

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b>Dental Hygiene</b>								
<b>COURSE RUBRIC AND NUMBER</b>	<b>DHYG 1431</b>								
<b>COURSE TITLE</b>	<b>Preclinical Dental Hygiene</b>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin: auto;"> <tr> <td style="border-top: 1px solid black; text-align: center;">4</td> <td style="border-top: 1px solid black; text-align: center;">2</td> <td style="border-top: 1px solid black; text-align: center;">:</td> <td style="border-top: 1px solid black; text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">Credit</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	4	2	:	8	Credit	Lec		Lab
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Credit	Lec		Lab						

**I. Catalog Description**

Provides foundational knowledge for performing clinical skills on patients with emphasis on procedures, and rationale for performing dental hygiene care. Introduces ethical principles as they apply to dental hygiene care. A grade of “C” or better is required in this course to take the next course. **Prerequisites: BIOL 2401 and BIOL 2402 and CHEM 1306 and 1106. Corequisites: DHYG 1103 and DHYG 1201 and DHYG 1219 and DHYG 1239 and DHYG 1304. (2:8). Lab fee. Professional Practice Insurance required.**

**II. Course Objectives**

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

- A. Unit I. The Dental Hygiene Profession
  - 1. Define the discipline of dental hygiene, the dental hygienist, and the dental hygiene process of care.
  - 2. Explain the paradigm for the discipline of dental hygiene.
  - 3. Describe the different dental hygiene conceptual models.
  - 4. Describe the professional roles of the dental hygienist.
  - 5. Explain professional regulation in dental hygiene, including the purpose of standards of practice, accreditation, practice acts, and licensure.
  - 6. Explain the role and importance of professional dental hygiene associations.
  - 7. Describe the different workforce models for dental hygienists.
  - 8. Discuss the Myers-Briggs Type Indicator (MBTI) theory and identify individual personality styles according to the four dimensions.
  
- B. Unit II. Evidence-Based Decision Making
  - 1. Explain evidence-based decision making and its importance in everyday practice.
  - 2. Discuss the principles of EBDM.
  - 3. Describe the steps and skills necessary to practice EBDM, including explain how EBDM can help you stay current in order to provide the most appropriate care for your patients.
  
- C. Unit III. Cultural Competence
  - 1. Reflect on the influence of cultural differences in the interaction between the oral health professional and client.
  - 2. Discuss the concepts of culture, cultural competence, and cultural sensitivity, including subcultures, ethnocentrism, and stereotyping.

3. Describe and identify cultural barriers to oral healthcare and achievement of optimal health, including shared decision making and inequality and poverty.
4. Explain the importance of culture and health literacy in health communication.
5. Describe how to implement the dental hygiene process in a cross-culture environment.

D. Unit IV. Professional Portfolios

1. Define the professional portfolio.
2. Describe the various types and formats of portfolios and their uses.
3. Describe the process for creating a student portfolio, including the role of reflection within the portfolio.
4. Discuss portfolio authorship and ethical principles.
5. Discuss transitioning the student portfolio to the professional world.

E. Unit V. Infection Control

*Preventing Transmissible Diseases*

1. Define the key words relative to infection control
2. Identify the four U.S. government agencies that play the key roles in infection control and list their function(s) for each agency
3. Discuss standard of care and standard precautions
4. Describe how organisms can be transmitted in dental settings
5. Describe and discuss the chain of events in disease transmission
6. Describe the interventions to break the chain of events in disease transmission

*Exposure and Safety Control Measures*

1. Describe and understand the strategies that allow Dental Health Care Providers (DHCP) to stay healthy
2. Describe and understand the strategies that allow DHCP to prevent disease transmission
3. Discuss the importance of managing occupational injuries
4. Discuss the EPCC procedure for reporting an exposure incidence

