

**Academic Program Review 2012-13**  
**College of Health Professions**  
**Dental Hygiene: Associate Degree Program**

**Section 1:** Overview of the Associate of Applied Science Dental Hygiene degree Program.

**History of Program**

The Ferris State University (FSU) Dental Hygiene Program has been in existence since 1967. The program has had a long and successful history within the University and the professional community.

In 1967 the program began with a 30 chair clinic on the east side of campus in the Swan building. The program moved to the current location within the College of Allied Health Sciences building in 1979 with a new thirty-six chair clinic. As required by the Commission on Dental Accreditation, the program has been a six semester Associate Degree program which has answered to the demands of the dental hygiene profession in the State of Michigan.

The program has grown and prospered into one of the largest programs in the country. The program has graduated thousands of qualified dental hygienists. Numerous private practice dental offices, community health agencies and educational institutions across the country are employed with dental hygienists that have graduated from FSU. The program's reputation is not limited to Michigan, in fact, the program is very well known nationally for producing quality entry level clinical dental hygienists. A large number of the program's graduates are employed throughout the United States such as in California, Arizona, Wisconsin, Indiana, Illinois, Florida, Hawaii, Ohio, Virginia and Washington D.C. In addition, graduates are employed in Canada.

The program is accredited by the Commission on Dental Accreditation (CODA), under the auspices of the American Dental Association. The purpose of CODA is to ensure that programs are in compliance with the standards of practice that are established by the American Dental Association. The program completed a CODA self-study in **2011-12** and received the status of accreditation without reporting following the Fall **2012** site visit. The next site visit is scheduled for **2019. See Appendix A: Final Accreditation Status** from CODA dated August 12, 2013.

Ferris State University has adopted a mission statement that reaffirms its commitment to the success of its students, a statement of core values that guides institutional life, and a vision statement to which we aspire. The university has put specific goals and initiatives into practice to enhance the student educational experience, insure a welcoming community, sustain the financial position of the institution, provide quality learning and living facilities, enrich collaboration, and foster innovation.

**Ferris State University' Mission Statement:**

*Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.*

**Ferris State University's Goals:**

- Goal 1: Become a demonstrable center of excellence in educational quality and student learning.
- Goal 2: Develop a university community where all are valued, welcomed, and informed.
- Goal 3: Enhance the financial position of the institution.
- Goal 4: Provide a state-of-the-art, sustainable and safe learning, living and working environment.
- Goal 5: Foster collaborative internal and external working relationships.
- Goal 6: Foster innovation and improve processes to move the University forward.

<b><i>FSU University Goal</i></b>	<b><i>Related Dental Hygiene Program Goals/Outcome</i></b>
<ul style="list-style-type: none"> <li>• To become a demonstrable center of excellence in educational quality and student learning</li> <li>• To provide a state-of-the-art, sustainable and safe learning, living and working environment</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates will be able to utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services.</li> <li>• Graduates will practice their profession adhering to the ethical, legal and professional conduct expected of the dental hygiene profession.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a university community where all are valued, welcomed, and informed.</li> <li>• Foster collaborative internal and external working relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates will be able to communicate effectively to acquire, develop and convey ideas and information to diverse populations.</li> </ul>

University goals #1 and #4 support the dental hygiene goal/outcome #1 and # 3. Ferris State University strives to demonstrate quality in education and student learning. The dental hygiene program strives to provide current and comprehensive dental hygiene services by educating students with the appropriate knowledge and clinical competencies. In addition, the students learn and treat patients in a state- of –the-art facility which is safe for learning and providing legal and ethical patient care.

University goals #5 and # 2 support the dental hygiene goal/outcome #2. Ferris State University strives to develop a university community where all are valued, welcomed and informed; this includes fostering internal and external working relationships. The dental hygiene program strives to teach students to communicate their practice effectively by acquiring, developing and conveying ideas and information. Students work with diverse populations, engage in community service projects, and have the opportunity to enroll in externships across the country.

### **College of Health Promotions' Mission, Vision and Values Statement:**

Building upon the mission, vision and values of Ferris State University, the College of Health Professions' mission is to prepare students for successful careers in the programs contained therein, to foster responsible citizenship and to promote lifelong learning. The college will partner with healthcare providers and facilities to prepare students for rapidly changing careers.

The college's vision is to be a recognized leader in the provision of career-oriented programming in the allied health and nursing fields. It will become the preferred choice for students who pursue a career in one of the disciplines offered by the college through its alignment of programs with the evolving needs of the agencies which it serves.

To fulfill its vision, the College of Health Promotions' embraces the core values of the university by fostering opportunities for collaboration, respect for diversity, and demand for excellence and opportunity for students to learn to practice in an ethical community.

#### *Dental Hygiene Mission Statement:*

*Building upon the mission, vision and values of the College of Health Promotions, the Dental Hygiene Program will be a leader in providing opportunities for innovative teaching and learning in career-oriented technologies for the professional education of entry level dental hygienists.*

The vision of the Dental Hygiene Program is to be recognized as a premier education program that maintains a student centered environment and fosters life-long learning and leadership. In congruence with the University Planning Process, program-level planning and assessment occurs within the context of the discipline of Dental Hygiene. Toward that end, there are three foundational program goals/outcomes that are used as the framework for the ongoing program assessment and planning process. The goals/outcomes are designed to be empirically measurable for the purpose of ongoing assessment. Some of the goals/outcomes are measured each semester, whereas some are measured annually or on an "as appropriate" basis, depending on the nature of the outcome. The dental hygiene goals / program outcomes were established by the dental hygiene program faculty, in consultation with administration

## **A. Program Goals**

### **1) Dental Hygiene Program Goals/Outcomes**

1. Graduates will be able to utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services.
2. Graduates will be able to communicate effectively to acquire, develop and convey ideas and information to diverse populations.
3. Graduates will practice their profession adhering to the ethical, legal and professional conduct expected of the dental hygiene profession.

**2-5)** These goals/outcomes provide the foundation for all program specific assessment and are at the core to be considered and addressed even at the University planning process level. The Dental Hygiene Goals/Assessment Plan and Assessment Results developed from the university required assessment database reflects when and how the program outcomes are assessed, evaluated and revised. This plan is reviewed each year by the faculty and staff to determine the currency and relevance of the planned assessment activities for the program. Modifications are made as appropriate in response to changes within the discipline or identified trends within the program outcomes. The outcomes for each goal are designed to be empirically measurable for the purpose of ongoing assessment. Some of the outcomes are measured each semester, whereas some are measured annually or on an “as appropriate” basis, depending on the nature of the outcome.

This assessment plan was recently revised, in order to achieve reasonable and measurable outcomes. The outcome measures utilized by the program for each program goal are utilized for the purpose of program improvement. The most common area for program assessment is the ongoing curriculum evaluation process. Other curricular changes have been made to address the need to redistribute content areas without adding more credits to the program. In 2010-2011 academic year, the faculty revised the curriculum to address the need to assure that the curriculum is logically organized and internally consistent making the student more accountable for their success in learning. The net result was a slight decrease in program credits from 83 to 81.

### **Cognitive Domains required by the ADA**

According to the “Competencies for Entry into the Profession of Dental Hygiene” American Association of Dental Schools Home of Delegates 2010 Annual Session, the dental hygienist must exhibit competencies in the five following domains:

1. The dental hygienist must first possess the **Core competencies (C)**. The core competencies are the ethics, values, skills, and knowledge integral to all aspects of the profession. These core competencies are foundational to all of the roles of the dental hygienist.

2. Second, in as much as **Health Promotion (HP)** Disease Prevention is a key component of health care, changes within the health care environment require the dental hygienist to have a general knowledge of wellness, health determinants, and characteristics of various patient/ client communities. The hygienist needs to emphasize both prevention of disease and effective health care delivery.
3. Third is the dental hygienists complex role in the **Community (CM)**. Dental hygienists must appreciate their role as health professionals at the local, state, and national levels. This role requires the graduate dental hygienist to assess, plan, and implement programs and activities to benefit the general population. In this role, the dental hygienist must be prepared to influence others to facilitate access to care and services.
4. Fourth is **Patient/Client Care (PC)**, requiring competencies described here in ADPIE format. Because the dental hygienists role in patient/client care is ever changing yet central to the maintenance of health, dental hygiene graduates must use their skills to assess, diagnose, plan, implement, and evaluate treatment.
5. Fifth, like other health professionals, dental hygienists must be aware of a variety of opportunities for **Professional Growth and Development (PGD)**. Some opportunities may increase clients' access to dental hygiene; others may offer ways to influence the profession and the changing health care environment. A dental hygienist must possess transferable skills (e.g., in communication, problem solving, and critical thinking) to take advantage of these opportunities.

## Dental Hygiene Program Assessment Plan

Program Outcome	Assessment Method(s)	Criteria
<p>1. Graduates of the Dental Hygiene Program will utilize evidenced-based knowledge and clinical competencies to provide current, comprehensive dental hygiene services.</p>	<p>ADA DH National Board Exam</p> <p>NERB Examinations:</p> <ul style="list-style-type: none"> <li>• CSCE</li> <li>• Local</li> <li>• Nitrous</li> </ul> <p>Employment Rate</p> <p>Employer Surveys:</p> <ul style="list-style-type: none"> <li>• Cognitive Success</li> <li>• Psychomotor Success</li> </ul> <p>Graduate Exit Surveys</p> <p>Alumni Survey(Graduate after one year)</p> <p>Quality Assurance Plan:</p> <ul style="list-style-type: none"> <li>• Patient Satisfaction Survey</li> </ul>	<p>90% of students will pass the exam within 6 months of graduation.</p> <p>90% of graduates will pass NERB exams within 6 months of graduation.</p> <p>90% of graduates will be employed as dental hygienists within 1 year of graduation.</p> <p>90% of graduates will be rated as average or above by their employers.</p> <p>90% of graduates will rate the program average or above in skill preparation.</p> <p>90% of graduates will rate the program average or above in skill preparation.</p> <p>90% of patients will rate the program average or above in providing comprehensive dental hygiene care.</p> <p>90% of graduates</p>

	Portfolio	will meet the required clinical competencies.
2. Graduates of the Dental Hygiene Program will communicate effectively to acquire, develop and convey ideas and information to diverse populations.	<p>Employer Surveys:</p> <ul style="list-style-type: none"> <li>Affective Success</li> </ul> <p>Writing Portfolios</p> <p>Graduate Exit Surveys</p> <p>Alumni Survey(Graduate after one year)</p> <p>Quality Assurance Plan:</p> <ul style="list-style-type: none"> <li>Patient Satisfaction Survey</li> </ul>	<p>90% of graduates will be rated as average or above by their employers.</p> <p>90% of graduates will score average or above on the written portfolio.</p> <p>90% of graduates will rate the program average or above average in communication skill preparation.</p> <p>90% of graduates will rate the program average or above average in communication skill preparation.</p> <p>90% of students will be rated as average or above in communication skills by the patients treated at the dental hygiene clinic.</p>
3. Graduates of the Dental Hygiene Program will adhere to the ethical, legal and professional conduct expected of the dental hygiene profession.	<p>Alumni Survey(Graduate after one year):</p> <ul style="list-style-type: none"> <li>Professional Development Activities</li> <li>Advanced Degree completion</li> <li>Professional Involvement Roles</li> </ul>	<p>90% of graduates will meet the CE requirements for licensure.</p> <p>50% of graduates will be working on an advanced degree</p> <p>50% of graduates will hold membership in the professional organization.</p>

	<p>Graduate Exit Surveys</p> <p>Employer Surveys</p> <ul style="list-style-type: none"> <li>• Affective Success</li> </ul> <p>Quality Assurance Plan:</p> <ul style="list-style-type: none"> <li>• Patient Satisfaction Survey</li> </ul>	<p>90% of graduates will rate the program average or above average in ethical, legal and professional skill preparation.</p> <p>90% of graduates will be rated as average or above by their employers.</p> <p>90% of patients will rate the professional conduct of graduates as average or above average.</p>
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## **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

### **1) Describe any unique features or components of the program.**

The dental hygiene program is the largest University program in the State of Michigan. In addition, this program is the northernmost dental hygiene program in Michigan and offers the largest dental hygiene clinic providing preventive services to patients from surrounding communities. Another unique feature is that in addition to their associate degree students may obtain a Bachelor of Science Degree in Dental Hygiene online and in a degree completion format.

