

Pre-clinical Practice I DH 101			
<b>Date revised and approved: April 2022</b>			
Academic Level	Course Type	Total Classroom Hours	Educators
01	PreClinical	164	Lead Faculty: Mrs. Shari Morrow <a href="mailto:smorrow@cadh.ca">smorrow@cadh.ca</a>
<b>Course Pre-requisites</b> none		<b>Course Co-requisites</b> All level 1 courses	

## Course Description

This course focuses on the practical application of the theoretical concepts and principles of client care discussed in *Practice Environment (DH 102)*. Emphasis is placed on client assessment and instrumentation techniques required for dental hygiene examination and treatment. Students must pass all instrumentation techniques in order to participate as a clinician in partner care clinical sessions during weeks 20-22. In order to participate as a client, students must not have had a dental scaling within the last six months and must present with no outstanding dental work.

Students will be required to keep a weekly journal. This journal will enable students to develop critical thinking and problem solving abilities. Students will achieve this through self-reflection in weekly journal entries as well as development of goals, identification of goal achievement and evaluation of goal attainment.

Students will participate in a weekly one hour seminar/integration session during weeks 20-22 with the Pre-Clinical Coordinator. Students will be encouraged to bring topics for discussion from activities and situations which may arise during their clinical experience. This seminar will provide a forum for transfer of pertinent information among students and staff members regarding clinical practice.

**Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions or to substantiate specific educational learning outcomes for professional recognition.**

## **Learning Resources**

### *Required Texts*

Bowen, DM and Pieren, JA. Darby and Walsh Dental Hygiene Theory and Practice, 5<sup>th</sup> ed. St. Louis, MO: W.B. Saunders Co.; 2020

Canadian Academy of Dental Health and Community Sciences. Clinic Manual. Mississauga, ON CADH.

Canadian Dental Hygienists Association (CDHA). Code of Ethics, Definition, Scope and Practice. Available from: <http://www.cdha.ca>

College of Dental Hygienists of Ontario (CDHO). Registrants Handbook and Code of Ethics. Available at: <http://www.cdho.org>

Kimbrough-Walls, VJ, Lautar, CJ. Ethics, Jurisprudence, and Practice Management. 3<sup>rd</sup> ed. Upper Saddle River, N.J. Pearson Education; 2012.

Nield-Gehrig JS. Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation, 8<sup>th</sup> ed. Philadelphia, PA: Lippincott Williams and Wilkins; 2017. Student resources available from: [www.thepoint.lww.com](http://www.thepoint.lww.com)

Jeske AH. Mosby's Dental Drug Reference. 13<sup>th</sup> ed. St. Louis, Missouri: Mosby, Inc.; 2022.

Ontario Public Health website <https://www.publichealthontario.ca/en/LearningAndDevelopment/OnlineLearning/InfectiousDiseases/Reprocessing/Pages/Course.aspx#>

### *Recommended Texts*

Little JW, Falace DA. Dental Management of the Medically Compromised Patient, 9<sup>th</sup> ed. St. Louis, Missouri: C.V. Mosby Co.; 2018.

**Staff/student ratio: 4/21**

## **Teaching/Learning Methods and Activities**

Discussions, role playing, demonstrations and practice exercises. Close observation with written and oral feedback from clinical staff will assist in skill development.

**Accessing Course Materials through the Learning Management System**

CADH utilizes a Learning Management System (LMS) to provide students with course materials. A course will be set up for each subject that the student is expected to take in the program. Details on how to access the LMS will be provided to you by your faculty members or administration.

As a student, you will be expected to be enrolled in the course. Your faculty or administration may enrol you in the course, in which case, you will receive an email indicating this. Otherwise, if advised by the faculty member, you will be expected to self-enrol in the course and instructions for this will be provided by your instructor.

Faculty members will post course announcements, course materials and any supplemental materials on the LMS for you to access and review. It is your responsibility to check the course site on a daily basis for any updates to the course material. In addition, the faculty member may email you from the site, require you to complete online components such as blogs, discussions, and assignments, as well as post grades using this site.