*The Dental Hygiene Care Environment*

1. Identify the components and functions of the treatment area
2. Identify all of the equipment and supplies associated with the radiology area
3. Identify all of the equipment and supplies associated with the sterilization area
4. Identify all of the equipment and supplies associated with the laboratory area
5. Discuss the additional physical settings dental hygienist deliver professional oral care
6. Understand the dental hygienist is responsible for learning effective, safe usage practices for the equipment, supplies, and instruments used in the delivery of care

*Clinical Procedures*

1. Discuss and demonstrate the preparation of dental environment before and after patient care
2. Discuss, demonstrate, and give rationales according to the EPCC guidelines for the management of instruments
3. Define sterilization and discuss the approved sterilization methods including the advantages and disadvantages of each
4. Explain the sterilization tests available for equipment
5. Determine the proper care for the EPCC sterilizing machines
6. Define disinfectants and discuss how they are categorized and used
7. Explain the criteria for selection of a chemical agent
8. Identify the chemical disinfectants EPCC uses
9. Discuss the rationale and the procedures for flushing the water and suction lines
10. Describe patient preparation that prevent disease transmission
11. Recognize the universal label for Hazardous Material
12. Explain the guidelines for waste disposal
13. Discuss the consequences for noncompliance of proper infection control procedures – Unsafe Practice.

- F. Unit VI. Patient Reception  
*Preparation for the Patient*
1. Demonstrate the preparation of dental hygiene environment(s) according to standards
  2. Review patient record prior to seating of patient
  3. Prepare and anticipate for current treatment
- Patient Reception*
1. Discuss the proper way to greet a patient prior to seating
  2. List the correct procedure for seating a patient for treatment
  3. Determine the proper etiquette for introduction of a patient to the dental personnel
  4. Escort patient to dental chair, allowing clinician to observe gait, posture, and symmetry.
- G. Unit VII. Medical Emergencies
1. Discuss prevention of medical emergencies, including how to recognize persons at high risk for a medical emergency
  2. Delineate protocols for performing Basic Life Support in adults, children, and infants
  3. Discuss cardiac arrest and the protocol for management of the situation
  4. Describe protocols for managing victims with mild (partial) airway obstruction and severe (complete) airway obstruction
  5. Discuss the administration of oxygen
  6. Discuss appropriate use of equipment and drugs included in a basic kit for managing medical emergencies in the oral care environment
  7. Identify signs and symptoms of specific medical emergencies and appropriate treatment for each
  8. Discuss the EPCC Dental Hygiene Clinic emergency protocols
  9. Discuss the legal term “good Samaritan” and how the statutes relate to dental hygiene scope of practice.
- H. Unit VIII. Elements of Ergonomics in the Dental Hygiene Environment
1. Define ergonomics and discuss how ergonomic principles are helpful in the practice of dental hygiene
  2. Discuss and describe the ergonomic “checklist” for dental hygienists
  3. Define repetitive strain injury (RSI) or musculoskeletal disorder (MSD) and discuss causes and symptoms of the five most common
  4. Recognize incorrect ergonomics and describe how to correct the problem(s)
  5. Describe and discuss the ancillary equipment available for use to enhance the clinician’s neutral position
  6. Identify and practice strengthening and stretching exercises that reduce the risk of injuries
- Clinician Position in Relation to the Treatment Area*
1. Describe and demonstrate how to maintain neutral seated posture for each of the mandibular and maxillary treatment areas
  2. Demonstrate correct patient position and head position relative to the clinician and positioning of overhead dental light and equipment to enhance neutral clinician posture
  3. Describe and demonstrate the clock positions for instrumentation
  4. Describe and demonstrate the “surfaces toward” and “surfaces away” positioning patterns for the anterior and posterior teeth
  5. List the exceptions for not placing a patient in the supine position
  6. Recognize incorrect patient and clinician positioning and describe how to correct the problem(s)
- Instrument Grasp and Fulcrum/Finger Rests*
1. Define, describe, and demonstrate the modified pen grasp using precise finger placement of the dominate hand on the handle of an instrument
  2. Understand the relationship between finger rests and the stabilization of the hand
  3. Identify types of fulcrums and finger rests and delineate the difference between the two
  4. Understand the relationship between proper glove fit and the prevention of injuries in the hands
  5. Describe physical conditions of the hands which may present predisposing hand injuries