Once the first year of professional sequence classes and clinical are completed on campus, students may attend an optional internship in another area of concentration during the second semester of their second year in the program. This optional internship during the student's second year allows the program to send students to a variety of health venues throughout the State of Michigan, other states and Canada. As a result, the students are able to expand their dental hygiene clinical experience off campus and engage in other dental hygiene experiences beyond clinical dental hygiene.

The program also has five computerized "smart chairs" in the main clinic. Students have the opportunity to practice and enter a patient's clinical data directly onto the networked computer patient software system called EagleSoft. Students are able to simulate a computerized system available in the private practice setting. Currently, the program is exploring options to advance the technology in the clinic with wireless internet and p c devices for each dental unit.



The program through a faculty driven grant and clinic revenue dollars recently purchased additional digital radiography equipment that includes both the phosphor plate system and the digital sensor system for each of the six radiology operatories. Our students can demonstrate competence on the computerized and digital radiographic systems that have become standard within the professional community. In addition, through another faculty driven grant, the dental hygiene program has a portable hand held x-ray device, only the second approved in the state of Michigan. The program can use the portable machine off-site at nursing homes, schools etc., for those patients who would not otherwise have access to dental care.

## **2) Describe and assess the program's ability to attract quality students.**

The Dental Hygiene program has a long history of being a quality program. The program has been in existence for over 40 years and has had an excellent reputation throughout the state and nation for producing high quality entry level dental hygienists. Many employers, current students and alumni refer potential students to the program based on the history and quality of graduates.

During FSU recruiting events and personal conversations with potential students, the demand, rigor and expectations of the program are reviewed with potential students. Students comment that they appreciate meeting a personal representative of the program to answer questions and investigate the program.

The program also recruits students through the following activities:

- DAWG Days at Ferris State University
- Program inquiries through the university, telephone calls and individual appointments
- Students are recruited via the internet through active websites
- Students are recruited by pre-advising sessions with the pre-advisor for the COHP
- Students are recruited by meeting with the program coordinator
- Students are recruited by testimonials from someone who has attended the program
- Students are recruited by specially arranged tours and group meetings
- Specific visits by area Career Centers, (Holland Area Tech Career Center)

## **3) Identify the institutions that are the main competitors for prospective students in this program.**

The competitors in the state which are structured similar to Ferris's dental hygiene program are:

- 1) Baker College (2 locations)
- 2) Delta College

- 3) Grand Rapids Community College
- 4) Kalamazoo Valley Community College
- 5) Kellogg Community College
- 6) Lansing Community College
- 7) Mott Community College
- 8) Oakland Community College
- 9) University of Michigan
- 10) University of Detroit Mercy
- 11) Wayne Community College

**a) How are these programs similar and different from the FSU program?**

All dental hygiene programs are similar since they must follow CODA curriculum standards. Ten of the programs in Michigan are at the community college or two year college and award an associate degree to their graduates. In upholding the mission and vision of FSU, the Dental Hygiene program also awards an Associate of Applied Science degree in Dental Hygiene. However, Ferris along with the University of Michigan (U of M) and University of Detroit Mercy (U of D) are the only university programs in the state that offer students an option of a Bachelor of Science degree in Dental Hygiene.

**b) What can be learned from them that would improve the program at Ferris?**

All of the dental hygiene program directors in the State of Michigan meet bi-annually to discuss current challenges and trends which impact the programs. The programs willingly share how they have integrated curriculums, handled student situations, acquired equipment and other issues which arise in their respective programs. These meetings offer a source of networking for each program in the state as we routinely learn from each other.

**B. PROGRAM RELEVANCE.**

**1) Provide a labor market demand analysis: This activity is designed to assess the marketability of future graduates. Reports from the Department of Labor and from industry are excellent sources for forecasting demand on graduates. Request information from your Library Liaison.**

There is a promising job outlook for those graduating with degrees in dental hygiene. According to the *Occupational Outlook Handbook* (2012), dental hygiene is a field that is growing “much faster than average” as compared to other occupations, with an expected 38% growth from 2010 – 2020 (U. S. Bureau of Labor Statistics [BLS]). This high growth rate is attributed to numerous factors such as:

- Increased focus on preventative dental care (often performed by dental hygienists)
- Improved technologies and tests to help detect oral problems

- A trend towards expanding dental practices requiring a greater number of hygienists while at the same time allowing dentists to see a larger number of patients
- Dental care needs of the large population of aging baby boomers
- Increased need for dental care as more individuals retain their original teeth as compared to previous generations (BLS, 2012).

Job prospects for those wishing to stay in the state of Michigan appear promising as well.

**Michigan Labor Market Information** from the Bureau of Labor Market Information & Strategic Initiatives lists dental hygienists in their **Michigan’s Hot 50: Tomorrow’s High-Demand High-Wage Careers: Job Outlook Through 2018** document (n.d.). Careers on this list were reportedly selected because of their positive long-term growth. Projected growth from 2010 – 2020 for dental hygienists within the state of Michigan is 20.8% (Michigan Department of Technology, Management & Budget [DTMB], 2013).

Additionally, **O\*Net**, a highly regarded occupational information website, has designated dental hygiene as a “Bright Outlook Occupation”, which are careers that “are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations” (2010).

Along with great potential to secure a job, those with degrees in dental hygiene also command respectable salaries. National and state-level wage information is displayed below.

**National Wage Information:**

<b>Median wages (2011)</b>	\$33.31 hourly, \$69,280 annual
<b>Employment (2010)</b>	182,000 employees
<b>Projected growth (2010-2020)</b>	■■■■Much faster than average (29% or higher)
<b>Projected job openings (2010-2020)</b>	104,900

\*The above information is copied directly from the webpage *Details Report for Dental Hygienists* (O\*Net, 2010). URL: <http://www.onetonline.org/link/details/29-2021.00#WagesEmployment>

**State-Level Wage Information:**

**Wages**

Area	Year	Period	Hourly Mean	Hourly Entry Level	Hourly Experience Level
Michigan	2011	Annual	\$28.99	\$24.81	\$31.09

\*The above information is copied directly from the webpage *Michigan Labor Market Information for Dental Hygienists* (DTMB, 2013). URL: <http://milmi.org/cgi/databrowsing/occExplorerQSDetails.asp?menuChoice=occExplorer&geogArea=2601000000&socode=292021>

**2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.**

The Dental Hygiene program assesses emerging issues by using the following resources: communications from the American Dental Association and the American Dental Educators Association, employer requirements, graduate suggestions, advisory board consultations and student needs and suggestions. Program faculty assess national workforce issues by staying current and active within their professional organizations and communities.

The FSU dental hygiene program has addressed current employment and economic issues in Michigan, faculty demand issues and faculty to student ratio required by CODA by reducing enrollment from 60 students to 40 students which began in the Fall 2009.

In addition, the Dental Hygiene Program has partnered with Team Placement Services from Virginia who have recruited our graduates to join their team because Team Placement has had numerous favorable experiences with the Ferris dental hygiene graduate. In light of the current economic conditions in the State of Michigan, some recent dental hygiene graduates are having difficulty securing employment within the state and are gaining employment in other states.

**3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.**

Ninety-seven percent of the graduating students felt the dental hygiene program is meeting their expectations. Ninety-one percent of the graduates indicated the overall effectiveness of the clinical portion of the program to be fair to excellent. One concern of students was calibration of clinical instruction. One comment from students related to the need for having more experience with digital radiography since each system operates differently. As a result, students in first year Oral Imaging (Fall 2013) will have more required experiences using the digital radiography equipment. Based on the concluding results from various surveys submitted and responses returned, the program feels they are meeting the expectations of the students.

3) b. Students have the opportunity to provide their opinion of the program on first year, second year exit and alumni surveys. The dental hygiene program also has an anonymous student suggestion box where students can submit concerns, compliments or suggestions. These are reviewed each semester by a student satisfaction committee with student, staff and faculty representation and addressed at program meetings. Favorable comments about the associate degree program conclude that students do appreciate:

- A dental hygiene clinic to complete patient services instead of going out on rotation.
- Digital Radiography technology and other current modalities of

- patient care
- The ability to attend a program with such a long standing history
- The ability to work toward and obtain a bachelor degree while waiting to start the program as well as while proceeding through the program
- Referral to the program by a friend or family member or their hygienist
- A well qualified group of staff and faculty overseeing the program.

## **D. PROGRAM VALUE**

### **1) Describe the benefit of the program, facilities, and personnel to the University.**

The Dental Hygiene Program benefits the University by offering a unique on-campus community to the campus. The on-campus dental hygiene clinic is equipped with thirty-five dental chairs. Students provide preventive dental hygiene services to administration, faculty, staff, students and others from the Ferris community at large. These services include: dental radiographs (digital and traditional), simple preventive to complex periodontal treatment, fluoride, sealants, patient education, dietary analysis and tobacco cessation. In addition, the clinic is staffed with full time faculty who are licensed dental hygienists, part-time clinical instructors who are also licensed dental hygienists and licensed practicing dentists.

### **2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.**

The Dental Hygiene Program facilities and personnel benefit the students enrolled in the program in a variety of ways. Students benefit from the thirty-five chair on-campus clinic facility. This state-of-the-art clinic is equipped with computerized smart chair stations, contemporary ultrasonic scalers and air polishing units and digital and traditional x-ray options. The clinic at Ferris State University models the private dental practice setting providing students with an excellent learning experience.

The administrative staff, clinic clerks, part-time clinical instructors and full-time faculty provide students with varied support measures. The administrative staff assists with orientations, student questions and resolutions. The FSU clinic reception area models the front desk area of a private practice dental office and teaches the students to work as a team. Part-time clinical instructors share their dental hygiene experiences from private practice with the students as mentors and teachers. Faculty teach students in their didactic courses as well as in the clinic. Students receive theory and content from faculty in the classroom and then directly apply their skills in the clinic with consistent instruction.

The dental hygiene program employs a clinic facilities coordinator who ensures the clinic is equipped with fully functioning equipment. The clinic facilities coordinator maintains all supplies needed by students to provide appropriate patient care.

**3) What is the assessment of program personnel of the value of the program to employers? Explain how is this value is determined.**

The faculty believe the value of the Dental Hygiene Program is to provide competent entry level dental hygienists to meet the demands of the professional community. And we are doing that based on the PROE (occupational survey). The mean score when faculty evaluated the program goals, performance objectives, and data from assessment to meet the professional standards and job performance requirements the mean score was 4.55 out of 5.

**4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).**

Faculty serve as speakers and host 4-6 continuing education programs throughout the academic year for practicing licensed dental hygienists and dentists.

**See Appendix B: CE Brochure.**

Several faculty serve as manuscript consultants and reviewers, external peer reviewers for tenure candidate, reviewer for Lily Conference round table presentations, examiner for North East Regional Board, participate in primary state-wide research and have written successful grants.

Dental Hygiene Faculty have also been chosen to speak at the Lilly North Conference, the Dental Hygiene Educators Annual Conference and the University of Texas' Health Sciences Center Dental Hygiene Educators Conference.