**Evaluation**

<b>Grading System – Hand Instrumentation</b>	<b>Grading System – Clinical Competencies</b>
4: 0 minor errors 3: 1 minor error 2: 2 minor errors 1: $\geq 3$ minor errors and/or $\geq 1$ critical error	4: 0 minor/critical errors 3: 1-2 minor errors 2: 3 minor errors 1: $\geq 4$ minor errors and/or $\geq 1$ critical errors

### Course Requirements

1. Students are required to attend all pre-clinical sessions. There are no unexcused absences. If students are unable to attend due to illness, they are expected to notify their instructor and arrange to make up the learning opportunity missed. Students must submit a note from the doctor to the Director of Admissions and the faculty member to verify the reason for absence. Unsubstantiated absence from three or more sessions will result in a failure for this course.
2. Students are expected to actively participate in all pre-clinical activities so they have the opportunity to develop the necessary skills. Please note that students must be in the appropriate clinical attire and are expected to participate in a mature and respectful manner.
3. Students must keep a clinical journal.
  - a. Each journal will include the following sections:
    - i. Journal entries
    - ii. Goals
    - iii. Evaluations
    - iv. Other evaluations (mid-term evaluation, peer mentor critique and final evaluation)
  - b. **Students must obtain 70% in the clinical journal component. Each component of the journal will be given a pass or fail. Failure to submit the journal on time and/or failure to complete the evaluations on the target time outlined by the student will result in failure of that section. Details for grading of the journals is outlined below:**

<b>Self-Reflection:</b>			
Mid-term self-evaluation	1	1	Must get P
Mentorship report	1	1	Must get P
Journals	16	16	Must get minimal 70%
End of term self-evaluation	1	1	Must get P

- c. Faculty spend a lot of time reading and commenting on your entries. It is important that you read their feedback, respond to the questions raised and incorporate any faculty ideas into successive entries. If you have questions regarding their feedback, take immediate action by making an appointment with the faculty member to get assistance.
- d. **Submission of the journal will be made to your faculty advisor on Mondays by:**
  - i. Group A during WEEKS 3, 5, 7, 10\*, 13, 15, 17, 20\*
  - ii. Group B during WEEKS 4, 6, 8, 10\*, 14, 16, 18, 20\*
- e. **Journal Entries:** Students are expected to develop one journal entry for each week. Students must achieve this through self-evaluating each clinical session for that week and determining how the experiences gained during those sessions have impacted on their own professional growth. These entries should be a reflection of the student's independent writing ability. Critical thinking, problem-solving ability, identification of strengths and weaknesses, progress towards clinic goals, use of outside resources as well how classroom theory applies to the clinical environment should be evident in the student's entries.

- f. **Goals:** Students are expected to develop goals that will aid in their professional growth. These goals should be about the student's growth in pre-clinic and radiography lab.
- g. **Evaluations:** Target dates for evaluations must be set by the student and should be addressed by the target date outlined by the student. Failure to do so will result in failure of that component.
- h. **Other Evaluations:**
  - i. Mid-term Evaluation must include: Detailed critical self-evaluation of specific pre-clinical strengths and weaknesses which must be based on pre-clinical feedback sheets and self-reflection. In addition, if warranted, students must make suggestions for improvement. Due Monday of Week 10
  - ii. Peer mentor critique (should be done week 14 -18): Determine a clinical session where you can observe your peer mentor without taking time out of any classes. Include this as a separate entry in your journal. Write a one page report critiquing your peer mentor's management of the appointment. Include date of your observation and factors such as infection control, time management, instrumentation, communication skills, organization and management of paperwork, etc. Comment on how this observation may or may not have helped you in factors such as time management, instrumentation skills, communication skills, etc. **Due one week after the observation session (include it with the journal submission for the following week).**
  - iii. Final Evaluation must include: Detailed critical self-evaluation of specific clinical strengths and weaknesses which must be based on clinical feedback sheets and self-reflection. **Due Monday of Week 20**

**Please Note:**

**\*During these weeks, mid-term and final evaluations must be handed in with the journal and therefore, students should NOT hand in new goals.**

#### 4. Pre-Clinical Skills-DH 101

The table below lists the skills to be accomplished in Academic Level 01 in Pre-clinical Practice, DH 101. The columns are defined as follows:

**Skill-** lists all of the pre-clinical skills that are considered to be part of the DH 101 course.

**Minimum number of tries-** indicates the number of formal graded assessments for each skill that must be completed in order to compute the final grade.