6. Recognize incorrect modified pen grasp or finger rests and describe how to correct the problem(s)

*Use of the Dental Mouth Mirror*

1. Identify the parts of a dental instrument
2. Describe and demonstrate the modified pen grasp and finger rests using the dental mirror in non-dominant hand
3. Identify and demonstrate the four functions of the dental mirror
4. Understand the relationship between use of the dental mirror and clinician's positioning will decrease the risk of potential RSIs
5. Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s).

I. Unit IX. Health History Assessment

1. Discuss the purpose of conducting a thorough medical history assessment, including legal and ethical issues regarding health record documentation
2. Define and practice the patient-centered interviewing technique
3. Discuss other strategies to enhance communication between dental hygiene practitioner-patient relationships
4. Identify and discuss the components of a comprehensive health history assessment
5. Identify medical risks for undergoing dental treatment and determine the necessary treatment modifications
6. Explain the American Society of Anesthesiologist (ASA) Physical Status Classification System
7. Identify medical conditions which may influence the treatment of a patient
8. Demonstrate skills to research patient medical conditions/diseases and prescription medications
9. Identify the medical conditions which require a physician consultation and referral
10. Understand and follow the state, local, and EPCC Dental Hygiene Program documentation policies and procedures on obtaining information.

J. Unit X. Vital Signs

1. Discuss vital signs and the importance of minimizing risk of a medical emergency via vital signs assessment
2. Do the following regarding the assessment of body temperature, including:
  - Demonstrate the correct technique and use of equipment
  - Accurately assess temperature and record these vital signs measurements
  - Know the range of acceptable temperature readings
  - Recognize findings that have implications for care planning and initiate medical referrals for the health and safety of the patient
  - Compare baseline measurements with current findings and communicate significant changes to the patient and dentist
3. Discuss the significance of the pulse and do the following:
  - Demonstrate the correct technique
  - Correctly assess the pulse rate and record these vital signs measurements
  - Recognize findings that have implications for care planning and initiate medical referrals for the health and safety of the patient
  - Compare baseline measurements with current findings and communicate significant changes to the patient and dentist
4. Discuss the assessment of respiration, including:
  - Demonstrate the correct technique
  - Correctly assess the respiration rate and record these vital signs measurements
  - Know the range of acceptable respiration rates
  - Recognize findings that have implications for care planning and initiate medical referrals for the health and safety of the patient

- Compare baseline measurements with current findings and communicate significant changes to the patient and dentist
- 5. Discuss the assessment of blood pressure and do the following:
  - Define the term blood pressure
  - Define systolic and diastolic blood pressure and know the normal values
  - Define and assess Maximum Inflation Level (MIL)
  - Explain how a sphygmomanometer works and demonstrate the correct technique
  - Correctly assess the blood pressure and record these vital signs measurements
  - Explain why the blood pressure cuff is kept at heart level while measuring blood pressure
  - Recognize findings that have implications for care planning and initiate medical referrals for the health and safety of the patient
  - Compare baseline measurements with current findings and communicate significant changes to the patient and dentist
- 6. Discuss the use of tobacco as the fifth vital sign
  - Understand the health risks of tobacco use
  - Recognize tobacco use has implications for care planning and initiate medical referrals for the health and safety of the patient
- 7. Understand and follow the EPCC Dental Hygiene Program documentation policies and procedures on the information concerning the vitals.