**5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.**

Faculty, staff and students provide various presentations to external-University-general public groups. Such examples include;

- Faculty serve as speakers and participate in interdisciplinary health professional conferences including the Head-to-Toe Diabetes Conference.
- Faculty and students participate in dental hygiene oral health presentations at local K-12 schools.

- Faculty and students participate in dental hygiene oral health presentations to WISE
- Students organize food drives for the Project Starburst Pantry
- Faculty and students participate in a variety of oral health presentations and screenings to a variety of cognitively, physically and emotionally impaired children on a semester basis at the Mecosta Osceola Intermediate School District.
- Faculty and students participate in Health Fairs on the campus of Ferris State University.
- Faculty and students participate in the Annual Children's Dental Health Fair held at the FSU dental hygiene campus clinic providing free dental screenings, sealants, fluoride varnish, x-rays, orthodontic screenings, table clinic presentations and networking with professional community.
- Faculty and students participate and treat patients from Metron. This is a local nursing home facility for short term and long term patients.
- Faculty and students participate in Mecosta and Osceola County Early Headstart and Headstart Programs to provide oral health screenings and fluoride varnish treatments. This program reaches close to 500 children.
- Students are treat patients at the Veterans Home, Baxter Clinic and Homeless Event in Grand Rapids and Mel Trotter clinic.
- Faculty and students give a presentation on the dental mission trip to Guyana each April.
- Faculty and staff provided oral health educational services to Hope Free Medical Clinic,
- Faculty and staff participated in providing oral health education and prophylaxis for Hope Network for Special Needs Clients
- Faculty and staff participated in Hospital Diabetes Support Group and Prenatal Educational Groups
- Students participate with the Michigan Special Olympics in the fall for the construction of mouth guards for the Poly Hockey games
- In the June Summer Olympics students are a part of the Health Athlete Village giving oral exams and education
- First year students will provide free preventive dental services to the 3-4 year olds in local early education programs and the local 3-13 year olds in the community during spring break week. These activities are funded through FSU Service Learning, SADHA fundraising resources, and through partnership with the college.

**Section 2: Collection of Perceptions. The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and**

**distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.**

- A. **Graduate follow-up survey:** The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.

Graduation Year	Part Time Employment	Full Time Employment
2010	40%	60%
2011	30%	70%

Ninety-seven percent of the graduating students felt the dental hygiene program is meeting their expectations. Ninety-one percent of the graduates indicated the overall effectiveness of the clinical portion of the program to be fair to excellent. One concern of students was calibration of clinical instruction

**B. Employer follow-up survey:**

Over 109 employers were sent an electronic survey which asked them to identify their experiences with FSU dental hygiene graduates. Employer locations vary from northern cities of Michigan such as; Iron Mountain, Marquette, Kalkaska, and Charlevoix, to southern cities of Bloomfield, Novi, Battle Creek and Niles, Michigan. Out of state cities that employ FSU dental hygiene grads include, Skokie, Illinois, and Houston, Texas. Overall, employers who responded are very pleased with FSU dental hygiene graduates regarding their clinical abilities and their professional demeanor in the office.

**C. Graduating student exit survey:**

100 % of current graduating second year students responded to the exit survey. Upon low response rate from the electronic survey, the program coordinator distributed the survey in class face to face. Overall, 83-95% of students *strongly agree* that the program is performing adequately. 12- 24% of students *generally agree* that program is performing adequately. Student comments are as follows:

Every Dental Hygiene faculty member is wonderful! I do love ****, but I don't think she should teach Pharm.
In some labs it would be nice to have more instructors to ask questions and receive help.
There have been a few times in clinic when an extra faculty member could be utilized.



Technology glitches all the time! i.e. computers, projectors, sound for playing videos. Sometimes these glitches don't just affect us as students, but also the patients we see in clinic.

The Dental Materials and Oral Science lab is out of date and in need of a remodel. Each student should have their own computer at their unit in clinic for electronic charting.

Computer lab was never big enough for all of us to take an exam at the same time.

More computers in the clinic would speed up some of the assessment processes.

Eagle Soft should be available at every unit for paperless charting since most office now use this program.

Not ALL clinic instructors fit these questions. Some should only have 1's while others receive well deserved 5's.

There is one instructor that always goes missing during clinic. I've had to wait about a half hour for her to come back and check my patient.

I feel as though we do more than Associate degree work, yet we are not credited for as much. This is a GREAT program and I feel I have learned so much, but wish that I would have more than an Associate's degree to show for it. It takes AT LEAST 3 years, more than likely longer, to graduate from this program with an Associates and to get a Bachelors there are still approximately 29 more credits to finish upon graduation to receive a Bachelors degree. It is very frustrating that the amount of work that is put in and the vast amount of knowledge that is gained is only reflected by an Associate's degree.

I wish that it was a bachelors program instead of associates.

Just being able to talk to any professor if there was a problem or question. Everyone makes you feel very comfortable and it is easy to talk to them. If you are doing something wrong, they tell you in a professional way. They don't yell or scold you.

Lab and clinical resources provided me the most support. I am very hands on and I was able to learn the most this way.

Lots of things available to you

The instructors are great! The program wouldn't be as great as it is if it weren't for them. The support they give us on a daily basis is life changing! They're amazing at what they do!

The variety of resources we have in clinic such as two different ultrasonics and the variety of extra instruments for us to use in sterilization is helpful in preparing us to use many different instruments and preparing us for what we may see in other settings.

All instructors saying different things and grading different in clinic

Community Dentistry program needs to be looked at and compared to other schools. I felt really over worked in this class with the field experience. In second semester when we are trying to study for boards there is way too many activities and sites to do and visit. Organization could help. If we have all these places to visit dates should be set for everyone by the first 2 weeks of class.

Each unit in the clinic could have their own computer. The Dental Materials and Oral science lab needs to be remodeled.

I cannot think of anything

It would be nice to have computers at every unit so we're a "paper free" clinic.

More computers or a place to do our homework in the allied health building.

More sensors in rad. More computers in clinic.

I would be awesome to have a computer at every unit. This would reduce appointment times (because of perio charting and hard tissue charting) possibly allowing for more patients in a day?

It would be good to have more instructors during clinic; it would save on a lot of down time for both the patients and students. Also, having two instructors in radiology instead of one would be very helpful.

Mrs. \*\*\*\*\* is a wonderful lady and does many wonderful things for her students and the community, I think this is where her focus should be and not in the clinic setting. Many students had issues with her in clinic.

Have the classes in rooms with tables not desks. those desks are very small and hard to keep our binders and anything else we may need on them at one time

I love the program and the instructors. They have made this program enjoyable and as stress free as possible. Thanks to All of them! Support staff also play a key role in making the clinic run smoothly, thank you to them also!

It would be nice if we could have scheduled our classes to some sort of routine. My sleep schedule was always way off. Class 12-9pm then the very next day 8-3 then the next day 10-5...it was always all over the place.

Not all clinic instructors but some had a tendency to leave clinic and do other things when they are needed for checks or help in clinic. That's why I put a 4 for readily available to assist students. I realize at times they may need to leave for a second for personal reasons but when 5 students need a check and they are nowhere to be found it can get frustrating.

#### D. Student program evaluation:

100% of current first year dental hygiene students responded to the program evaluation survey. Upon low response rate from the electronic survey, the program coordinator distributed the survey in class face to face. Overall, most students (87-99%) *strongly agree* that the dental hygiene program is performing adequately. Some students (12-17%) *generally agree* that program is performing adequately. Student comments are as follows:

##### 1. Personnel Resources (Program Faculty)

**Comments:** Don't just read over slides

In clinic, feel like they are getting yelled at instead of taught

Hard for the professor to answer/ get personal time with all of the students (2)

##### 2. Physical Resources

**Comments:** Desks are too small (2)

Projector doesn't always work

Labs do not have up to date technology

Having 6 chairs in the oral science lab is awkward

Clinic setting is a tight space

Not being able to sit in the classroom during downtime is not beneficial to anyone.

### 3. Learning Resources

**Comments:** Main library needs to be open to students longer

SLA is getting dropped (2)

Computer lab needs to be in allied health so that other students can come in and use them as they need (2)

More skulls available for check out in the library

### 4. Clinical Resources (no comments)

### 5. Dentist Interaction (no comments)

**Based on your experience, which program resources provided you with the most support?**

Clinic tutoring, computers, books (4)

Clinic DVD on instrumentation, course packets, typo

Hands on learning in the clinic (2)

Tutoring (3)

Guidelines

Teachers (2)

Online databases

Lab, SLA classes (9)

Library

**Based on your experience, which program resources could be improved?**

Use of boring power points for instruction material

Projector in room 103/sound system

Fund for students instrumentation

Lab/professor student interaction

Space in clinic

Student lounge

More patient time 1<sup>st</sup> semester so that students don't feel lost 2<sup>nd</sup> semester

**Please provide comments and suggestions that would help to improve the program's overall resources.**

More time in between tests

### E. Faculty perceptions:

All nine faculty and clinical dental hygienists responded to the survey. Overall, ratings of the program indicate that it is operating adequately and effectively. Comments from faculty and staff: a computer lab is needed in the building that is available to students, faculty would like to have more funds to travel, students need to have a computer at every dental unit, the dental materials / oral science lab needs to be remodeled, clinic cabinets and sinks need updating, and if part-time staff are to be utilized then faculty want to have consistency with staffing and calibration of instruction.

- F. **Advisory committee perceptions:** The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and megatrends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.

The Dental Hygiene program has an active and engaged professional advisory committee comprised of program alumni, practicing registered dental hygienists, dentists and student representatives. The Committee is an active liaison to provide a mutual exchange of information for improving the program, recruiting qualified students, and meeting employment needs of the community. The advisory committee meets biannually for the purpose of providing disciplinary expertise and input in the development of curriculum for the program. Over the years this committee has been instrumental in providing support for the program in the areas of professional advancements in the clinical setting, forecasting trends in dental practice, and providing a nonacademic perspective when discussing program curriculum initiatives.

Based on the PROE (occupational survey), advisory board members rated the overall effectiveness of the program 4.47 out of 5.