**Required pass to tries ratio-** states the average grade that must be obtained for a pass grade in the skill.

**Required number of skills to be completed successfully-** indicates the number of graded assessments for each skill that must be completed successfully.

If you are unsuccessful in both attempts for any competency, the matter will be referred to the Evaluation and Promotion Committee for consideration and recommendations for action.

5. Obtain an average minimum grade of 2.8 in all areas of hand instrumentation categories (grasp, fulcrum, insertion, adaptation, activation, client/operator positioning and operating field maintenance – see table below for details on minimum and maximum number of tries) when evaluated on the following eight instruments:

- Probe
- Universal Curet
- Explorers: EXD 11/12, Shepherd Hook
- Sickles: H5/33, 204S
- Gracey's 1/2, 11/12, 13/14 (2 of 3)
- Comprehensive Evaluation

	Minimum number of tries	Maximum number of tries	Average minimal score
<b>Hand Instrumentation Categories</b>			
Instrument–activation	10	13	2.8
Instrument–adaptation & angulation	10	13	2.8
Instrument–client& operator positioning	10	13	2.8
Instrument–dental mirror	10	13	2.8
Instrument–ethics & professionalism	10	13	2.8
Instrument–fulcra	10	13	2.8
Instrument–grasp	10	13	2.8
Instrument–insertion	10	13	2.8
Instrument–teeth identification & sequencing	10	13	2.8
Instrument–use of instruments: Selection & function	10	13	2.8

6. Obtain a passing score on the first or second attempt (see table below for details on minimum and maximum number of tries) of each of the following clinical competencies:

- PFS
- Oral hygiene education
- Health history evaluations
- Instrument sharpening
- Fluoride
- Emergency procedures
- Coronal polish (selective)
- Intra oral camera
- Sanitize treatment unit and equipment
- Vital signs: Blood pressure, pulse and Respiration
- Extra-oral/intra-oral assessment

	Minimum number of tries	Maximum number of tries	Average minimal score
<b>Clinical Competencies</b>			
Coronal Polish	1	2	3
Dental handpiece maintenance	1	2	3
Emergency Procedures	1	2	3
Extra-oral and Intra-oral assessment	1	2	3
Fluoride application	1	2	3
Health history assessment	1	2	3
Instrument sharpening	1	2	3
Intra Oral camera	1	2	3
Oral Hygiene Education	1	2	3
Plaque Free Score	1	2	3
Sanitize Treatment Unit and Equipment	1	2	3
Vital signs:			
-Blood pressure	1	2	3
-Pulse and Respiration	1	2	3

**Failure in any skill categories outlined in items 5 and 6 may result in failure of the course or need to complete supplemental evaluation(s) during remedial week at the end of the session.**

## CLINICAL CONDUCT WARNINGS

### *Introduction*

Your program is designed to help you, as a health care provider in training, learn to think and act as a competent, responsible, professional practitioner. In addition to acquiring relevant scientific knowledge and necessary clinical skills, you need to exhibit behaviours that reflect values and attitudes important as health care practitioners.

When you are observed behaving in a manner that is not consistent with good professional practice, a “warning” will be assigned. That information will appear on your clinical grade form. Acquiring warnings for inappropriate behaviours can affect success in clinical courses and thus, your progress in the program.

While you are at school, **any staff member who observes inappropriate behaviour is allowed to assign a warning to your clinical file in the relevant subject area.**

Upon receiving a warning, the student is expected to complete a 250 word assignment that demonstrates learning from the warning has taken place. This assignment is to be completed within one week of getting the warning, to the faculty who issued the warning. Failure to submit the assignment will lead to a second warning in professional misconduct.

Accumulating a significant amount of warnings in all categories will lead to sanctions which may include suspension from the clinic.