K. Unit XI. Extraoral and Intraoral Clinical Assessments

*Extraoral Clinical Assessment*

1. Describe the head and neck examination including the names of the structures
2. Identify the examination techniques and methods for the head and neck examination
3. Demonstrate the extraoral examination in upright position using correct techniques and a systematic sequence of examination
4. Recognize, describe, and document normal, atypical or abnormal findings using precise descriptive terms
5. Description of findings include the history, location, color, size, shape, texture, consistency
6. Communicate effectively with patient and instructor concerning examination and findings
7. Provide referral to an appropriate specialist when findings indicate the need for further evaluation
8. Understand and follow the EPCC Dental Hygiene Program documentation policies and procedures for compiling and documenting information from the extraoral examination

*Intraoral Clinical Assessment*

1. Describe the oral examination
2. Obtain proper equipment for the oral examination including proper patient positioning
3. Identify and recognize the normal anatomy of the oral cavity
4. Demonstrate the intraoral examination using correct techniques and a systematic sequence of examination
5. Recognize, describe, and document normal, atypical or abnormal findings in the oral cavity using precise descriptive terms
6. Communicate effectively with patient and instructor concerning examination and findings
7. Provide referral to an appropriate specialist when findings indicate the need for further evaluation
8. Recognize the risk factors, signs and symptoms of oral cancer
9. Know the management of suspicious lesions
10. Understand and follow the EPCC Dental Hygiene Program documentation policies and procedures for compiling and documenting data from the intraoral examination.

L. Unit XII. The Hard Tissue Assessment (Examination)

1. Define the key terms appropriate to the occlusion.
2. Determine the rationale for identifying occlusion problems on a patient.
3. List and discuss the three facial profiles.
4. List and describe the three classifications of the permanent dentition.

5. Describe the molar relationships for the occlusion of the primary teeth.
6. Define the key terms appropriate to the teeth.
7. Discuss the clinical appearance of and the clinical approach for enamel hypoplasia, attrition, erosion, abrasion, and fractures of the teeth.
8. Discuss the procedure for determining the mobility of a tooth and the degrees used when recording the movement.
9. Define the terms appropriate to dental stains and discolorations.
10. Determine the rationale for performing stains and discolorations examination of the teeth.
11. List and discuss the classifications of stains and how to recognize each.
12. List the seven types of extrinsic stains and discuss the clinical approach for each.
13. List endogenous intrinsic and exogenous intrinsic stains and discuss the clinical approach for each.

M. Unit XIII. Dentition Assessment

1. Discuss the purpose and methods of documentation including charting and the responsibilities of the dental hygienist.
2. Differentiate between the tooth numbering systems.
3. Discuss the classification of dental caries and restorations.
4. Discuss tooth assessment and detection of signs of dental caries.
5. Explain the dentition and periodontal charting, including application of charting symbols to a case study.
6. Discuss occlusion and common problems of occlusion.
7. Distinguish between the classification of malocclusion and the sub-types.
8. Discuss the primary occlusion.

N. Unit XIV. Dental Caries Management by Risk Assessment

1. Explain the team approach in integrating CAMBRA into an oral healthcare practice.
2. Define the disease of dental caries.
3. Explain the dental caries process.
4. Discuss dental caries risk assessment for clients age 6 through adult.
5. Discuss dental caries risk assessment for children 0 to 5 years of age.
6. Discuss caries management and identify clinical guidelines for caries management by risk assessment by age.
7. Explain, based on level of dental caries risk, the use of professionally applied and self-applied topical fluorides, antimicrobial therapy, buffering products, and calcium and phosphate products.

O. Unit XV. Periodontal and Risk Assessment

**Lecture: Periodontal and Risk Assessment**

1. Define risk assessment and its significance.
2. Identify, give examples, and assess modifiable and non-modifiable risk factors that affect onset, progression, and severity of periodontal disease and health maintenance.
3. Explain the clinical application of risk assessment.
4. Discuss radiographic assessment, including evaluation of radiographs for signs of periodontal disease.
5. Discuss assessment of periodontal disease activity, including methods of microbiologic identification of periodontitis.
6. Describe indices for measuring periodontal diseases.
7. Explain proper documentation and record keeping.
8. Define a decision-making matrix and explain its significance.

**Lab: The Periodontium Assessment: Health and Disease**

1. Identify and describe the tissues of the periodontium.
2. Identify and discuss the two major categories of periodontal disease.
3. Discuss the American Academy of Periodontology (AAP) classification system.