### **Section 3:**

#### **A. PROFILE STUDENTS**

##### **1. Student demographic profile**

###### **a. Gender, race/ethnicity and age.**

<b>Pre-DHYG Average Age:</b>		<b>DHYG Average Age:</b>	
<i>Year in Program</i>	<i>Average Age</i>	<i>Year in Program</i>	<i>Average Age</i>
2009	19	2009	21
2010	19	2010	21
2011	19	2011	21
2012	19	2012	22
<b>Average age past Five Years:</b>	19	<b>Average age past Five Years:</b>	21

<b>Pre-DHYG Gender:</b>			
<i>Academic Year</i>	<i>Male</i>	<i>Female</i>	<i>Total number enrolled</i>
2009	8	137	145
2010	8	152	160
2011	4	153	157

2012	7	132	139
<b>Average past Five Years:</b>	<b>6</b>	<b>143</b>	<b>150</b>

<b>DHYG Gender:</b>			
<i>Academic Year</i>	<i>Male</i>	<i>Female</i>	<i>Total number enrolled</i>
2009	1	90	91
2010	0	69	69
2011	0	74	74
2012	0	70	70
<b>Average past Five Years:</b>	<b>0</b>	<b>133</b>	<b>76</b>

<b>Pre DHYG: Race/ethnicity</b>								
<i>Year</i>	<i>Black</i>	<i>Hispanic</i>	<i>Indian/ Alaskan</i>	<i>Asian/Pac Island</i>	<i>White</i>	<i>Foreign</i>	<i>Unknown</i>	<i>Total number enrolled</i>
2009	5	6	0	3	125	0	5	145
2010	5	8	1	2	135	1	6	160
2011	4	6	1	5	135	1	4	157
2012	7	3	1	4	119	0	3	139
<b>Average over past 5 years:</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>128</b>	<b>1</b>	<b>4</b>	<b>150</b>

<b>DHYG: Race/ethnicity</b>								
<i>Year</i>	<i>Black</i>	<i>Hispanic</i>	<i>Indian/ Alaskan</i>	<i>Asian/Pac Island</i>	<i>White</i>	<i>Foreign</i>	<i>Unknown</i>	<i>Total number enrolled</i>
2009	3	3	1	2	80	1	1	91
2010	1	2	1	0	64	0	1	69
2011	0	3	0	0	69	0	1	74
2012	0	4	0	0	62	1	2	70
<b>Average over past 5 years:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>68</b>	<b>1</b>	<b>1</b>	<b>76</b>

**b. In-state/out-of-state.**

<b>Pre-DHYG Residency:</b>				<b>DHYG Residency:</b>			
<i>Academic Year</i>	<i>Resident</i>	<i>Midwest Compact</i>	<i>Non- Resident</i>	<i>Academic Year</i>	<i>Resident</i>	<i>Midwest Compact</i>	<i>Non- Resident</i>
2009	144	0	1	2009	89	2	0
2010	159	0	1	2010	68	0	0
2011	155	1	1	2011	74	0	0
2012	138	1	0	2012	69	0	1

<i>Average past Five Years:</i>	<i>149</i>	<i>1</i>	<i>1</i>	<i>Average past Five Years:</i>	<i>75</i>	<i>1</i>	<i>0</i>
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**c. Full-time and part-time**

<b>Pre DHYG: Full-time vs. Part-time</b>				<b>DHYG: Full-time vs. Part-time</b>			
<i>Academic Year</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Total number enrolled</i>	<i>Academic Year</i>	<i>Full-time</i>	<i>Part-time (less than 12 cr)</i>	<i>Total number enrolled</i>
<i>2009</i>	<i>135</i>	<i>10</i>	<i>145</i>	<i>2009</i>	<i>84</i>	<i>7</i>	<i>94</i>
<i>2010</i>	<i>147</i>	<i>13</i>	<i>160</i>	<i>2010</i>	<i>61</i>	<i>8</i>	<i>80</i>
<i>2011</i>	<i>140</i>	<i>17</i>	<i>157</i>	<i>2011</i>	<i>68</i>	<i>6</i>	<i>70</i>
<i>2012</i>	<i>122</i>	<i>17</i>	<i>139</i>	<i>2012</i>	<i>61</i>	<i>9</i>	<i>79</i>
<i>Average past Five Years:</i>	<i>136</i>	<i>14</i>	<i>150</i>	<i>Average past Five Years:</i>	<i>68</i>	<i>7</i>	<i>78.2</i>

According to the data provided, the program averages approximately 112 in-state students in both the pre-dental hygiene and professional sequence. This is not surprising due to the longstanding history of the program within the State of Michigan. The majority of students attend class during the day. Every class has as Ferris Connect course space, and a few courses within the professional sequence are offered as either mixed delivery or fully online. The program has two evening clinics in which forty students are in attendance. Whether students are in-state or out-of-state does not impact the curriculum, scheduling or delivery of the program due to the use of Ferris Connect and newly renovated large classrooms in the College of Health Professions building.

**d. What percentage of students attends classes in the day, evenings, and week-ends?**

Currently there is no data provided on pre-dental hygiene students. One hundred percent of professional sequence dental hygiene students attend day classes and evening labs/clinics.

**e. Enrolled in classes on and off campus.**

One hundred percent of the full-time dental hygiene students are enrolled in classes on campus. Second year dental hygiene students do have the opportunity to enroll in an optional “internship” during the last semester. They may select an off-campus site within the State of Michigan or out-of-state, such as Tennessee, Arizona, etc. At times, this number has been equivalent to 50% of the class leaving campus for the optional internship experience.

Pre-dental hygiene students and professional sequence dental hygiene students have a choice to enroll in core curriculum courses of CCHS 101, CCHS 102, and MRIS 102 either on-line, in person, or at an off campus location. General education courses may

also be completed at another location. Dental hygiene courses are only offered on campus due to the clinical component.

**f. Enrolled in 100% on-line and/or mixed delivery courses.**

DHYG 218 is the only mixed-delivery course offered in the associate degree. The rest of the DHYG classes have course space with on Ferris Connect and is utilized regularly.

Pre-dental hygiene students and professional sequence dental hygiene students have a choice to enroll in core curriculum courses (CCHS 101, CCHS 102, and MRIS 102) either on-line, in person or at an off campus location. Pre-dental hygiene students and professional sequence dental hygiene students may also take general education courses as mixed delivery or on-line. Once in the dental hygiene program, students will take courses enhanced with Ferris Connect and mixed delivery. The Dental Hygiene program has been able to cover material more thoroughly using Ferris Connect enhancement and students are able to receive immediate remediation of difficult material. Additionally, a course has been created for radiography review and board preparation.

**g. Discuss how the information present in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods of the program.**

**a. Gender, race/ethnicity, age:** According to the data provided the average age of the pre-dental hygiene student is 19 and the average age of the student entering the professional sequence of the program is 21. Female pre-dental hygiene students made up an average of 99% of the students compared to 1% of male students. The pre-dental hygiene students are represented by 95% Caucasian and 5% minorities.

The dental hygiene profession has traditionally been comprised of females. The trend in the current student population simply reflects that trend. The male to female ratio does not impact the curriculum, delivery or scheduling of the program. The programs ratio of ethnic students enrolled in the program are also not a concern to the program. The average age of the student is also adequate. The entrance requirements and pre-requisite courses prevent true freshman from entering the program from high school. The prerequisite courses have been implemented not to discourage first year students but to assure a better prepared student for the program and minimize attrition rates. The prerequisite courses are also mandatory for programmatic accreditation.

**b. In State, Out-of State:**

Whether a student is instate or out of state does not affect the curriculum, scheduling and or delivery methods of the program.

**c. Full-time and part-time**

As previously stated, the program is only offered in a full-time sequence.

**d. What percentage of students attend classes in the day, evenings and weekends?**

Currently there is no data provided on pre-dental hygiene students. One hundred percent of professional sequence dental hygiene students attend day classes and evening

labs/clinics. Evening clinics are offered so students can gain access to quality patients and patients can gain access to clinical services.

**e. Enrolled *in classes on and off campus.***

The only off campus class offered is the optional internship during the last semester of the program. This internship allows students to gain additional clinical and community experiences.

**f. Enrolled *in 100% on-line and /or mixed delivery courses.***

All courses have enhanced online experiences and one course is offered in a mixed delivery format.

**2) Quality of Students.**

**a. What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.**

The range of GPA for the **pre-dental hygiene student** is 1.66 to 4.00 with an average GPA of 2.85. The range of ACT scores for the **pre-dental hygiene student** is 12-31 with an average ACT score of 2012. The range of GPA for the **professional sequence dental hygiene student** is 2.65 to 3.96 with an average GPA of 3.4. The range of ACT scores for the **professional sequence dental hygiene student** is 14-32 with an average ACT score of 30.

Based on the averages and ranges listed above, the program is attracting and accepting a high quality student with the necessary academic foundation and skills to ensure progression in the professional sequence of the program.

**b. What are the range and average GPA and ACT score of students graduating from the program?**

The range of GPA for the **dental hygiene graduate** is 2.7 to 3.86 with an average GPA of 3.37.

The range of ACT scores for the **dental hygiene graduate** is 14-32 with an average ACT score of 21.

Based on the averages and ranges listed above, the program maintains a qualified student throughout the professional sequence through graduation from the program.

**c. In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.**

In addition to ACT and GPA scores, students entering the program must pass two semesters (28 credits) of general education courses with a "C" or better as prerequisites courses before entering the professional sequence. These courses better prepare students for program courses, as well as fulfill requirements set forth by CODA for programmatic accreditation standards.



**d. Identify academic awards students in the program have earned.**

- Upper Peninsula Dental Hygiene District Society Scholarship
- Northern Michigan Dental Hygiene District Society Scholarship
- American Dental Hygiene Association Scholarship
- West Michigan Dental Association Scholarship
- Honor's program at FSU

Students also earn awards for poster and case study presentations on campus and are encouraged to present them at professional competitions upon completion of the program.

**e. What scholarly activities do RDH students participate in?**

The Dental Hygiene faculty highly recommend that students attend the Michigan Dental Hygiene Association meetings as student delegates as well as represent the Student American Dental Hygiene Association at National meetings. Students provide poster presentations at the Diabetes Head –to-Toe Conference, Children's Dental Health Fair and other university events.

**f. What are other accomplishments of students in the program?**

Students in the Dental Hygiene program are routinely on the honor roll / dean's list. Students are also encouraged to participate in community service projects for a charity such as Relay for Life, Salvation Army Adopt a Family and the Children's Dental Health Fair. Students volunteer their time in helping with lab activities for tour groups and pre-dental hygiene students. In addition, students attend the Michigan Legislative Luncheon to learn about dental hygiene issues addressed at the state level. Students also attend the Student American Dental Hygiene Association Day held annually every October and several second year students participate in a Guyana Mission Trip held during spring break.

**3. Employability of students**

**a. How many graduates have become employed full time in the field within 1 year of receiving their degree?**

Based upon the use of social media data (Facebook), 90% of dental hygiene graduates are employed *full time* within one year of receiving their degree. A unique characteristic of the employment practice of dental hygienist is that over 85% of graduating dental hygienists are employed with two or more part time positions equaling full time equivalent hours.

**b. What is the average starting salary of graduates who become employed full-time in the field since the inception of the program?**

**Michigan**

2012 average hourly rate: \$30.40

2011 average hourly rate: \$30.34

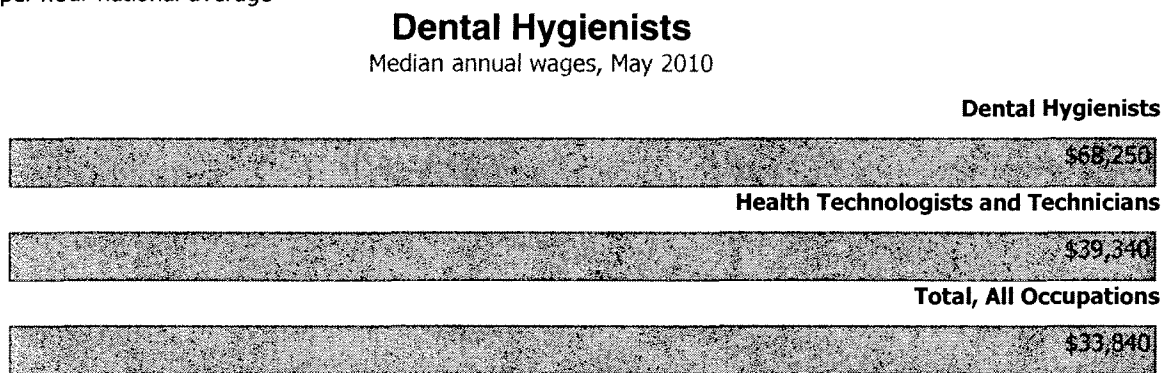
Increase: \$0.06

The highest hourly rate reported was \$42; the lowest was \$23.

15% earn \$30 an hour, and 12% earn \$28 an hour.

