\_\_\_\_

**6. Radiographic Findings:** (List the conditions such as crown to root ratio, bone loss, condition of interproximal bony crests, thickened lamina dura, calculus, and root resorption)

**Radiographic Findings:** \_\_\_\_\_ **At Risk For:** \_\_\_\_\_

**7. Dental Hygiene Diagnosis:** (List all of the dental hygiene related problems associated with this patient, with each problem list the etiology)

**Dental Hygiene Problem:** \_\_\_\_\_ **Etiology:** \_\_\_\_\_

**8. Treatment/Appointment Plan:** (Include assessment findings of patient needs, appropriate treatment, and education plan- include long and short term goals) Each long term goal should be supported by at least 2 short term goals.

**Initial Appointment/Appointment 1: (Data collection and assessment)**

<b>Completed:</b>	<b>Chairside Oral Hygiene Assessment</b>

**Appointment 2:**

**Plan for Treatment:** \_\_\_\_\_ **Goals:** \_\_\_\_\_ **Plan for Education and/or Oral** \_\_\_\_\_

Hygiene Instruction

	<b>LTG #1:</b> <ul style="list-style-type: none"><li>• STG:</li><li>• STG:</li><li>• STG:</li></ul>	
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**Appointment 3:**

**Plan for Treatment:**

**Goals:**

**Plan for Education and/or Oral  
Hygiene Instruction**

	<b>LTG #2:</b> <ul style="list-style-type: none"><li>• STG:</li><li>• STG:</li><li>• STG:</li></ul>	
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**Appointment 4:**

**Plan for Treatment:**

**Goals:**

**Plan for Education and/or Oral  
Hygiene Instruction**

	<b>LTG #3:</b> <ul style="list-style-type: none"><li>• STG:</li><li>• STG:</li><li>• STG:</li></ul>	
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**Appointment 5: (if needed)**

**Plan for Treatment:**

**Goals:**

**Plan for Education and/or Oral  
Hygiene Instruction**

	<b>LTG:</b> <ul style="list-style-type: none"> <li>• <b>STG:</b></li> <li>• <b>STG:</b></li> <li>• <b>STG:</b></li> </ul>	
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**9. Prognosis:** (Is the prognosis good, fair, poor, questionable, or hopeless.....base and support your answer on age, number of teeth, systemic/social background, malocclusion, periodontal examination, recall availability)

**10. Supportive Therapy:** State the suggestions made to patient regarding re-evaluation, referral, and recall schedule. (Note: Include date of recall appointment below.)

**CARE PLAN GRADING RUBRIC**

DATE \_\_\_\_\_

NAME \_\_\_\_\_

<b>LIT Dental Hygiene Competency</b>	PC.9 PC.10  PC.11  PC.12 PC.13	<ul style="list-style-type: none"> <li>• Systematically collect, analyze, and record data on the general, oral, psychosocial health status of a variety of patients.</li> <li>• Use critical decision-making skills to reach conclusion about the patient’s dental hygiene needs based on all available assessment data.</li> <li>• Collaborate with the patient, and/or other health professionals, to formulate a comprehensive dental hygiene care plan that is patient-centered and based on current scientific evidence.</li> <li>• Provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health.</li> <li>• Evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.</li> </ul>
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**All information should have been evaluated and be correlated to periodontal disease; the progression of, the healing of, and the prevention of.**