Each of the subject areas in which warnings can be assigned is defined below. Please understand that not all infractions in an area can be discussed at that moment with the student. **The behaviours listed are meant to provide examples of inappropriate conduct. The lists are NOT intended to be exhaustive.**



## Course Content

Upon completion of this course the student will be able to:		
Course Learning Requirements		Embedded Knowledge and Skills
1. Demonstrate the principles of non-powered instrumentation.	1.1 Demonstrate the effective use of the probe in assessment	<ul style="list-style-type: none"> <li>▪ Explain the purpose of assessing the periodontium</li> <li>▪ Practice, self-assess and demonstrate effective probing techniques in terms of:               <ul style="list-style-type: none"> <li>– Insertion      – Sequence      – Activation      – Grasp</li> <li>– Fulcrum      – Angulation      – Adaptation</li> </ul> </li> <li>▪ Appropriately record periodontal assessment findings including:               <ul style="list-style-type: none"> <li>– pocket depths</li> <li>– bleeding on probing (BOP)</li> <li>– recession</li> </ul> </li> </ul>
	1.2 Demonstrate the effective use of the explorer to detect deposit and caries in the mouth	<ul style="list-style-type: none"> <li>▪ Recall knowledge of the various types of explorers and the function of each</li> <li>▪ Explain the purpose of assessing the dentition for deposit detection and caries</li> <li>▪ Explain the importance of "tactile" sensitivity</li> <li>▪ Demonstrate the proper selection of the correct working end of the EXD 11/12 explorer</li> <li>▪ Practice, self-assess and demonstrate effective instrumentation techniques for the EXD 11/12 and Shepherd's Hook explorer in terms of:               <ul style="list-style-type: none"> <li>– Insertion      – Grasp      – Activation</li> <li>– Fulcrum      – Angulation      – Adaptation</li> </ul> </li> <li>▪ Demonstrate a systematic sequence for assessing calculus deposits</li> <li>▪ Demonstrate a systematic sequence for assessing the dentition for caries</li> <li>▪ Appropriately document findings in the client's clinical chart to meet medico legal requirements</li> </ul>

Upon completion of this course the student will be able to:		
Course Learning Requirements		Embedded Knowledge and Skills
1. Demonstrate the principles of non-powered instrumentation.	1.3 Demonstrate the effective use of sickle scalers	<ul style="list-style-type: none"> <li>▪ Recall knowledge about calculus</li> <li>▪ Differentiate between "anterior" and "posterior" sickle scalers</li> <li>▪ Describe design characteristics of sickle scalers</li> <li>▪ Demonstrate a systematic sequence when using Explorers</li> <li>▪ Practice, self-assess and demonstrate effective instrument techniques for anterior and posterior sickle scalers in terms of:               <ul style="list-style-type: none"> <li>- Insertion      - Grasp      - Activation</li> <li>- Fulcrum      - Angulation      - Adaptation</li> </ul> </li> </ul>
	1.4 Demonstrate the effective use of area specific or Gracey curets	<ul style="list-style-type: none"> <li>▪ Recall knowledge about calculus</li> <li>▪ Describe design characteristics of Gracey curets</li> <li>▪ Differentiate between the various types of area specific or Gracey curets:               <ul style="list-style-type: none"> <li>- G1/2      - G11/12      - G13/14</li> </ul> </li> <li>▪ Identify the area of use for each of the Gracey scalers</li> <li>▪ Demonstrate effective instrumentation techniques in terms of:               <ul style="list-style-type: none"> <li>- Insertion      - Grasp      - Activation</li> <li>- Fulcrum      - Angulation      - Adaptation</li> </ul> </li> </ul>
	1.5 Demonstrate the effective use of universal curets	<ul style="list-style-type: none"> <li>▪ Recall knowledge about calculus</li> <li>▪ Describe the design characteristics of the Universal curet</li> <li>▪ Identify the areas of use for Universal curets</li> <li>▪ Demonstrate effective instrumentation techniques in terms of:               <ul style="list-style-type: none"> <li>- Insertion      - Grasp      - Activation</li> <li>- Fulcrum      - Angulation      - Adaptation</li> </ul> </li> </ul>
	1.6 Demonstrate the appropriate techniques used to sharpen instruments	<ul style="list-style-type: none"> <li>▪ Recognize when instruments need to be sharpened</li> <li>▪ Demonstrate correct sharpening techniques for:               <ul style="list-style-type: none"> <li>- sickle scalers      - universal curets      - area specific curets</li> </ul> </li> <li>▪ Demonstrate two techniques for sharpening instruments:               <ul style="list-style-type: none"> <li>- PDT      - Stone</li> </ul> </li> <li>▪ Demonstrate method for determining if cutting edges are sharp</li> </ul>
2. Demonstrate the appropriate client-operator positions during pre-clinic and partner care	2.1 Demonstrate the appropriate client position	<ul style="list-style-type: none"> <li>▪ Demonstrate the correct client position including               <ul style="list-style-type: none"> <li>- Body      - Head      - Headrest</li> </ul> </li> </ul>