(Source: Registered Dental Hygienist (RDH) Magazine salary survey 2012)

\$32.81 per hour national average



Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

### **MICHIGAN'S HOT 50** TOMORROW'S HIGH-DEMAND HIGH-WAGE CAREERS JOB OUTLOOK THROUGH 2018

Registered Nurses 3,285 20.2 \$30.82 Associate's or Bachelor's degree, license  
Customer Service Representatives 2,853 14.2 \$16.58 Some college preferred and moderate-term OJT  
Truck Drivers, Heavy and Tractor-Trailer 1,540 11.1 \$19.02 Apprenticeship or moderate-term OJT, certification  
Accountants and Auditors 1,290 16.9 \$30.93 Bachelor's degree, license  
Elementary School Teachers, except Special Education 1,227 7.8 \$25.10 Bachelor's degree  
Licensed Practical and Licensed Vocational Nurses 946 17.7 \$20.45 Associate's degree or post-sec. voc. training, certification  
Industrial Engineers 774 13.2 \$38.11 Bachelor's degree  
Computer Systems Analysts 593 15.5 \$38.55 Bachelor's degree  
Human Resources, Training, and Labor Relations Specialists 585 19.5 \$24.75 Bachelor's degree  
Network Systems and Data Communications Analysts 495 41.8 \$34.83 Bachelor's degree  
Insurance Sales Agents 416 12.0 \$29.41 Bachelor's degree, license  
Management Analysts 409 8.9 \$38.59 Bachelor's degree or higher, plus work experience  
Dental Assistants 402 23.0 \$16.45 Apprenticeship or moderate-term OJT, license  
Purchasing Agents, exe. Wholesale, Retail, and Farm Products 398 9.8 \$30.10 Long-term OJT, plus work exp., or apprenticeship  
Dental Hygienists 385 23.0 \$28.67 Associate's degree, license 385 expected job openings, \$28.67 an hour....

Source: [www.michigan.gov](http://www.michigan.gov)

**c. How many graduates have become employed as part time or temporary workers in the field within one year of graduating from the program?**

Currently, as a result of difficult economic times nationwide, only 80-85% of students graduating from the dental hygiene program are working in a full time position in dental hygiene. The majority of dental hygiene graduates are working in two or more part time positions equivalent to full-time. Some graduates choose to work part-time only to pursue additional degrees or other pursuits while others did not have choice and are working part-time due to the economy.

**d. Describe the career assistance available to students?  
What is the perception of career assistance?**

Career assistance is provided by the Dental Hygiene Program in the form of personal references and resumes review. Faculty members have many ties within the local and surrounding communities that keep students apprised of job openings. In addition, Ferris students attend university sponsored career fairs and use the employment office for resources as well as interviewing and resume writing training. Dentists who are seeking dental hygienists also request employment from soon-to-be FSU graduates by posting employment opportunities with the program.

**e. How many graduates continue to be employed in the field?**

Ninety-five percent of graduates continue to be employed in the field of dental hygiene either full-time or part-time. Only three percent of the respondents from the 2013 graduate survey stated they are no longer working in the field of dental hygiene as they are stay at home moms with families and or are continuing their education toward a bachelor degree.

**f. Describe and comment on the geographical distribution of the employed Graduates.**

Ferris State University Dental Hygiene graduates are employed throughout the State of Michigan and across the United States. Many students have relocated to states that have an increased need for dental hygienists such as the Washington D.C. area. The Dental Hygiene Program has partnered with Team Placement Services from Virginia who have recruited our graduates to join their team because Team Placement has had numerous favorable experiences with the Ferris dental hygiene graduate. In addition, many students have relocated to areas such as Arizona, Hawaii, Florida, North, Illinois, Indiana and Wisconsin.

**g. How many students and /or graduates go on for additional training?**

Four percent of the respondents from the graduate survey indicated they were continuing their educational training.

**h. Where do most dental hygiene graduates obtain their additional educational training?**

The Ferris State University Dental Hygiene program sponsors multiple continuing education courses per academic year for working professionals in the community that target the dental hygiene alumni. Graduates can also receive additional training through their local dental hygiene components. Students also continue their education by receiving a Bachelors Degree completion in Dental Hygiene, Bachelors degree in Health Care Systems Administration and or Allied Health.

**B. ENROLLMENT.**

**1) What is the anticipated fall enrollment for the program?**

We anticipate 40 first year and 40 second year dental hygiene students enrolled in the associate degree program. The charts below reflect previous enrollment numbers for the program:

Dental Hygiene	09/10	10/11	11/12	12/13
Pre-Dental Hygiene AAS students	145	160	157	139
Dental Hygiene Professional Sequence students, first and second year students	91	69	74	70
Totals:	236	229	231	209

**2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends.**

Student credit hour production has decreased since the last program review due to the change in the number of professional sequence fall admits. Listening to industry and the stressed economy, the dental hygiene program reduced the fall admits from 60 to 40 students. Nonetheless, the dental hygiene program has consistently been able to admit 40 students each fall, with a range of 94-115 qualified applicants for 40 seats.

**Dental Hygiene Student Credit Hour Per Academic Year Fall and Spring**

Year	SCH fall	SCH spring
2007-08	1,358.00	1,344.00
2008-09	1,540.00	1,449.00
2009-10	1,587.00	1,477.00
2010-11	1,405.00	1,250.00
2011-12	1,332.00	1,174.00

**3) Since the last program review, how many students apply to the program annually?**

<b>First Year of the Program</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
Number of applicants to the professional sequence	97	111	93	80
Number meeting established admission criteria	55	62	37 (53 in progress)	59 (14 in progress)
Number to be admitted	40	44	44	40

**4) Of those who apply, how many and what percentage are admitted?**

On average, 95 students apply to the professional sequence of the associate degree in dental hygiene program each January for a possible fall admit. 42% of those who apply are admitted. 40 to 44 students are selected for fall admittance based upon meeting the required admission criteria for entrance into the professional sequence.

**5) Of those who are admitted, how many and what percentage enroll?**

99% of those who are admitted enroll in the professional sequence of the associate degree dental hygiene program.

**6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.**

Since, the College of Health Professions has adopted the yearly application process in 2008; students apply for the professional sequence once they have completed the necessary prerequisite courses or if they will complete the pre-requisite courses by Spring semester in order to be considered for the professional sequence in the following Fall. This application process makes the student accountable for completing and successfully passing the required pre-requisite courses in a timely manner. The program consistently maintains an adequate number of pre-dental hygiene students ranging from 80-111 over the last 4 years. The application process has brought forth students who are academically prepared to start the professional sequence in a timely manner.

**C. PROGRAM CAPACITY**

**1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

The new accreditation student to faculty ratio limits the enrollment to 40 students. Student to faculty ratios are 5:1 for radiography and clinical courses and 10:1 for lab

courses. Forty students is preferred for quality instruction, calibration of adjunct clinical faculty and fiscal resources available.

The program employs five full-time tenure track professors along with four full-time clinical dental hygienists. The five full-time tenure track faculty members are a satisfactory number to teach the didactic courses by accreditation educational requirements. The four clinical dental hygienists are a necessity to the program as they teach 100% of the clinical and laboratory courses.

**D. RETENTION AND GRADUATION**

**1) Give the annual attrition rate (number and percent of students) in the program.**

2 to percent of the entering freshman dental hygiene class will not progress during the program and graduate. This attrition may occur for various reasons; academic difficulties in traditionally rigorous didactic courses, lack of competency and progression in pre-clinic courses or personal issues.

<b>First year DHYG students</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
Admission #	40	44	44	40
Retention	39	42	42	37
Attrition	1	2	2	3

**2) What are the program’s current goals, strategy and efforts to retain students in the program?**

As of Fall 2009, the program reduced the number of students in the professional sequence of the program from 60 to 40 in order to meet market demand, ensure that the dental hygiene graduates are employed upon graduation and maintain the faculty to student ratio required by the Commission on Dental Accreditation. The quality of individualized instruction will be strengthened and enhanced further with this smaller co-hort.

**3) Describe and assess trends in number of degrees awarded in the program.**

Traditionally, students who enter the program as first year professional sequence candidates will graduate unless they do not progress due to poor clinical competency or poor academic performance. The trend has been to graduate 96-99% of the students that start the program.

**4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.**

96 to 99 percent of the students who are admitted to the professional sequence and enroll in the dental hygiene associates degree program will graduate the prescribed amount of time.

**5) On average, how long does it take a student to graduate from the program? Please comment.**

Three years: a year of pre-requisite courses, and two years of the professional sequence.

## **E. ACCESS**

**1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.**

The program is accessible for the following reasons:

Ferris State University is a very transfer friendly institution. Many students in the dental hygiene program are transfer students who take their prerequisite courses at the community college. Transfer students appreciate the amount of courses which are transferrable to Ferris from community colleges.

The program is structured so that students must complete lab, clinical and didactic classes on the Big Rapids campus during the two years of the professional sequence of the program. Students practice pre-clinical skills in a fully operational dental hygiene clinic on typodonts and partner pairs. During the second semester of the first year of the program, the students begin to treat patients from the community. As second year students, they treat patients on a regular basis and their requirements increase as do the competencies required by accreditation standards.

All courses within the associate degree dental hygiene program are enhanced by Ferris Connect. One course (DHYG 218) is offered as a mixed delivery course because it is an excellent format to enhance their case based discussions plus it allows students some flexibility with their scheduling.

**2) Discuss what effects the actions described in (1) have had on the program. Use examples such as program visibility, market share, enrollment, and faculty load, computer and other resources.**

Since, Ferris State University is very transfer friendly, the dental hygiene program at Ferris often recruits students from community colleges who want their final degree from a University, which Ferris can offer.

**3) How do the actions described in (1) advance or hinder program goals and priorities?**

The on-line resources and classes have enhanced the communication with the program and student. This has been an asset to the program that is very competitive across the nation. Newer technology has allowed the program to be more available to our students in a timelier manner.

**F. CURRICULUM. The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.**

**See Appendix C: Program Check Sheets and Course Syllabi**

**1) Program requirements. Describe and assess the program-related courses required for graduation.**

**a) As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.**

The program currently requires 81 credit hours for graduation. 46 out of the 81 credits are dental hygiene specific courses. 36 credits are program related courses that are required either by the Commission on Dental Accreditation (CODA) or Ferris State University. Students complete the program in two semesters of prerequisites courses followed by four semesters in the professional sequence. The program related courses required in the degree program are listed in the table below.

<b>Program Related Courses in the DHYG Program</b>	<b>Rationale for courses</b>
ENGL 150 *prerequisite to enter the DHYG professional sequence	Communication Competence Requirement * accreditation standard
ENGL 250	Communication Competence Requirement *accreditation standard
COMM. 105 or 221 *prerequisite to enter the DHYG professional sequence	CAHS Core Requirement *accreditation standard
BIOL 108 *prerequisite to enter the DHYG professional sequence	Scientific Understanding Requirement *accreditation standard
BIOL 205 * prerequisite to enter the DHYG professional sequence	*accreditation standard
CHEM 114 * prerequisite to enter the DHYG professional sequence	*accreditation standard



PSYC 150 *prerequisite to enter the DHYG professional sequence	Social Awareness Requirement *accreditation standard
SOCY 121 *prerequisite to enter the DHYG professional sequence	*accreditation standard
Cultural Enrichment Elective * program does not prescribe which cultural enrichment class to be taken *prerequisite to enter the DHYG professional sequence	Cultural Enrichment Requirement
CCHS 101 Orientation to Healthcare	CAHS Core Requirement
CCHS 102 Safety Issues in Healthcare *prerequisite to enter the DHYG professional sequence	CAHS Core Requirement
MRIS 102 Medical Terminology *prerequisite to enter the DHYG professional sequence	CAHS Core Requirement
Math 110 * students must take the course or have a MATH ACT score of 19 or higher	Quantitative Skills Requirement

**b) Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes).**

General Education courses required by the program are: ENGL 150, ENGL 250, Core Curriculum courses (CCHS 101, and 102, MRIS 102, COMM 105 or 221), PSYC 150, SOCY 121, BIOL 108, BIOL 205, CHEM 114, Cultural Enrichment Elective Course and MATH 110 or competency. All of these courses are required by the CODA, FSU or the CAHS curriculum guidelines. Rationale is provided in chart above.

