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| Course title and number | Theory of Dental Hygiene Practice I, DH 3020 |
| Term | Spring 2024 |
| Meeting times and location | Jan. 8- March 15—Wednesdays 8 am-10 am March 18-May 10--Tuesdays 9 am- 11 am. SOD Main Bldg. Rm 310 |

Course Description and Prerequisites

Emphasis on advanced dental hygiene skills and services; provision of services to medically compromised patients.

Learning Outcomes or Course Objectives

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

1. Employ the principles and techniques of periodontal debridement when indicated in patient treatment.
2. Employ alternative fulcrums and various instrument adaptation as needed for efficient effective deposit removal.
3. Select the appropriate instruments for the removal of heavy deposits.
4. Determine the current periodontal status of patients and appropriate non-surgical periodontal interventions, re-care interval, and care of implants.
5. Demonstrate proper instrument maintenance technique and identification of worn/damaged instruments.
6. Develop an understanding for the use of topical anesthetics in hygiene care.
7. Select and apply the appropriate therapy for control of dentin hypersensitivity.
8. Identify the appropriate clinical management protocol for patients with cardiovascular disease, diabetes, seizure disorders, pulmonary disorders, blood dyscrasias, eating disorders, pregnancy, patients with bloodborne pathogens and dental implants.
9. Identify alterations of case management in treating medically compromised patients.

****A link specific learning objectives is provided in the Course Schedule for each topic.***

Related Competencies:

The following list of beginning competencies identifies the knowledge, skills and attitudes the dental hygiene student must acquire by graduation in order to become a competent, curious and caring practitioner of dental hygiene. This course will begin to address the specific competencies that will be needed to treat patients in a professional and competent manner. Refer to ***Competencies for the Dental Hygienist, Caruth School of Dental Hygiene, revised 5/2013.***

Ethics

- 1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.

- 1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene

Information Management and Critical Thinking

- 2.1 Apply critical thinking skills and evidence-based decision making to the practice of dental hygiene.
- 2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.
- 2.3 Communicate effectively with diverse populations without discrimination.

Professional Identity

- 3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.

Self-Care Instruction

- 4.2 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.
- 4.3 Encourage patients to assume responsibility for their health while respecting their goals, values, beliefs and preferences.

Community Involvement

- 5.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.

Assessment

- 6.1 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.
- 6.2 Perform an extra oral and intraoral examination of the patient including assessment of vital signs and radiographic examination and distinguish normal from abnormal findings.
- 6.3 Manage the patient at risk for a medical emergency and be prepared to handle the emergency should it occur during an appointment.
- 6.4 Recognize predisposing, etiologic risk factors, and lifestyle choices that may require intervention to prevent disease.
- 6.5 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis related to and congruent with the diagnosis of the dentist and other health professionals.
- 6.6 Determine the need for referral to the appropriate health professional.

Planning

- 7.1 Determine priorities and establish oral health goals with the patient/family and/or guardian as an active participant.
- 7.2 Acknowledge cultural differences in populations when planning treatment.
- 7.3 Establish a planned sequence of educational and clinical services based on the dental hygiene diagnosis using the problem-based approach.
- 7.4 Communicate the plan for dental hygiene services to the dentist or other interdisciplinary health team members to determine its congruence with the overall plan for oral health care.

Implementation

- 8.2 Control pain and anxiety during treatment through the use of accepted clinical techniques and appropriate behavioral management strategies.
- 8.3 Select and administer the appropriate preventive and/or antimicrobial chemotherapeutic agents and provide pre- and post-treatment instructions.
- 8.4 Apply basic and advanced principles of instrumentation.

Evaluation

- 9.1 Determine the clinical outcomes of dental hygiene interventions using indices, instruments, examination techniques, and determine the appropriate maintenance schedule.
- 9.3 Compare actual outcomes to expected outcomes when expected outcomes are not achieved and modify therapy as necessary.