Topic area	Point	Excellent 5	Good 4	Fair 3	Unacceptable 2
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<b>Medical History</b>		Identifies <u>all</u> the positive findings from the medical history. Is able to correlate what the patient may be at risk for according to the positive findings.	Identifies <u>several</u> of the positive findings from the medical history. Correlates <u>several</u> medical history findings to what the patient may be at risk for.	Identifies <u>at least one relevant</u> positive finding from the medical history. Correlates <u>at least one relevant</u> medical history finding to what the patient may be at risk for.	<u>Fails</u> to identify any relevant medical history finding. <u>Fails</u> to correlate any medical history finding to what the patient is at risk for.
<b>Dental History</b>		Identifies <u>many</u> elements of the dental history, its effect on dental hygiene diagnosis and/or care. Correlates <u>many</u> dental history findings to periodontal disease or to what the patient may be at risk for.	Identifies <u>several</u> elements of the dental history, its effect on dental hygiene diagnosis and/or care. Correlates <u>several</u> dental history findings to periodontal disease or to what the patient may be at risk for.	Identifies <u>at least one relevant</u> element of the dental history, its effect on dental hygiene diagnosis and/or care. Correlates <u>at least one relevant</u> dental history finding to periodontal disease or to what the patient may be at risk for.	<u>Fails</u> to identify any elements of the dental history, its effect on dental hygiene diagnosis and/or care. <u>Fails</u> to relate any medical history finding to periodontal disease or to what the patient may be at risk for.
<b>Oral Exam</b>		Identifies <u>many</u> findings of the oral exam. Correlates <u>many</u> oral exam findings to periodontal disease or to what the patient may be at risk for.	Identifies <u>several</u> findings of the oral exam. Correlates <u>several</u> oral exam findings to periodontal disease or to what the patient may be at risk for.	Identifies <u>at least one relevant</u> finding of the oral exam. Correlates <u>at least one</u> oral exam finding to periodontal disease or to what the patient may be at risk for.	<u>Fails</u> to identify any finding on the oral exam. <u>Fails</u> to relate any oral exam finding to periodontal disease or to what the patient may be at risk for.
<b>Periodontal Exam</b>		Describes <u>many</u> of the findings of the periodontal examination and relates <u>many</u> findings to periodontal disease. Makes a statement regarding the general description of the tissues.	Describes <u>several</u> of the findings of the periodontal examination and relates <u>several</u> to periodontal disease. Makes a statement regarding the general description of the tissues.	Describes <u>at least one</u> of the findings of the periodontal examination and correlates any to periodontal disease. Makes a statement regarding the general description of the tissues.	<u>Fails</u> to describe <u>any</u> of the findings of the periodontal examination. <u>Fails</u> to relate <u>any</u> to periodontal disease. <u>Fails</u> to make a statement regarding the general description of the tissues.
<b>Dental Exam</b>		Describes <u>many</u> of findings of the dental examination and correlates <u>many</u> to periodontal disease and the disease process.	Describes <u>several</u> of findings of the dental examination and correlates <u>several</u> to periodontal disease and the disease process.	Describes <u>at least one</u> of the findings of the dental examination and correlates any to periodontal disease and the disease process.	<u>Fails</u> to describe <u>any</u> of the findings of the dental examination. <u>Fails</u> to correlate <u>any</u> to periodontal disease and the disease process.
<b>Radiographic Findings</b>		Describes <u>many</u> findings of the radiographic examination and correlates <u>many</u> findings to periodontal disease.	Describes <u>several</u> findings of the radiographic examination and relates <u>many</u> findings to periodontal disease.	Describes <u>at least one</u> finding of the radiographic examination and correlates <u>any</u> finding to periodontal disease.	<u>Fails</u> to describe <u>any</u> finding of the radiographic examination and relates <u>any</u> finding to periodontal disease.
<b>Topic area</b>	<b>Point</b>	<b>Excellent 5</b>	<b>Good 4</b>	<b>Fair 3</b>	<b>Unacceptable 2</b>
<b>Dental Hygiene Diagnosis</b>		Lists <u>many</u> of the dental hygiene related problems and the etiology for each.	Lists <u>several</u> of the dental hygiene related problems and the etiology for each.	Lists at least one of the dental hygiene related problems and lists the etiology for one.	<u>Fails</u> to list the dental hygiene related problems and/or did not list any etiologies.
<b>Treatment Plan</b>					
<b>Plans Treatment &amp; Patient</b>		Assesses <u>many</u> of the patient education needs. Accurately plans <u>many</u> of the treatment and patient education	Assesses <u>several</u> of the patient education needs. Accurately plans <u>several</u> of the treatment and patient education	Assesses <u>at least one</u> of the patient educational needs. Plans <u>at least one</u> of the treatment and patient education sessions. <u>At least</u>	<u>Fails</u> to assess <u>any</u> of the patient education needs. <u>Fails</u> to plan <u>any</u> of the treatment and patient education

<b>Educational</b>		sessions. <u>Many</u> of the patient education topics are appropriate.	sessions. <u>Several</u> of the patient education topics are appropriate.	<u>one</u> of the patient education topics are appropriate.	sessions. Patient education topics are not appropriate.
<b>Long and Short-Term Goals</b>		<u>Many</u> of the long and short-term goals are developed for the patient. Goals are appropriate for the patient.	<u>Several</u> of the long and short-term goals are developed for the patient. Goals are appropriate for the patient.	<u>At least one</u> of the long and short-term goals are developed for the patient. <u>At least one</u> goal is appropriate for the patient.	<u>Fails</u> to develop any of the long and short-term goals. Goals are not appropriate for the patient.
<b>Writing &amp; Basic requirements</b>		Thoughts are highly organized and logically presented; easy to follow; word usage is correct and sets a very professional tone; correct spelling, grammar, punctuation, capitalization, and sentence structure. Plan is submitted on time with grading sheet. <u>All</u> records are returned in notebook.	Thoughts are generally organized and logically presented; word usage is adequate and sets a professional tone; several errors in spelling, grammar, punctuation, capitalization, and sentence structure. Plan is submitted on time with grading sheet. <u>All</u> records are returned in notebook.	Thoughts are somewhat disorganized, vague and difficult to follow; word usage is sometimes inappropriate and detracts from professional tone; numerous errors in spelling, grammar, punctuation, capitalization, and sentence structure. No grade sheet is included. <u>Not all</u> records are returned in notebook.	Thoughts are very disorganized, extremely vague, and difficult to follow; word usage is often inappropriate and detracts significantly from the professional tone; numerous errors in spelling, grammar, punctuation, capitalization, sentence structure. No grade sheet is included. <u>Many</u> records are missing from notebook.
<b>TOTAL POINTS (50 points possible)</b>					

## GRADE COMPUTATION SHEET

		GRADE EARNED	PERCENTAGE OF FINAL GRADE
TEST 1			
TEST 2		+	
TEST 3		+	
TEST 4		+	
TOTAL OF 4 TESTS =		X .45 =	
FINAL EXAM		X .15 =	+
CARE PLAN		X .15 =	+
PATIENT ED FLIPBOOK		X .10 =	+
PATIENT ED VIDEO SESSIONS		X .10 =	+
BEHAVIOR MODIFICATION PROJECT			
CHAPTER 3 QUIZ		+	



CHAPTER 18 QUIZ	+	
CHAPTER 19 QUIZ	+	
CHAPTER 26 QUIZ	+	
CHAPTER 34 QUIZ	+	
CHAPTER 44 & 45 QUIZ	+	
TOTAL OF BEHAVIOR MOD. & QUIZZES		X .05 =
FINAL COURSE GRADE	TOTAL OF RIGHT COLUMN=	