**2) Has the program been significantly revised since the last review, and if so, how?**

The Program underwent a curriculum change to meet the demands of CODA (Commission on Dental Accreditation). New curriculum requirements were established for the 2009 academic school year. In order to meet and ensure adequate reinforcement of student competencies established by CODA, the program needed to revise their sequence of courses offered. All courses and the new sequence of instruction meet the requirements established so students can graduate and be eligible to sit for the licensure exams.

**3) Are there any curricular or program changes currently in the review process? If so, what are they?**

Not at this time.

**4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?**

Upon continual review of accreditation requirements, the program will make necessary revisions as required. It is possible, within the 5-8 yrs that the CODA will adopt the bachelor degree as the entry level degree for dental hygienists.

**G. QUALITY OF INSTRUCTION**

**1) Discuss student and alumni perceptions of the quality of instruction.**

On the most recent Alumni/graduate survey (2012) respondents rated the program 4.0 on overall quality and 3.8 on preparation for passing the national and regional registry/licensing exams which speaks highly of the quality of the program. And on the student survey, the overall opinion of the program was rated as 4.56

**DHYG Post Grad...11-12**

**Frequencies**

**Prepared by: Institutional Research & Testing, 02/12**

**Statistics**

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Year of graduation	8	0			
q2 Employed as a dental hygienist	8	0	1.38	1.00	.518
q3_1 Not: Looking, but can't find a job	3	5	1.00	1.00	.000
q3_2 Not: Continuing Education	3	5	.00	.00	.000
q3_3 Not: Chose another profession	3	5	.00	.00	.000
q3_4 Not: Chose not to work	3	5	.00	.00	.000
q3_5 Not: Other	3	5	.33	.00	.577
q3.a Other specified	8	0			
q4 How long take you find first job as dental hygienist	5	3	4.20	4.00	1.483
q5 Is your employment in	5	3	1.20	1.00	.447
q6 Are you employed	5	3	1.80	2.00	.447
q7 If part-time, is it by choice	1	7	2.00	2.00	
q8 How did you find your job	5	3	4.40	5.00	1.949
q8.a Other specified	8	0			
q9 Area primarily employed in	5	3	1.00	1.00	.000
q9.a Other specified	8	0			
q10 Approximate yearly salary	5	3	4.80	5.00	.837
q11.a Passing the National Board Dental Hygiene Exam	8	0	3.75	4.00	.707
q11.b Passing the North East Regional Board Exam	8	0	3.88	4.00	.354
q11.c Job as an entry-level dental hygienist	8	0	3.38	4.00	1.188
q12 Rate the overall quality of program	8	0	4.00	4.00	.000
q13 Recommend to friend/fam member	8	0	1.00	1.00	.000
q14 Additional comments	8	0			

12-13 PROE...Dental Hygiene...Students

Frequencies

Prepared by: Institutional Research & Testing, 04/13

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q3 Which of the following best describes your objective for attending FSU	9	0	1.22	1.00	.667
q3.a Other Specified	9	0			
q4 Please rate your overall opinion of your career program.	9	0	4.56	5.00	.527
q5 a Available and conveniently located	8	1	4.50	4.50	.535
q5 b Based on realistic prerequisites	9	0	4.00	4.00	.707
q6 a Are available to students	9	0	4.67	5.00	.500
q6 b Describe what you will learn in the course	9	0	4.78	5.00	.441
q6 c Are used by the instructor to keep you aware of your progress	9	0	4.44	5.00	.726
q7 a Meet your occupational needs, interests and objectives	9	0	4.44	4.00	.527
q7 b Provide multiple ways to master the skills for career area	8	1	4.50	4.50	.535
q8 a Valuable to my career program	9	0	4.00	4.00	1.000
q8 b Current and meaningful to you	9	0	4.22	4.00	.833
q9 a Coordinated with classroom instruction	9	0	4.78	5.00	.441
q9 b Coordinated with employer supervision	9	0	4.22	5.00	1.481
q10 a Meets your needs and interests	9	0	3.89	5.00	1.537
q10 b Helps you evaluate job opportunities	9	0	4.00	5.00	1.414
q10 c is provided by knowledgeable, interested staff	9	0	3.78	4.00	1.481
q10 d Explains non-traditional career opportunities for both genders	9	0	4.00	5.00	1.414
q11 a Help you find employment opportunities	9	0	3.11	4.00	1.616
q11 b Prepare you to apply for a job	9	0	3.56	4.00	1.590
q11 c Prepare you to interview for a job	9	0	3.44	4.00	1.509
q12 a Know the subject matter and occupational requirements	9	0	4.33	5.00	1.000
q12 b Are available to provide help when you need it	9	0	4.44	5.00	1.014

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q12.c Provide instruction that is interesting and understandable	9	0	4.22	4.00	.972
q12.d Are current in their field	9	0	4.56	5.00	1.014
q13.a Available to meet your needs and interests	9	0	4.33	4.00	.707
q13.b Provided by knowledgeable, interested staff	8	1	4.50	4.50	.535
q14.a Are safe, functional, and well maintained	9	0	4.56	5.00	.726
q14.b Are available on an equal basis for all students	9	0	4.78	5.00	.441
q15.a Current and representative of industry	9	0	4.00	4.00	1.000
q15.b In sufficient quantity to avoid long delays in use	9	0	4.11	4.00	1.054
q15.c Safe and in good condition	9	0	4.33	4.00	.707
q16 Additional comments	9	0			

**2) Discuss advisory committee and employer perceptions of the quality of instruction.**

Based on survey results, employers are very pleased with FSU dental hygiene graduates regarding their clinical abilities and professionalism and advisory board members rated the overall effectiveness of the program 4.47 out of 5 on the recent PROE(occupational survey).

## 12-13 PROE...Dental Hygiene...Advisory Board

### Frequencies

Prepared by: Institutional Research & Testing, 04/13

#### Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q3.a Based on performance expectations that represent job skills and knowledge required for successful entry-level employment	4	0	5.25	5.50	.957
q3.b Responsive to upgrading and retraining needs of employed persons	4	0	5.25	5.50	.957
q3.c Periodically reviewed and revised to keep current with changing job practices and technology	4	0	4.75	4.50	.957
q4.a Current and representative of that used on the job	4	0	4.75	4.50	.957
q5.a Job opportunities exist for students completing the program or leaving with marketable skills	4	0	1.75	1.50	.957
q6 Please indicate the extent to which you believe students ...	4	0	5.25	5.50	.957
q7.a Provide information used to review and, where warranted, revise the program	4	0	5.00	5.00	1.155
q8.a Attitudes (soft skills)	4	0	3.75	3.50	.957
q8.b Academic skills (critical thinking, writing, speaking, math, problem-solving)	4	0	4.50	4.50	1.291
q8.c Technical skills (disciplinary knowledge in field of study)	4	0	4.50	4.50	1.291
q9 What are the major strengths of this occupational program?	4	0			
q10 What are the major needs for improvement in this occupational program?	4	0			
q11 Additional comments or suggestions	4	0			

**3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?**

The dental hygiene department encourages faculty and staff to remain current in practice of their discipline, specifically, dental hygiene private practice. Faculty and staff are instructors in the clinic performing one on one dental hygiene oral health care instruction among students and patients. Faculty and staff provide instruction during the Pain Management course which teaches students administration of local anesthesia and nitrous oxide. Faculty and staff have been trained in and teach the use of digital x-rays including both the sensor and the phosphor plates which are becoming a more popular modality in taking patient x-rays. In addition, the department purchased a Smart Station and five large flat screen televisions for the clinic, in order to provide a better platform for disseminating didactic instruction as well as hands-on application of dental hygiene procedures.

**4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. Writing across the Curriculum; Center for Teaching and Learning, etc.).**

Faculty / staff have attended many FCTL workshops including:

- Curriculum Content Mapping: Kathleen Harlan, Susan Wancour, Kimberly Beistle, Sandra Burns, Catherine Archer,
- Teaching Adult Learners – Dental Hygiene Clinical Faculty and Staff
- Topics in Teaching- Sandra Burns, Kimberly Beistle
- Blackboard 9.1 Development - Sandra Burns, Kathleen Harlan, Susan Wancour, Kimberly Beistle, Linda St. Clair, Catherine Archer
- Quality Matters Online Course Development- Kim Beistle, Catherine Archer, Susan Wancour, Kathleen Harlan
- Teaching with Cases: Kathleen Harlan, Nancy Baar
- Naked Presenter: Susan Wancour, Catherine Archer
- Inquiries to Teaching and Learning: Kathleen Harlan, Nancy Baar

Dental Hygiene faculty / staff have attended the following professional meetings:

- Michigan Dental Hygiene Program Directors Conference, October, 2011 – Kimberly Beistle
- SADHA Day, October, 2011- Annette Jackson, Susan Wancour, Denise Byrnes, Catherine Archer
- “Clinical Educators Conference”, San Antonio, TX, May 2012, Nancy Baar, Kathleen Harlan,
- North East Regional Board Conference, June 2010, 2011, 2012, Washington D.C., Susan Wancour, Denise Byrnes
- MDHA Legislative Luncheon, May 2012, Lansing, Michigan, Cathy Archer, Annette Jackson, Linda St. Clair.



- Quality Course Showcase, March 2012, Cathy Archer.
- Best Practice Day, CAHS, FSU, April 2012, Cathy Archer, Kim Beistle, Nancy Baar, Denise Byrnes, Linda St. Clair, Susan Wancour, Sandra Burns, Annette Jackson.

Dental Hygiene faculty / staff have attended the following program in-service meetings:

#### **Spring 2010**

- PA 161: A Collaborative Practice Model, Bonnie Nothoff, RDH

#### **Fall 2010**

- Meeting Your Life, Your Vision and Your Future, Ann Battrell, MSDH, ADHA Executive Director.
- Providing Feedback to Enhance Your Clinical Teaching, Chad Hershock, PhD.
- New Oral Care Products, Johnson and Johnson
- Philips Sonicare Webinar, Janette Delinger, RDH, BSDH

#### **Spring 2011**

- Clinic Connect, Wendy Swanson, RDH
- Update on Oral Mouth Rinses, Johnson & Johnson

#### **Fall 2011**

- Nitrous Calibration & Training, Matrix
- Update on Clinical Instrumentation, Hu-Friedy.
- Treatment of Dental Hypersensitivity: Sensodyne & ProNamel

#### **Spring 2012**

- Clinic Connect, Wendy Swanson, RDH
- OSHA Safety Training, Mary Govoni, CDA, RDA, RDH, MBA

**5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.**

The program has numerous opportunities for interaction of students with faculty and peers.

- Active Student American Dental Hygiene Association professional student organization with faculty advisors.
- Faculty and students participate in dental hygiene oral health presentations at local K-12 schools.
- Faculty and students participate in a variety of oral health presentations and screenings to a variety of cognitively, physically and emotionally impaired children on a semester basis at the Mecosta Osceola Intermediate School District.
- Faculty and students participate in Health Fairs on the campus of Ferris State University.
- Faculty and students participate in the Annual Children's Dental Health Fair held at the FSU dental hygiene campus clinic providing free dental

screenings, sealants, x-rays, orthodontic screenings, table clinic presentations and networking with professional community.

- Faculty and students participate in Mecosta and Osceola County Early Headstart and Headstart Programs to provide oral health screenings and fluoride varnish treatments. This program reaches close to 500 children.
- Students are treat patients at the Veterans Home, Baxter Clinic and Homeless Event in Grand Rapids.
- Students treat multiple family members at one time in the large clinic facility on campus.
- Faculty schedule conjoined student class presentations by dental manufacturers such as; Johnson and Johnson, Hu-Friedy, Sonicare (Phillips), Oral B (Proctor and Gamble), Crest, and many others.