Instructor Information

Name Jane C. Cotter, BSDH, MS, CTTS, FAADH
Telephone number 214-828-8458
Email address j_cotter@tamu.edu
Office hours Tuesday, Wednesday, Thursday. 10 am- 3 pm or by appointment.
Office location SOD Main Bldg. Rm 139B

Other Participating Faculty:

Lisa Mallonee, RDH, MPH, LD, RD
Leigh Ann Wyatt, RDH, MA, MS

Textbook and/or Resource Material

Required Textbooks:

- Darby ML and Walsh MM. (4rd Ed). (2015). *Dental hygiene theory and practice*. Saunders.
- *It's about time to get on the cutting edge*. Hu-Friedy. (distributed in class)
- Wynn RL, Meiller TF, Crossley HL. (21/22 Ed). (2016). *Drug Information Handbook for Dentistry*. Lexi-Comp.
- Nield-Gehrig JS. (8th Ed). (2019). *Fundamentals of periodontal instrumentation*. Lippincott Williams and Wilkins.
- Weinberg MA and Westphal C. (4rd Ed). (2015). *Comprehensive periodontics for the dental hygienist*. Prentice Hall.
- Wilkins EM. (14th Ed.) (2023). *Clinical practice of the dental hygienist*. Jones and Bartlett Learning; Boyd and Mallonee

Required Electronic Resources:

- Canvas
- Dental Hygiene Clinic Handbook

Technology Support

Students are responsible for maintaining their devices and ensuring that they are in proper working order throughout the semester. This includes maintaining access to the college wireless network, access to all accounts (both TAMU and TAMU Health) and keeping passwords up to date. Students are expected to keep their devices up to date regarding patches and OS updates.

Division of IT

If the student experiences issues with an electronic device, Wi-Fi access, axiUm, Zoom, or user accounts, their first point of contact should be the Division of IT Central Help Desk or the local Division of IT at SOD. The Central Helpdesk provides 24-hour support.

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| Division of IT Central Help Desk Website: https://it.tamu.edu/help/ Phone: 1-979-845-8300 | SOD Local Division of IT Office Room: 519 Phone: 214-828-8248 |
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Email: helpdesk@tamu.edu

COD Instructional Design Team

For electronic exam support or problems concerning other academic technology, such as the LMS (Canvas), ExamSoft, or Examplify, students should contact the Instructional Design team.

Room: 516 through Academic Affairs

Carmina Castro ccastro@tamu.edu (214-828-8316)
Jeff Lowry lowryj1@tamu.edu (214-828-8243)

Grading Scale

A= 90.0-100 B= 80.0-89.99 C= 75.0-79.99 D= 70.0-74.99 F= <70.0

Grades including the final course grade will not be curved or rounded.

Examinations: Five exams will be given throughout the semester. All exams will use Examplify software.

Student Research Day: This is an important event for all the students at SOD. The senior DH students have been working on their research project since their fall semester. By attending this event you are not only showing support for the senior class, but you will be seeing firsthand what you will be responsible for next spring. Those of you who attend will receive two (2) extra credit points which will be added to your lowest exam grade. **You MUST sign in AND sign out (a sign-up sheet will be available) and stay for a minimum of 30 minutes.** Extra points will not be given if you do not follow the above instructions. NO EXCEPTIONS!

Grading: The final grade will be based on the following percentages:

| PROJECT / EXAM | PERCENTAGE OF FINAL GRADE |
|---------------------------------|---------------------------|
| Instrument Sharpening Worksheet | 10% |
| Exam #1 | 18% |
| Exam #2 | 18% |
| Exam #3 | 18% |
| Exam #4 | 18% |
| Exam #5 | 18% |

Attendance Policy:

Texas A&M University views class attendance as an individual student responsibility. In the Caruth School of Dental Hygiene regular and punctual attendance is **mandatory** for scheduled or rescheduled classes, clinics, and related activities/events. The course director will check attendance at the start of the class/activity. Students who are not present at that time will be marked absent.

IMPORTANT: All absences must be reported to Pam Hines by **PHONE** at 214-828-8340 and must be received **prior** to the beginning of the class/activity.

Excused Absences

Illnesses or emergencies: It is understood that absences due to severe or contagious illness, injuries or emergencies may occur. An absence due to illness may require a medical confirmation note from a student's medical provider. For injuries or illnesses that require a student to be absent from class for three or more business days, a note from his or her medical provider is mandatory. If a student has frequent sick days, the program director may require a medical provider's note for each absence. **Note:** An absence for a non-acute medical service does not constitute an excused absence.

Religious holy day: A student whose absence is excused under, or the observance of religious holy day will be allowed to take an examination or complete an assignment from which the student is excused within 3 days after the absence. **If the student fails to schedule and complete the exam or assignment within three days, a grade of zero will be given.**

For additional information on excused absences, see Texas A&M Student Rule 7.1 at <https://student-rules.tamu.edu/rule07>.