Upon completion of this course the student will be able to:		
Course Learning Requirements		Embedded Knowledge and Skills
	2.2 Demonstrate the appropriate operator position	<ul style="list-style-type: none"> <li>▪ Demonstrate the correct operator working/clock positions for each quadrant</li> <li>▪ Demonstrate proper clinician chair position in terms of:               <ul style="list-style-type: none"> <li>- Seat                      - Height                      - Backrest</li> </ul> </li> <li>▪ Demonstrate basic client positions:               <ul style="list-style-type: none"> <li>- Upright                      - Reclined                      - Supine</li> </ul> </li> <li>▪ Demonstrate "neutral position"</li> <li>▪ Demonstrate how proper operator positioning enhances instrumentation</li> </ul>
	2.3 Demonstrate the appropriate equipment positions relative to the clinician	<ul style="list-style-type: none"> <li>▪ Demonstrate the correct positioning of the following:               <ul style="list-style-type: none"> <li>- bracket table</li> <li>- client chair</li> <li>- dental light (for maxillary and mandibular arches)</li> </ul> </li> </ul>
3. Ensure a safe work environment at all times	3.1 Demonstrate the use and maintenance of equipment in the dental environment	<ul style="list-style-type: none"> <li>▪ Recall knowledge from WHMIS training in Practice Environment</li> <li>▪ Explain the rationale for maintaining operatory and equipment in neat, aseptic and functioning manner</li> <li>▪ Demonstrate the appropriate opening and closing routines for the dental operatory</li> <li>▪ Describe basic maintenance procedures for any component of the dental operatory or dental equipment</li> <li>▪ Locate the maintenance log binder and appropriately record any equipment problems</li> </ul>
	3.2 Perform handpiece maintenance	<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate hand piece maintenance for the following:               <ul style="list-style-type: none"> <li>- Slow speed hand piece</li> <li>- High speed hand piece</li> </ul> </li> </ul>

Upon completion of this course the student will be able to:		
Course Learning Requirements		Embedded Knowledge and Skills
3. Ensure a safe work environment at all times	3.3 Demonstrate the infection control outlined in the clinic manual	<ul style="list-style-type: none"> <li>Recall knowledge of infectious diseases, disease transmission, and body's defence mechanism against infection</li> <li>Explain and demonstrate how to maintain clinical asepsis by applying appropriate infection control procedures</li> </ul>
	3.4 Role play medical emergencies in the dental environment	<ul style="list-style-type: none"> <li>Recognize the following most common medical emergencies to occur in the dental environment               <ul style="list-style-type: none"> <li>Angina                      – Diabetes                      – Allergic reaction</li> <li>Asthma                      – Epilepsy                      – Hyperventilation</li> <li>Syncope                      – Heart Attack                      – Foreign body aspiration</li> </ul> </li> <li>Demonstrate appropriate procedures in the management these medical emergencies according to CADH protocol</li> <li>Document the incident on the 'Record of Medical Emergency Response' form and in the client's chart</li> </ul>
4. Obtain a medical history and conduct a comprehensive intra and extra-oral examination	4.1 Demonstrate the methods used to obtain an appropriate medical history	<ul style="list-style-type: none"> <li>Recall knowledge on the importance of obtaining a comprehensive medical history</li> <li>Demonstrate the ability to obtain the information required for an accurate medical history for a student partner</li> </ul>
	4.2 Perform an intra-oral examination on a student partner	<ul style="list-style-type: none"> <li>Recall knowledge of the structure and function of intra-oral soft tissues</li> <li>Recall knowledge on the use of observation and palpation techniques in performing and intra oral examination</li> <li>Demonstrate a systematic approach for assessing the intra oral soft tissues</li> <li>Appropriately document findings in the client's clinical chart to meet medico legal requirements</li> </ul>