**6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.**

The program promotes a learner- centered environment. The classes have been restructured to include case based and problem based learning as well as critical thinking activities. In addition, four faculty have completed the Quality Matters course offered by the Faculty Center for Teaching and Learning which focuses on building a quality online course.

**7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?**

The dynamics between the faculty, clinical staff and students has become more engaged. Communication is stronger between the faculty, clinical staff and students due to the increased activities and continued calibration of instruction.

**H. COMPOSITION AND QUALITY OF FACULTY. Describe and assess the composition of the faculty teaching courses in the program.**

**1) List the names of all tenured and tenure-track faculty by rank.**

**a) Identify their rank and qualifications.**

Sandra Burns, RDH, RN, MS	Associate Professor	Tenured
Kimberly Beistle, RDH, PhD	Associate Professor Program Coordinator	Tenured
Kathleen Harlan RDH, MS	Assistant Professor	Tenured
Susan Wancour, RDH, MPH	Assistant Professor	Tenured
Catherine Archer RDH, MS	Assistant Professor	Tenured

**b) Indicate the number of promotions or merit awards received by program faculty since the last program review.**

Kimberly Beistle	Promotion 2010
Kathleen Harlan	Merit 2009
Susan Wancour	Merit 2009

**c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).**

Faculty / staff have attended many FCTL workshops including:

- Curriculum Content Mapping: Kathleen Harlan, Susan Wancour, Kimberly Beistle, Sandra Burns, Catherine Archer,
- Teaching Adult Learners – Dental Hygiene Clinical Faculty and Staff
- Topics in Teaching- Sandra Burns, Kimberly Beistle
- Blackboard 9.1 Development - Sandra Burns, Kathleen Harlan, Susan Wancour, Kimberly Beistle, Linda St. Clair, Catherine Archer
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- MDHA Legislative Luncheon, May 2012, Lansing, Michigan, Cathy Archer, Annette Jackson, Linda St. Clair.
- Quality Course Showcase, March 2012, Cathy Archer.
- Best Practice Day, CAHS, FSU, April 2012, Cathy Archer, Kim Beistle, Nancy Baar, Denise Byrnes, Linda St. Clair, Susan Wancour, Sandra Burns, Annette Jackson.

**2) Workload**

**a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a “normal” load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?**

Tenure track faculty in the dental hygiene program must teach a minimum of 18 contact hours per semester. All five faculty have requested overload.

The four additional full time clinical faculty teach the equivalent of 34-36 hours of clinic and lab assignments with 4-6 hours for program meetings and other calibration.

**b) List the activities for which faculty receive release time.**

Program faculty receive release time each semester for the following activities:

Program Coordination: .25 release time

Clinical Coordination: .19 - .38 release time

Other projects are evaluated by the dean and release time is given when appropriate. For example, coordinators will receive an additional .12 RT the two semesters of APR document preparation.

**3) Recruitment**

**a) What is the normal recruiting process for new faculty?**

Advertisements are placed in professional journals, on professional websites and in the Grand Rapids Press. Requests for application letters are sent out nationally to all Dental Hygiene Programs.

**b) What qualifications (academic and experiential) are typically required for new faculty?**

New tenure track faculty must have a Master of Science degree and an active dental hygiene license in order to comply with CODA standards to teach didactic courses for the associate degree program.

**c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?**

The Dental Hygiene program strives to be diverse in the population of the program as well as the faculty and staff who represent the program. The program does not have a goal for gender or mix of ethnic backgrounds. The best qualified applicant who meets the hiring standard will be employed.

**d) Describe and assess the efforts being made to attain goals in (c).**

The Dental Hygiene program is currently fully staffed and not seeking a faculty member at this time. The best qualified applicants will be sought out regardless of gender or ethnic background.

**4) Orientation. Describe and assess the orientation process for new faculty.**

New faculty attend the New Faculty Orientation program hosted by the Faculty Center for Teaching and Learning. This is intensive program introduces new faculty to the University as well as teaching and education. It also includes such topics as diverse populations of students and diverse culture of faculty. Mentoring support for both the tenure track faculty and the administrative clinical faculty occurs by tenured faculty and the clinical operations supervisor. In addition, new faculty are required to attend new faculty orientation session conducted by COHP.

**5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money.**

**a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.**

The College of Health Professions maintains a Promotion / Merit and Tenure policy outlining the advancement procedures within the college for tenure track faculty. All faculty within the dental hygiene program work toward accomplishing requirements in the areas of teaching, scholarship and service.

In addition to salary, the faculty are rewarded with departmental and college funds to offset travel to professional meetings. Faculty are encouraged to apply through the Dean's Office for COHP funding for a Faculty Enrichment Grant. Maximum amount of one time funding is \$800 per faculty member for the COHP fiscal year for areas that support excellence criterion or \$400 for areas that support competence criterion for promotion, merit and tenure. Special consideration may be made by the department head and dean for high cost travel that may involve presentations or critical representation by a faculty member of this College.

Faculty members are also encouraged to apply for Timme Grant funding. Departmental incentive funds have been available on a limited basis to offset the cost of travel for professional development. Faculty may also earn PDI funds by attending programs offered through the Faculty Center for Teaching.

**b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?**

Yes. The existing salary structure may hinder the attraction of well qualified faculty to the program. Upon investigation from annual salary reports of other Allied Health program faculty as well as faculty from the College of Technology, these programs

consistently report higher salaries than dental hygiene faculty even though the programs are all technical in nature.

**c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?**

The College of Health Promotion maintains a Promotion / Merit and Tenure policy outlining the advancement procedures within the college for tenure track faculty. All faculty within the dental hygiene program work toward accomplishing requirements in the areas of teaching, scholarship and service.

**d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.**

The dental hygiene faculty are encouraged to participate in campus wide diversity projects as well as political engagement projects but enhancing diversity is not part of the reward structure.

**6) Graduate Instruction (if applicable)**

There is no graduate instruction in the dental hygiene program at the present time. However, the dental hygiene program firmly believes in advancing the profession and supports discussions of a future master's level degree program. As a university, all programs should investigate masters programs.

**7) Non-Tenure-Track and Adjunct Faculty.**

**a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.**

Nancy Baar, RDH  
Denise Byrnes, RDH  
Annette Jackson, RDH  
Linda St. Clair, RDH  
Beverly Haney, RDH  
Jodi Carney, RDH  
Lori Cox, RDH  
Valerie Foos, RDH  
Trina Hull, RDH  
Theresa Harley, RDH  
Dr. Dennis Kordich, DDS  
Dr. Matthew Hudson, DDS

**b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.**

Tenure track faculty teach all of the theory or didactic courses in the dental hygiene program. Non-tenure track or adjunct faculty only teach laboratory or clinical courses.

Non tenure track or adjunct faculty teach 50% of the lab sections and 84% of the clinical sections.

DHYG 108 Oral Science A Lab  
DHYG 105 Pre-Clinical Dental Hygiene Practice 1  
DHYG 118 Oral Science B Lab  
DHYG 102 Oral Imaging Lab  
DHYG 126 Dental Hygiene Practice 2  
DHYG 129 Dental Materials Lab  
DHYG 222 Dental Hygiene Practice 3  
DHYG 231 Pain Management Lab  
DHYG 233 Dental Hygiene Practice 4  
DHYG 227 Comm Dent A Lab  
DHYG 239 Comm Dent B Lab

**c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?**

Faculty who teach didactic courses in the DHYG curriculum must have a Master of Science degree. All faculty who teach didactic courses in the Dental Hygiene Program possess Master of Science degrees. Clinical full-time staff that teach the lab or clinical courses possess a Bachelor of Science degree as required by the CODA.

**d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?**

Yes, the dental hygiene program employs four full-time clinical dental hygienists (non-tenure track) who teach in the laboratory and clinical setting.

**e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?**

The Commission on Dental Accreditation considers the clinical dental hygienists at Ferris State University as complementary to the tenure track faculty but does not specifically address the adjunct faculty members.

**I. ASSESSMENT AND EVALUATION. Describe and evaluate the program's assessment mechanisms.**

**1) List and describe student learning outcomes at the course level.**

**DHYG 101 Oral Imaging**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
1. The student will demonstrate knowledge of the theory and techniques along with radiation production, radiation characteristics and radiation safety needed to produce diagnostic radiographs. (PC.1-a, PC1-d, PC1-f, PC.4-a, PC.4-b, PC4-c)	written quizzes	90% of students will earn at least a 75% on written quizzes consisting of 10 questions each, four per topic.
	midterm exam	90% of students will earn at least a 75% on midterm exam.
	final exam	90% of students will earn at least a 75% on the final exam.
2. The student will be able to recognize radiographic normal anatomy landmarks, examples of caries, forms of pathology and dental materials. (PC.1-a, PC1-d, PC1-f, PC.4-a, PC.4-b, PC4-c)	final exam (identification of slides)	90% of students will earn a 75% on final exam questions #1-25 identifying normal anatomy, caries, pathology and dental materials.

**DHYG 102 Oral Imaging Lab**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
1. The student will demonstrate proper techniques of exposing, developing and interpreting diagnostically acceptable dental films utilizing radiation safety procedures on dental manikins and patients. (PC1-a, PC1-d, PC1-F, PC4-a, PC4-b, PC.4-c)	laboratory exercises on dental manikin	90% of students will earn the grade of pass on 9 laboratory exercises using the dental manikins based upon a prescribed rubric.
	laboratory exercises on clinical patient	90% of the students will earn a grade of pass on 1 full mouth set of radiographs and 1 set of bitewing radiographs on a clinical patient.
2. The student will be able to recognize radiographic normal anatomy landmarks, examples of caries, forms of pathology and dental materials. PC1-a, PC1-d, PC1-F, PC4-a, PC4-b, PC.4-c)	radiographic interpretation exercises	90% of the students will earn a grade of pass on 3 radiographic interpretation exercises using a prescribed rubric.
	radiographs on clinical patient	90% of students will earn a grade of pass on interpreting 2 sets of clinical patient films using a prescribed rubric.