Unexcused Absences

Tardiness and non-emergent appointments (illnesses not considered severe or contagious) scheduled during class time are considered an unexcused absence. Quizzes and exams start at the beginning of class time. Students who arrive late will not receive extra time to take the quiz/exam. Since classroom learning applies directly to patient care, sleeping in class is considered an unexcused absence and is subject to the remediation policy. **Students with unexcused absences or late arrivals will have TWO points deducted from their final course grade. No make-up quiz/test will be given** if an absence is unexcused on a test day. Examinations will not be administered in advance for a planned/anticipated unexcused absence.

General Information

The designation of excused or unexcused absence will be determined on an individual basis by the Program Director and the Office Student Development.

For any absences (excused or unexcused), it will be the student's responsibility to review the lecture recordings for the class(es) missed. Additionally, the student must complete a make-up assignment(s) within 10 calendar days (including weekends) after returning to school. The make-up assignment will require the student to thoroughly answer the learning objectives for the class session(s) and define any listed terminology. The assignment must demonstrate the student has listened to the recording(s) and read the assigned reading. Make-up assignments must be typed, contain the title of the missed class session(s) and be sent via email within the 10-calendar-day deadline. **Failure to complete the make-up assignment(s) within this time frame will result in TWO points being deducted from student's final grade.**

IMPORTANT: Failure to remediate all absences (excused or unexcused) by the final exam or end of semester may result in an "F" for the course.

To review the comprehensive Texas A&M University student attendance rule, go <http://student-rules.tamu.edu/rule07>.

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu. You can also contact Student Affairs at 214-828-8210, or your Program Director, for guidance.

Americans with Disabilities Act (ADA) Policy

Texas A&M School of Dentistry

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Office of Student Affairs and Student Diversity in the Administration Building Room 514 or at (214)-828-8987 or eslacy@tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation.

The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Texas A&M School of Dentistry

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#). School of Dentistry students can contact Graduate Studies at 214-828-8182, Student Affairs at 214-828-8210, Security at 214-828-8335, their Program Director, or their Department Head to report an incident.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus. If you need assistance contact: caps@tamu.edu or <http://caps.tamu.edu/>

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Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org. You can also contact Graduate Studies at 214-828-8182 or Student Affairs at 214-828-8210 for a referral to a local counselor. These counseling sessions are private and confidential, as are any referral requests.

Campus-Specific Policies

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

**DDHS 3020 Dental Hygiene Theory I
Course Schedule**

| Date | Topic/Reading Assignment | Faculty |
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| 1/10/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> • Introduction • Topical Anesthesia • Oraqix, Cetacaine, Demo Videos <p>Reading</p> <ul style="list-style-type: none"> • Wilkins: Chapter 36 pp. 686-689 DH Clinic Handbook <ul style="list-style-type: none"> ✓ Injury Management ✓ Application of Cetacaine ✓ Application of Oraqix ✓ Local Anesthesia Protocol | Cotter |
| 1/17/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> • Diabetes Mellitus <p>Reading</p> <ul style="list-style-type: none"> • Wilkins: Chapter 54 • Darby: Chapter 44 • DH Clinic Handbook <ul style="list-style-type: none"> ✓ Medical Consult Guidelines ✓ Management of Diabetes ✓ AHA Prevention of Bacterial Endocarditis | Nurick |
| 1/24/24 BRING: Right and Left Inserts and Typodonts to Class | <p>Topic(s)</p> <ul style="list-style-type: none"> • Right and Left Inserts • Isolite • Logistics for Ultrasonic Lab <p>Reading</p> <ul style="list-style-type: none"> • Wilkins: Chapter 37 pgs. 706-712 • Darby: Chapter 29 pgs.463-471 • Nield: pp. 686-705 | Cotter |
| 1/26/24 FRIDAY 8:30am- 12:00pm Clinic Bldg | <p>Topic(s)</p> <ul style="list-style-type: none"> • Ultrasonic, topical anesthesia LAB <p>Please be prepared:</p> <ul style="list-style-type: none"> • Bring your handout • Follow protocol for clinic attire • Tip orientation • Isolite • Cetacaine, Oraquix assembly • Anesthesia syringe assembly | Clinic Faculty |
| 1/31/24 | <p>Exam One</p> <p>Topic(s)</p> <ul style="list-style-type: none"> • Implantology <p>Reading</p> <ul style="list-style-type: none"> • Wilkins: Chapter 31 | Cotter |