- Identify the two assessment instruments used in determining the classification of periodontal disease.
4. Identify and discuss the AAP Classification of Gingival Diseases.
  5. Discuss, identify the assessment tools, and name the formation of soft and hard deposits.
    - Demonstrate detection of dental plaque
    - Demonstrate detection of supragingival calculus deposits
  6. Discuss the components of the comprehensive periodontal assessment.

*Explorers and Basic Exploring Techniques*

1. Given a variety of explorer designs, identify the design characteristics of each explorer and describe the advantages and limitations of the various explorer designs.
2. Identify the functions of explorers.
3. Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful.
4. Describe how the clinician can use visual clues to select the correct working-end of the 11/12 explorer.
5. Demonstrate correct adaptation of the explorer tip.
6. Demonstrate an assessment stroke while maintaining correct positions, correct finger rests, and precise finger placement on the handle of the 11/12 explorer.

*The Clinical Features of the Gingiva*

1. Identify and assess the following characteristics of the gingiva in health:
  - Tissue color
  - Tissue size
  - Tissue shape
  - Tissue consistency
  - Tissue surface texture
  - Position of the gingival margin
  - Bleeding/exudate
2. Classify and assess the changes of the gingiva in disease (gingivitis):
  - Tissue color
  - Tissue size
  - Tissue shape
  - Tissue consistency
  - Tissue surface texture
  - Position of the gingival margin
  - Bleeding/exudate
3. Determine the extent and distribution of inflammation.
4. Discuss how to determine the absence or presence of dental biofilm.
  - Discuss how dental plaque biofilm initiates and/or aggravates the inflammation
  - Discuss prevention
5. Determine and describe the absence or presence of dental calculus.
6. Practice documenting the gingival assessment statement using precise descriptive terms according to the EPCC Dental Hygiene Program policies and procedures.

*The Periodontal Probes and Basic Probing Techniques*

1. Identify the design characteristics and functions of the periodontal probe.
2. Identify factors that can affect the accuracy of periodontal probing.
3. Describe the following characteristics of effective probing technique
  - adaptation and angulation of the tip
  - amount of pressure needed
  - instrumentation stroke
  - number and location of probe readings for each tooth
  - determine the sequence
4. Demonstrate correct adaptation on facial, lingual, and proximal surfaces and beneath the contact area of two adjacent teeth.

5. Demonstrate correct positioning, mirror use, modified pen grasp, and finger rests while using the walking stroke around the perimeter of the base of a sulcus or pocket.
  6. Discuss and describe the EPCC Dental Hygiene Program documentation on policies and procedures for collecting and recording periodontal readings.
- P. Unit XVI. Dental Hygiene Diagnosis
1. Define diagnosis and differentiate between a dental hygiene diagnosis and a dental diagnosis.
  2. Explain the dental hygiene diagnostic process.
  3. Discuss formulating and validating dental hygiene diagnoses.
  4. Discuss the outcomes of dental hygiene diagnoses.
- Q. Unit XVII. Dental Hygiene Care Plan, Evaluation, and Documentation
1. Discuss the planning phase in the dental hygiene process of care.
  2. Explain the purpose of the evaluation phase and its significance to the process of care.
  3. Formulate a client-centered care plan from a dental hygiene diagnosis.
  4. Discuss documentation, including its significance to the process of care and practitioner liability.
- R. Unit XVIII. Nonsurgical Periodontal Therapy
- Overview of Nonsurgical Periodontal Therapy*
1. Define and state the objectives of periodontal instrumentation. Explain why complete removal of all subgingival biofilms and calculus deposits is so important to successful periodontal instrumentation
  2. Explain why “tissue response” rather than “root smoothness” is the standard for successful subgingival instrumentation
  3. Recognize procedures are customized for individualized patient need indicating individualized treatment planning
  4. Understand and follow the EPCC Dental Hygiene Program policies and procedures for “Pre-Cal and Cal Out” and discuss the rationale
  5. Recognize traditional and modern instrument terminology
  6. Recognize and practice explaining nonsurgical periodontal therapy to patients
- Instrument Design and Classification*
1. Name and define the three parts of the dental instrument
  2. Discuss the characteristics of the instrument handle design and explain the significance of the design
  3. Discuss the design characteristics and explain the significance of instrument shank
  4. Discuss the design characteristics of instrument working-end
  5. Identify the two classifications of periodontal instruments
  6. Describe the design characteristics and function of periodontal probes
  7. Describe the design characteristics and functions of explorers
  8. Describe the design characteristics of scalers
  9. Describe the design characteristics of universal curets
  10. Describe the design characteristics of area-specific curets
  11. Determine how to use and identify the correct working end.
- S. Unit XIX. Periodontal Instrumentation Technique Essentials
1. Define and discuss periodontal instrumentation
  2. Explain the stages of skill development
  3. Know an instrumentation stroke is the act of moving the working-end of a periodontal instrument across a tooth surface
  4. Know the production of instrumentation strokes involve several precise techniques
  5. Demonstrate these techniques: motion activation, orientation to the tooth surface, adaptation and angulation of the instrument strokes
  6. Recognize incorrect techniques, describe and demonstrate the correction(s)
- Movement and Orientation to Tooth Surface*



