

El Paso Community College
Syllabus
Part II
Official Course Description

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|--------------------------------|---|----------|------------|----------|----------|---------------|----------------|--|------------|
| SUBJECT AREA TITLE | Dental Hygiene | | | | | | | | |
| COURSE RBRIC AND NUMBER | DHYG 2201 | | | | | | | | |
| COURSE TITLE | Dental Hygiene Care I | | | | | | | | |
| COURSE CREDIT HOURS | <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">:</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">Credit</td> <td style="text-align: center;">Lecture</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table> | 2 | 2 | : | 1 | Credit | Lecture | | Lab |
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| Credit | Lecture | | Lab | | | | | | |

I. Catalog Description

Studies dental hygiene care for the medically or dentally compromised patient including supplemental instrumentation techniques. A grade of "C" or better is required in this course to take the next course.

Prerequisites: DHYG 1201 and DHYG 1431. Corequisite: DHYG 1261. (2:1). Lab fee.

II. Course Objectives

A. Unit I – Dental Hygiene Instruments and Sharpening

1. Define the key terms appropriate to instrument sharpening.
2. Review the design characteristics of the sickle scaler, the gracey curet, and universal curet.
3. Describe the effects of dull and/or missharpened instruments.
4. Determine how to identify dull and/or missharpened instruments.
5. List the armamentarium necessary for instrument sharpening and discuss the purpose of each and the appropriate care for each.
6. Describe and practice the moving flat stone/stationary instrument method and the stationary stone/moving instrument method.
7. Discuss the appropriate uses for the conical stone, the Neivert Whittler, and the mandrel mounted stones.

B. Unit II – Implementation of Preventive Home Care Products

Dentifrices

1. Identify the basic components of a dentifrice.
2. Identify dentifrices that are of prophylactic and therapeutic value.
3. Discuss the terminology related to dentifrice.

Mouthrinses

1. Identify the purposes and uses of mouthrinses.
2. Identify the ingredients of a commercial mouthrinse.
3. Discuss the preparations, mechanism, clinical uses and side effects of chlorhexidine.

Oral Irrigation

1. Identify the primary delivery methods of the oral irrigator.
2. Identify the benefits of oral irrigation.
3. Discuss the contraindications to using an oral irrigator.

Self-Applied Fluorides and Fluoride Safety

1. Identify the effects and benefits of fluoride.
2. List the economic benefits of fluoride.
3. List and describe the preparations, frequency of application, and the clinical features of the three primary fluorides.
4. Know the paint-on, tray, and swish procedures of fluoride application
5. Discuss the indications, preparations and benefits of home fluoride mouthrinses.
6. List the sign and symptoms of acute toxic dose of fluoride.
7. Define Certain Lethal Dose (CLD) and Safely Tolerated Dose (STD).
8. Determine the emergency treatment for acute toxic dose of fluoride.

C. Unit III – The Dental Hygiene Treatment Plan

1. Discuss the objectives for preparing a treatment plan.
2. List and discuss the five parts of a total treatment plan.
3. Identify and discuss the basic steps in planning the treatment plan.
4. Determine how to sequence each patient's appointment.
5. Identify the number and type of appointments for a Class 0, I, II, III, and A, B, and C patient.
6. Discuss the presentation of the Treatment Plan.

D. Unit IV – Evaluation and Preventive Maintenance

1. Define the key terms appropriate to periodontal evaluation and preventive measures.
2. List and discuss the clinical markers used for periodontal evaluation of a patient.
3. Determine what factors should be considered when planning for the patient's maintenance phase of care.

E. Unit V – Ultrasonic and Sonic Scaling

1. Define the key terms appropriate to ultrasonic and sonic instruments.
2. Determine the differences between the two types of ultrasonic instruments and the sonic instrument.
3. List the indications for use for the ultrasonic and sonic instruments
4. List and discuss the contraindications and precautions for the ultrasonic and sonic instruments.

F. Unit VI – Airbrasive Polishing

1. Define airbrasive and the terms relative to airbrasive polishing.
2. Identify patients who are at risk for use of the airbrasive polisher.
3. List the hard tissue conditions in which airbrasive polishing is contraindicated.
4. Determine the precautions and recommendations when operating the airbrasive polisher.
5. Detail the procedure for use of the airbrasive polisher and its postoperative care.
Discuss the appropriate steps for the unit set-up and clean-up and maintaining strict asepsis.

- G. Unit VII – Medically Compromised Patients
 - 1. Discuss the dental hygiene concerns for treatment of a patient that is medically compromised.
 - 2. Identify the medical conditions that are considered for physician's clearance/premedication.
- H. Unit VIII – Patients Requiring Modified Treatment
 - 1. Discuss the dental hygiene concerns for treatment of a patient requiring modified treatment.
 - 2. Identify the conditions that may require modifications.
 - 3. Discuss the modified treatment options.
- I. Unit IX – Life Cycles of Patients
 - 1. Discuss the stages of the life cycle of patients.
 - 2. Identify the oral conditions of each stage of the cycle.
 - 3. Determine the treatment rationale for each stage.
- J. Unit X – The Edentulous Patient
 - 1. Define edentulous and the key words related to it.
 - 2. Discuss denture related oral changes.
Discuss denture identification.

III. THECB Learning Outcomes (WECM)

- 1. Assess various patient needs.
- 2. Formulate a dental hygiene care plan for the medically and/or dentally compromised patient.
- 3. Describe supplemental instrumentation techniques.

IV. Evaluation

- A. Preassessment
 - No preassessment.
- B. Grading Requirements
 - 1. There will be three (3) written examinations and a comprehensive final.
 - 2. There will be no retake examinations.
 - 3. The exams will be worth **70%** of the grade.
 - 4. There will be **10 RSQC2** turned in. This will be worth **20%** of the grade.
 - 5. Class participation will be **10%** of the grade.
- C. Grading
 - A = 93 - 100
 - B = 84 - 92
 - C = 75 - 83
 - F = 74 and below

D. Remediation

The instructor will provide for the students a **Help Clinic** for those students in need and for those who want to refine their skills. Also, all instructors in Clinical I can and will make recommendations to the students to attend the **Help Clinic**. It's strongly recommended that the student follow through. Remediation in theory will be provided for those students needing assistance. Such assistance will be discussed with the student and assignments will be provided.

V. **Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. **6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.