<b>Upon completion of this course the student will be able to:</b>		
<b>Course Learning Requirements</b>		<b>Embedded Knowledge and Skills</b>
4. Obtain a medical history and conduct a comprehensive intra and extra-oral examination	4.3 Perform an extra-oral examination on a student partner	<ul style="list-style-type: none"> <li>Recall knowledge of the structure and function of the head and neck</li> <li>Recall knowledge on the use of observation and palpation techniques in performing intra and extra-oral examination</li> <li>Demonstrate a systematic approach for assessing the head and neck</li> <li>Appropriately document findings in the client's clinical chart to meet medico legal requirements</li> </ul>
	4.4 Complete an odontogram for a student partner	<ul style="list-style-type: none"> <li>Recall knowledge from Dental Anatomy</li> <li>Accurately chart a dentition</li> </ul>
	4.5 Demonstrate the appropriate procedure to obtain and calculate a plaque free score	<ul style="list-style-type: none"> <li>Explain what is meant by "plaque free score"</li> <li>Demonstrate the correct procedure to obtain and calculate a plaque free index for a student partner</li> </ul>
5. Demonstrate treatment interventions provided during dental hygiene care	5.1 Demonstrate the appropriate technique for delivering oral hygiene education	<ul style="list-style-type: none"> <li>Recall information on oral hygiene interventions related to the management of oral health</li> <li>Apply principles of teaching and learning</li> <li>Demonstrate the ability to deliver appropriate oral hygiene education to a/an:               <ul style="list-style-type: none"> <li>Student partner</li> <li>Instructor (scenario activity)</li> </ul> </li> </ul>
	5.2 Demonstrate the appropriate technique for a coronal polish	<ul style="list-style-type: none"> <li>Recall information from Practice Environment</li> <li>Explain the rationale for doing a selective coronal polish</li> <li>Explain and demonstrate the correct procedure for a coronal polish</li> </ul>
	5.3 Demonstrate the appropriate technique for topical fluoride application	<ul style="list-style-type: none"> <li>Differentiate between Neutral Sodium Fluoride (NaF) and Acidulated Phosphate Fluoride (APF)</li> <li>Explain the rationale for each</li> <li>Explain and demonstrate the correct procedure for topical fluoride application</li> </ul>