1. Define and demonstrate the two types of motion activation used to move the working-end of a periodontal instrument across a tooth surface
2. Discuss and demonstrate stroke length
3. Define and demonstrate rolling the instrument handle as the working-end moves around the tooth
4. Define and demonstrate pivoting of the fulcrum finger as the working-end moves around the tooth
5. Identify the angulation of teeth in dental arches as a critical element in instrumentation
6. Explain the orientation of lower shank with surfaces of the crown differ significantly from the alignment (orientation) of the surfaces of the root
7. Demonstrate precise finger placement on the handle of a periodontal instrument while selecting the correct working-end for a treatment area

*Adaptation*

1. Define the term adaptation as it relates to periodontal instrumentation
2. Explain and demonstrate the neutral joint position, “soft C”, showing the precise finger placement of the modified pen grasp on the handle of a periodontal instrument
3. Demonstrate how to select the correct working-end for anterior and posterior treatment areas

*Angulation of the Instrumentation Strokes*

1. Define instrumentation stroke
2. Define and demonstrate the three different stroke directions (angulation)
3. Compare and contrast the functions and characteristics of three types of instrumentation strokes: assessment, calculus removal, and root debridement
4. Understand and demonstrate assessment stroke can be accomplished by using a sickle, curette, and an explorer
5. Discuss conservation of cementum is an important goal of instrumentation
6. Explain and demonstrate how the three pressure forces change according to the task at hand

*Supragingival Calculus Removal*

1. Define supragingival calculus deposits and identify common types of calculus deposit formations
2. Explain and demonstrate how to locate supragingival calculus deposits
3. Know the relationship of the instrument face to the tooth surface and explain the ideal angulation for supra-calculus removal
4. Explain the results of incorrect angulation of the working-end
5. Identify and explain the three pressure forces of the instrumentation stroke
6. Discuss the benefits of relaxing the fingers between strokes
7. Explain the correct approach of removing large calculus deposits with hand activated instruments
8. Discuss the best selection of hand activated instruments removing supra-calculus

*Subgingival Calculus Removal*

1. Define subgingival calculus deposits
2. Explain and demonstrate how to locate subgingival calculus deposits
3. Explain the importance of learning to rely on the sense of touch for identifying and successful performance of subgingival instrumentation
4. Define insertion and the angulation of inserting a curette beneath the gingival margin
5. Discuss the best selection of hand activated instruments for removing sub-calculus
6. Explain the significance of practicing a systematic pattern for subgingival calculus removal
7. List and describe the sequence of skills involved in subgingival calculus removal