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| 2/7/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Clinical Examination – Gingival, Periodontal, and Radiographic Assessment <p>Reading</p> <ul style="list-style-type: none"> Weinberg: Chapters 15, 16, 17 DH Clinic Handbook-- Calculus and AAP Periodontal Classifications | Cotter |
| 2/14/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Care of the Periodontal Patient Arestin <p>Reading</p> <ul style="list-style-type: none"> Weinberg: Chapters 21 & 22 DH Clinic Handbook-- Re-eval of periodontal health after treatment Arestin Patient Ed. and Post-Op Instructions | Cotter |
| 2/21/24 | <p>Exam Two</p> <p>Topic(s)</p> <ul style="list-style-type: none"> Neurologic Disorders (Seizures) <p>Reading</p> <ul style="list-style-type: none"> Wilkins: Chapter 57 Darby: Chapter 62, pp. 976-978 | Cotter |
| 2/28/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Cardiovascular Disease <p>Reading</p> <ul style="list-style-type: none"> Wilkins: Chapter 61 Darby: Chapter 43 DH Clinic Handbook <ul style="list-style-type: none"> ✓ Blood pressure policy ✓ Medical Consult Guidelines ✓ Endocarditis Prophylaxis-- AHA Guidelines ✓ Major Medical Care for all Situations | Cotter |
| 3/6/24 | Scottish Rite Lecture?? | |
| 3/11-15/24 | Spring Break | |
| 3/19/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Respiratory Diseases <p>Reading</p> <ul style="list-style-type: none"> Wilkins: Chapter 60 DH Clinic Handbook <ul style="list-style-type: none"> ✓ Medical Consultation Guidelines | Cotter |
| 3/26/24 | <p>Exam Three</p> <p>Topic(s)</p> | Cotter |

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| | <ul style="list-style-type: none"> HIV/AIDS <p>Reading</p> <ul style="list-style-type: none"> Darby: Chapter 46 DH Clinic Handbook <ul style="list-style-type: none"> ✓ Medical Consultation Guidelines ✓ Major Medical Care for all Situations | |
| 4/2/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> The Pregnant Patient <p>Reading</p> <ul style="list-style-type: none"> Wilkins: Chapter 46 | Cotter |
| 4/3/24 | <p>Research Scholar's Day 2--extra points added to lowest exam grade</p> | |
| 4/9/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Dentinal Hypersensitivity Management <p>Reading</p> <ul style="list-style-type: none"> Wilkins: Chapter 41 pgs. 715-725 Darby: pgs. 666-673 | Cotter |
| 4/16/24 | <p>Exam Four Assignment: Instrument Sharpening and Maintenance Worksheet Due 4/29/24 at 9:00 am</p> <p>Topic(s)</p> <ul style="list-style-type: none"> Instrument Maintenance <p>Reading</p> <ul style="list-style-type: none"> Instrument sharpening booklet "<i>It's About Time to Get on the Cutting Edge</i>" (Instrument Sharpening booklet will be handed out in class) <p>Cavitron Tip Evaluation</p> | Cotter |
| 4/23/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Advanced Instrumentation <p>Reading</p> <ul style="list-style-type: none"> Nield: Module 21 pgs. 521-563 Darby: Chapter 30 | Cotter |
| <p>4/29/24 Monday 9AM-12PM Meet in Lab 30 1PM-4PM SimLab</p> | <p>Instrument Sharpening and Maintenance Worksheet Due</p> <p>Lab Instruction: Bring Typodonts and poles, Instrument Cassette, and Safety Glasses</p> <p>Topic(s)</p> <ul style="list-style-type: none"> Advanced Instrumentation Instrument Maintenance | Clinic faculty |
| 4/30/24 | <p>Topic(s)</p> <ul style="list-style-type: none"> Eating Disorders | Mallonee |

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| | <ul style="list-style-type: none"> Obesity and Counseling the Dental Patient Reading <ul style="list-style-type: none"> Darby: Chapter 57 Weinberg: p. 92 | |
| 5/7/24 | Topic(s) <ul style="list-style-type: none"> Blood disorders Reading <ul style="list-style-type: none"> Wilkins: Chapter 62 | Cotter |
| 5/16 9:00am | Exam Five Course Evaluation | |

***THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SCHEDULE IF NECESSARY**

***All assignments must be completed to pass this course.**