<b>Upon completion of this course the student will be able to:</b>		
<b>Course Learning Requirements</b>		<b>Embedded Knowledge and Skills</b>
6. Apply the dental hygiene process of care to determine and deliver appropriate care for a student partner	6.1 Apply principles of risk management	<ul style="list-style-type: none"> <li>▪ Demonstrate appropriate infection control protocol</li> <li>▪ Demonstrate the methods used to obtain all of the necessary data to complete the client record</li> <li>▪ Demonstrate appropriate documentation in the client's clinical chart to meet medico legal requirements</li> </ul>
	6.2 Conduct assessment on a student partner	<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to understand and apply the assessment, dental hygiene diagnosis, and planning components of the dental hygiene process of care on a student partner</li> </ul>
	6.3 Using evidence-based critical thinking skills, develop a dental hygiene diagnosis and care plan	<ul style="list-style-type: none"> <li>▪ Develop client profiles by integrating oral and health determinants</li> <li>▪ Demonstrate a systematic method of reviewing the information collected in order to develop a dental hygiene diagnosis</li> <li>▪ Incorporate information about the client's general and oral health beliefs, attitudes, values, knowledge, perceived barriers for learning, motivation, learning styles and skills</li> <li>▪ Design an individualized care plan based on the dental hygiene diagnosis by including:               <ul style="list-style-type: none"> <li>– Number of appointments required</li> <li>– Interventions required</li> <li>– Time for each visit and intervention</li> <li>– An appropriate oral health maintenance interval for continuing care</li> </ul> </li> </ul>
	6.4 Implement preventive, therapeutic, and supportive dental hygiene therapy that contributes to the client's general and oral health	<ul style="list-style-type: none"> <li>▪ With guidance, integrate basic behavioural, biological, dental sciences and professional courses during the dental hygiene implementation phase by:               <ul style="list-style-type: none"> <li>– Using communication approaches based on client characteristics, needs, as well as linguistic, and health literacy levels</li> <li>– Creating safe environments that are culturally and client sensitive, respectful of diversity, and encourage learning</li> <li>– Demonstrating responsibility and accountability for your actions</li> <li>– Demonstrating professional behaviours during the provision of dental hygiene services</li> </ul> </li> </ul>

Upon completion of this course the student will be able to:		
Course Learning Requirements		Embedded Knowledge and Skills
6. Apply the dental hygiene process of care to determine and deliver appropriate care for a student partner	6.4 Implement preventive, therapeutic, and supportive dental hygiene therapy that contributes to the client's general and oral health	<ul style="list-style-type: none"> <li>Act as a knowledge source about oral health and access to oral health to clients</li> <li>Deliver oral health education to clients by coaching them through the process</li> </ul>
	6.5 Evaluate the effectiveness of the implemented clinical therapy	<ul style="list-style-type: none"> <li>With guidance, integrate basic behavioural, biological, dental sciences and professional courses during the dental hygiene implementation phase by:               <ul style="list-style-type: none"> <li>Using communication approaches based on client characteristics, needs, as well as linguistic, and health literacy levels</li> <li>Demonstrating responsibility and accountability for your actions</li> <li>Demonstrating professional behaviours during the provision of dental hygiene services</li> </ul> </li> <li>Through critical analysis, evaluate progress on an ongoing basis towards the agreed upon goals and modify the plan or its implementation if required</li> <li>Evaluate end results of treatment, including client satisfaction</li> </ul>
	6.6 Accurately document procedures for dental hygiene practice	<ul style="list-style-type: none"> <li>Appropriately document findings in the client's clinical chart to meet medico legal requirements</li> <li>Follow CDHO guidelines on record keeping</li> </ul>
7. Integrate professional and ethical behaviours during all phases of client care	7.1 Engage in conduct that is professional and ethical, as defined in the CADH clinic manual, CDHO <i>Code of Ethics</i> , national and provincial practice standards and provincial regulations	<ul style="list-style-type: none"> <li>With guidance, conduct oneself in a professional manner</li> <li>With guidance, conduct oneself with personal honesty, integrity, accountability, and competence</li> <li>Model the mission, vision and priorities of CADH during the provision of dental hygiene services by:               <ul style="list-style-type: none"> <li>Providing a supportive teaching and learning environment for all</li> <li>Providing a spirit of independence, service, dignity, openness, integrity, compassion, honesty, inclusiveness, and respect</li> </ul> </li> </ul>

Upon completion of this course the student will be able to:		
Course Learning Requirements		Embedded Knowledge and Skills
7. Integrate professional and ethical behaviours during all phases of client care	7.1 Engage in conduct that is professional and ethical, as defined in the CADH clinic manual, CDHO <i>Code of Ethics</i> , national and provincial practice standards and provincial regulations	<ul style="list-style-type: none"> <li>▪ Model the mission, vision and priorities of CADH during the provision of dental hygiene services by: <ul style="list-style-type: none"> <li>– Demonstrating a commitment to learning and striving for excellence</li> </ul> </li> <li>▪ Review the clinical conduct warning system in Section IV of the <i>Clinic Manual</i> and value its role in the clinical process</li> </ul>
	7.2 Function effectively within oral health teams and when required collaborate with healthcare professionals and agencies	<ul style="list-style-type: none"> <li>▪ Understand team building processes –contributions of a dental hygienist to the team in private practise</li> <li>▪ Demonstrate team building skills</li> <li>▪ Promote team relationships to support client services by working collaboratively with dentists, dental assistants, receptionists, and recare coordinators</li> <li>▪ When required, collaborate with healthcare providers and agencies such as public health, family physicians, and cardiologists to provide comprehensive client care</li> </ul>