*Evaluation/Re-Evaluation*

1. Discuss the importance of a re-evaluation appointment in the treatment of patients with subgingival calculus deposits. Ideally, appointment for re-evaluation occurs 4-6 weeks after completion of periodontal therapy
2. Explain EPCC dental hygiene clinic re-evaluation occurs at each appointment, discuss the management of tissue, hypersensitivity, and daily plaque removal
3. Describe the “true check for effective nonsurgical periodontal therapy”
4. Discuss healing after periodontal instrumentation
5. Discuss the significance and philosophy of a maintenance plan

6. Explain the purposes of the maintenance plans
7. Factors to consider in determining maintenance (recare).

T. Unit XX. Stain Management

*Rubber-Cup/Coronal Polishing*

1. Define and discuss the terms therapeutic procedure and esthetic procedure
2. Discuss and list the three adverse effects of coronal polishing
3. Define extrinsic and intrinsic stain giving examples of each
4. Discuss and list the indications and contraindications for coronal polishing
5. Define selective polishing and discuss the clinical applications; make evidence-based decisions on a case-by-case basis for including coronal polishing in a patient's treatment and for selection of cleaning/polishing agents
6. Describe the components of the polishing procedure, including proper set up, operating, and infection control procedures
7. Demonstrate the correct technique for coronal polishing, including patient and environment (infection control) preparation
8. Understand and follow the EPCC Dental Hygiene Program policies and procedures for "Pol Out" and "Combination Pol Out/Tissue Out".

U. Unit XXI. Caries Management: Fluoride and Non-Fluoride Caries-Preventive Agents

1. Discuss factors involved in caries management.
2. Discuss fluoride therapies.
3. Name and describe the self-applied products for patients at risk for caries.
4. Name and describe the professionally applied fluorides for caries management, including product selection and the tray and paint-on techniques.
5. Discuss acute fluoride toxicity including causes, signs, symptoms, emergency management, and prevention.
6. Discuss the evidence-based research and ADA recommendations of non-fluoride caries-preventive agents.
7. Explain why xerostomia places patients at higher risk for caries and address recommendations to manage the symptoms and associated caries risk.
8. Describe the future of caries prevention.
9. Design a caries management plan based on sound clinical judgment and patient risk, needs, and preferences.

### III. THECB Learning Outcomes (WECM)

Upon successful completion of this course, students will:

1. Explain the procedures and rationale for dental hygiene care.
2. Demonstrate basic dental hygiene instrumentation skills.
3. Define ethical principles related to dental hygiene care.

### IV. Evaluation

A. Grading Scale

- A = 100 - 93
- B = 92 - 83
- C = 82 - 75
- D = 74 - 70
- F = 69 and below

*The minimum acceptable numerical number to pass this course is a "75" as determined by the program's promotion and graduation policies.*

B. Grade Weights

Theory = 40%  
Laboratory = 60%

C. Remediation

Assistance for individual remediation must be arranged through the instructor-of-record.

**V. Dental Hygiene Entry-Level Competencies**

- C.1 Apply a professional code of ethics to all endeavors.
- C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
- C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
- C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
- C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
- C.12 Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
- C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatment.
- C.14 Manage medical emergencies by using professional judgement, providing life support, and utilizing required CPR and any specialized training and knowledge.
- HP 2 Respect the goals, values, beliefs, and preferences of the patients.
- HP 6 Utilize methods that ensure the health and safety of patient and the oral health professional in the delivery of care.
- PC 1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
- PC 2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
- PC 3 Recognize the relationship among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
- PC 4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.
- PC 5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient's dental hygiene care needs.
- PC 6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
- PC 7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
- PC 8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
- PC 9 Obtain the patient's informed consent based on a thorough case presentation.
- PC 10 Provide specialized treatment that includes educational preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.
- PC 11 Evaluate the effectiveness of the provided services, and modify care plans as necessary.
- PC 12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
- PC 13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.
- PGD 3 Access professional and social networks to pursue professional goals.

**VI. Disability Statement (Americans 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).

**VII. 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.

**VIII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.