## Course Schedule

WK	HRS	SESSION 1	SESSION 2	SESSION 3	SESSION 4
11	1	Review course outline. Introduction to pre-clinical forms and equipment. Introduction to client/operator positions <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>			
12	1	Practice client/operator positions, grasp, and mirror use on manikins <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>			
13	8	Introduction to the probe Practice client/operator positioning, and mirror use on manikins <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>	Practice client/operator position with mirror and probe <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>		
14	8	Introduction to explorers: EXD 11/12, Shepherd Hook Practice client/operator positioning with mirror and probe <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>	<b>Competency testing: Probe</b> Practice all instruments and skills		
15	8	Practice all instruments and skills	Practice all instruments and skills		

WK	HRS	SESSION 1	SESSION 2	SESSION 3	SESSION 4
16	12	Introduction to the anterior and posterior sickle scalers-H5/33, 204S Practice mirror, probe and explorers. <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>	Practice all instruments	<b>Competency testing: Explorers (EXD 11/12, Shepherd Hook)</b> Practice all instruments	
17	12	Introduction to G1/2 <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>	Introduction to G11/12 and G13/14 Practice all instruments	<b>Competency testing: Sickle scalers (H5/33, 204S).</b> Practice all instruments	
18	16	Introduction to sharpening techniques. Practice all instruments and skills	Introduction to Universal Curet Practice all instruments and skills <i>*Review video from <a href="http://www.jblearning.com">www.jblearning.com</a>*</i>	<b>Competency testing: (2 of the following) G1/2, G11/12, G13/14</b> Practice instruments and skills	Demonstration: Blood Pressure and Vitals Practice all instruments and skills
19	16	Practice all instruments and skills Review/practice health history & emergency procedures	<b>Competency testing: Instrument sharpening</b> Practice all instruments and skills	Practice all instruments and skills	<b>Competency testing: BP and Vitals</b> Practice all instruments and skills
20	16	<b>Competency testing: Universal</b> Practice all instruments and skills	Review/Demo: OHE Practice all instruments and skills	<b>Competency testing: Medical history &amp; emergency procedures</b> Practice all instruments and skills	<b>Competency testing: Medical history &amp; emergency procedures</b> Introduction to fluoride Practice all instruments and skills
21	16	Practice all instruments and skills	<b>Comprehensive testing: Scenario</b>	<b>Comprehensive testing: Scenario</b>	Practice all instruments and skills

WK	HRS	SESSION 1	SESSION 2	SESSION 3	SESSION 4	
22	16	*Review all IPAC videos on TEAMS*				
		<b>Competency testing: Fluoride</b> Practice all instruments and skills	<b>Competency testing: Oral hygiene aids</b> Practice all instruments and skills	Introduction to coronal polish and hand piece maintenance (Group B) Practice all instruments and skills	Introduction to coronal polish and hand piece maintenance (Group A) Practice all instruments and skills	
23	20	<b>Session 1: Clinic</b> Practice infection control: Dental unit/instrument processing, coronal polish/hand piece maintenance	<b>Session 2: Clinic</b> Practice infection control: Dental unit/instrument processing, coronal polish/hand piece maintenance	<b>Session 3: Clinic</b> <b>Competency testing: Infection control procedures (dental unit/instrument processing)</b>	<b>Session 4: Lab/clinic</b> <b>Competency testing: coronal polish and hand piece maintenance</b>	<b>Session 5:</b> Re-testing instruments/competencies
24 Remedial Week		Retesting instruments/competencies	No Remedial activities-final E&P	Remedial activities-if required	Remedial activities-if required	