**DHYG 104 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
1. The student will describe, discuss, and identify techniques related to the prevention of disease transmission and instrument/equipment management. C 1, HP 6, PC1, 2	Quizzes and Written Exams:	90% of students will: - earn a minimum score of 75% on written exams



<p><b>2.</b> The student will describe, discuss, and identify appropriate positioning of the patient and operator in relation to patient comfort and ergonomic principles. C 5, 7, HP 6, PC 10</p>	Quizzes and Written Exams:	90% of students will: - earn a minimum score of 75% on written exams
<p><b>3.</b> The student will describe, discuss, and identify appropriate instrumentation skills and instrument management C 2, 9, HP 6, PC 10</p>	Quizzes and Written Exams	90% of students will: - earn a minimum score of 75% on written exams
<p><b>4.</b> The student will describe, discuss, and identify all aspects of patient assessment procedures. C 11, PC 1, 3, 4</p>	Quizzes and Written Exams:	90% of students will: - earn a minimum score of 75% on written exams
<p><b>5.</b> The student will describe, discuss, and apply the dental hygiene process of care to patient case studies. C 1, 3, 5, 7, 12, PC 5, 7</p>	Quizzes and Written Exams Case Study application	90% of students will: - earn a minimum score of 75% on written exams

### DHYG 105 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:

Course Learning Outcomes / Dental Hygiene Program Competencies	Measure of Learning	Criteria for Success
<p>1. The student will demonstrate use of the dental equipment and patient/operator positioning.  Professional Competency C 5, 7, PC 2, 10</p>	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
<p>2. The student will apply techniques appropriate to the prevention of disease transmission.  Professional Competency C 1, 2, 3, 5, HP 6, PC 2</p>	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
<p>3. The student will demonstrate patient assessment skills  Professional Competency C 1, 5, 11, 13, PC1, 2, 3, 4, 8</p>	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
<p>4. The student will demonstrate all clinical instrumentation, skills.  Professional Competency C 1, 3, 5, HP 6, PC10</p>	Completion of Clinical Exit Exam utilizing performance rubric.	90% of students will earn a minimum score of 75% on the clinical exit exam to be awarded a <i>Pass</i> grade

### DHYG 107 Oral Science A

Course Learning Outcomes	Measure of Learning	Criteria for Success
<p><b>The student will demonstrate knowledge of:</b> 1. Correct anatomical nomenclature as applied to the study of head &amp; neck anatomy (PC 1-a, PC 1-f, PC 2-a) 2. Dental tooth anatomy, both deciduous &amp; permanent (PC 1-a, PC 1-f, PC 2-a) 3. Interrelations of teeth &amp; supporting</p>	Completion of written classroom exams	85% of students will earn a score of 75% or higher on the written classroom exams
	Completion of content related assignments	85% of students will earn a score of 75% on the written content related assignments

structures, including eruption & exfoliation of deciduous teeth (PC 1-a, PC 1-f, PC 2-a) 4. Head & neck anatomical structures, with emphasis on epithelial, glandular, lymph & skeletal tissues (PC 1-a, PC 1-f, PC 2-a)  ( <i>Knowledge</i> )		
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DHYG 108 Oral Science Lab

Course Learning Outcomes	Measure of Learning	Criteria for Success
<p><b>The student will demonstrate knowledge of:</b>            1. Correct anatomical nomenclature as applied to the study of head &amp; neck anatomy (PC 1- a, PC 1-f, PC 2- a)            2. Dental tooth anatomy, both deciduous &amp; permanent (PC 1- a, PC 1-f, PC 2- a)            3. Interrelations of teeth &amp; supporting structures, including eruption &amp; exfoliation of deciduous teeth (PC 1- a, PC 1-f, PC 2- a)            4. Head &amp; neck anatomical structures, with emphasis on epithelial, glandular, lymph &amp; skeletal tissue (PC 1- a, PC 1-f, PC 2- a)            (<i>Knowledge</i>)</p>	<p><b>lab practical exams</b></p> <p><b>content related quizzes</b></p> <p><b>Content related assignments</b></p> <p><b>Content related research PPT</b></p>	<p><b>90% of students will earn a score of 75% or higher on lab practical exams</b></p> <p><b>80% of students will earn a score of 75% or higher on the written content related quizzes</b></p> <p><b>90% of students will earn a score of 75% on the written content related assignments</b></p> <p><b>90% of students will earn a score of 75% on the FLITE research Power Point</b></p>

DHYG 117 Oral Science B

Course Learning Outcomes	Measure of Learning	Criteria for Success
<p><b>The student will be able to demonstrate knowledge of:</b>            1. Correct anatomical nomenclature as applied to the study of head &amp; neck anatomy (PC 1-a, PC 1-f, PC 2 a)            2. Head &amp; neck anatomical structures, with emphasis on muscular, blood &amp; nervous tissues (PC 1-a, PC 1-f, PC 2 a)            3. Histological tissues composing the oral cavity, with emphasis on muscular, blood &amp; nervous tissues (PC 1-a, PC 1-f, PC 2 a)            4. Anatomical considerations for patient examination &amp; dental radiography of the head &amp; neck region (PC 1-a, PC 1-f, PC 2 a)            5. Anatomical structures used to determine needle's penetration sites for administration of local anesthesia (PC 1-a, PC 1-f, PC 2 a)</p>	<p>Completion of written classroom exams</p> <p>lab practical exams</p> <p>quizzes</p> <p>power point presentation</p>	<p>90% of students will earn a score of 75% or higher on the written and identification exams</p> <p>90% of students will earn a score of 75% or higher on lab practical exams</p> <p>90% of students will earn a score of 75% or higher on quizzes</p> <p>90% of students will earn a score of pass on the power point presentation according to a rubric</p>

6. Embryonic development of the body with emphasis on the oral cavity (PC 1-a, PC 1-f, PC 2 a)		
<b>(Knowledge)</b>		

DHYG 118 Oral Science B Lab

<b>Course Learning Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<p><b>The student will be able to demonstrate knowledge of:</b></p> <p>1. Correct anatomical nomenclature as applied to the study of head &amp; neck anatomy (PC 1-a, PC 1-f, PC 2 a)</p> <p>2. Head &amp; neck anatomical structures, with emphasis on muscular, blood &amp; nervous tissues (PC 1-a, PC 1-f, PC 2 a)</p> <p>3. Histological tissues composing the oral cavity, with emphasis on muscular, blood &amp; nervous tissues (PC 1-a, PC 1-f, PC 2 a)</p> <p>4. Anatomical considerations for patient examination &amp; dental radiography of the head &amp; neck region (PC 1-a, PC 1-f, PC 2 a)</p> <p>5. Anatomical structures used to determine needle's penetration sites for administration of (PC 1-a, PC 1-f, PC 2 a)</p> <p>6. Embryonic development of the body with emphasis on the oral cavity (PC 1-a, PC 1-f, PC 2 a)</p> <p align="center"><b>(Knowledge)</b></p>	<p><b>lab practical exams</b></p> <p><b>quizzes</b></p> <p><b>power point presentation</b></p>	<p><b>90% of students will earn a score of 75% or higher on lab practical exams</b></p> <p><b>90% of students will earn a score of 75% or higher on quizzes</b></p> <p><b>90% of students will earn a score of pass on the power point presentation according to a rubric</b></p>

DHYG 123 General and Oral Path

<b>Course Learning Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<p><b>The student will be able to demonstrate knowledge of:</b></p> <p>1. Identification, recognition, &amp; description of those disease entities related to the oral and paranasal structures (PC1-a, PC1-b, PC1-c, PC1-e, PC2-b, PC3-a, PC3-b, PC3-d)</p> <p>2. Description of the significance of both systemic and oral/paranasal conditions as they apply to the clinical management of patients (PC1-a, PC1-b, PC1-c, PC1-e, PC2-b, PC3-a, PC3-b, PC3-d)</p> <p align="center"><b>(Knowledge/ Synthesis)</b></p>	<p>Completion of written classroom exams</p> <p>Quizzes Completion of CEU's</p> <p>Power point presentation</p>	<p>90% of students will earn a score of 75% or higher on the written and identification exams</p> <p>90% of students will earn a score of 75% or higher on quizzes</p> <p>90% of students will earn a score of 75% or higher on the power point presentation according to a rubric</p>

**DHYG 124 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<p>1. Identifies all components of preventing, identifying and managing medical emergencies Professional Competency C 1,2,3,5,9,13,14, HP 4, 6, PC1, 4</p>	<p>Written Quizzes &amp; Exams, Completion of medical emergency management scenarios utilizing a grading rubric</p>	<p>90% of students will: -earn a minimum score of 75% on the written exams. -earn a minimum score of 75% on grading rubric</p>

2. Identifies all components of clinical chemotherapeutic agents introduced and their application techniques Professional Competency C 3, 4, 7, PC 10	Written Quizzes & Exams	90% of students will: - earn a minimum score of 75% on the written exams.
3. The student evaluate nutritional/dental health assessments and patient case study application Professional Competency C 7, 12, HP 4, 5, PC 1, 2, 7, 8, 10	Completion of a nutritional/dental self-assessment with application to caries risk assessment worksheets utilizing a grading rubric	100% of students will correctly assess their own nutritional needs and caries risk level
4. The student will identify instrumentation skills requisite for the detection and removal of tooth deposits <i>Professional Competency</i> C 1, 3, 5, 7, HP 6, PC 2, 6, 10, 11	Written Quizzes & Exams	90% of students will: - earn a minimum score of 75% on the written exams
5. The student will identify patient management protocols and techniques and clinical procedures for the infant through adolescent patient Professional Competency C 1, 3, 4, 5, 7, HP 6, PC 1, 2,3, 5	Written Quizzes & Exams	90% of students will: - earn a minimum score of 75% on the written exams.
6. The student will design patient treatment plans inclusive of all components of the Dental Hygiene Process of Care. Professional Competency C 11, PC1, 2, 3, 5, 6, 7, 8, 9	Completion of Patient Treatment Planning utilizing a grading rubric	90% of students will: - accurately identify patient treatment needs and describe plans to address those needs to within 90% accuracy

**DHYG 126 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<b>The student will:</b> 1. systematically collect, analyze and document data on the general, oral and psychosocial health status of a variety of clients using methods consistent with medical and legal principles C 3, 5, 11 PC 1, 2, 3, 4	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
2. Use critical decision making skills to reach conclusions about the client's comprehensive dental hygiene needs based on all available assessment data and formulate a dental hygiene treatment plan. C 1, 3, 5, 7, PC 1, 5, 6, 7, 8, 9	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
3. will provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health C 11, PC 3, 4, 8, 10	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
4. will evaluate the effectiveness of the implemented clinical preventive and educational services. PC 11, 12, 13	Completion of Case Studies and Lab Activities utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient case study rubrics.
5. will demonstrate safe and effective instrumentation and clinical	Completion of Comprehensive Clinical Exit Exam utilizing	90% of students will earn a score of 75% or higher on a comprehensive

skill practices C 1, 3, 4, 5, HP 6, PC 7, 9, 10	performance rubric.	clinical exit exam.
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### DHYG 127 Dental Materials

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will understand basic chemistry and physical properties involved with dental materials. (Pc.1-a, PC.1-f, PC.2-a, HP.5, )	Written Exam (30 questions)	90% of students will earn a score of 75% or higher on the written exam
2. The student will learn about the types of restorative procedures utilized in various areas of dentistry. Pc.1-a, PC.1-f, PC.2-a, HP.5, )	Written Exam (35 questions)	90% of students will earn a score of 75% or higher on the written exam
3. The student will view how restorative materials appear on dental radiographs. Pc.1-a, PC.1-f, PC.2-a, HP.5, )	Identification slides (30)	90% of students will earn a score of 75% or higher on the slide identification exam

### DHYG 129 Dental Materials Lab

Course Learning Outcomes	Measure of Learning	Criteria for Success
1. The student will understand basic chemistry and physical properties involved with dental materials by demonstrating laboratory competency during the manipulation of dental materials. (Pc.1-a, PC.1-f, PC.2-a, HP.5, )	Completion of 15 laboratory competency evaluations.  Laboratory Practical Exam	90% of students will earn a pass / fail competency when 15 lab exercises have been demonstrated correctly according to the prescribed rubric.  90% of students will earn a score of 75% or higher on the laboratory practical exam.
2. The student will identify various dental materials on radiographs and provide examples of various restorative materials that return the dentition to a state of health. (Pc.1-a, PC.1-f, PC.2-a, HP.5, )	Completion of a restorative and dental hygiene treatment plan utilizing a full mouth set of radiographs according to a rubric.	90% of students will earn a pass /fail competency on the radiographic interpretation of restorative treatment plans according to a prescribed rubric.

### Course Assessment Plan: DHYG 231 Periodontics

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
<b>The student will be able to:</b> 1. Demonstrate knowledge of tissues of the periodontium, the disease process involved in gingivitis & periodontitis, including the inflammatory process & the immune response. (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC4-a, PC5-a)	Written exams & quizzes.  American Association of Periodontology (AAP) paper work sheets & web-based (P&G) continuing education (CEU) assignments	90% of students will receive a 75% or higher on exams & quizzes.  90% of students will receive a 75% or higher on completion of AAP work sheets & P&G CEU's/assignments.
2. Demonstrate the process of periodontal assessment, methods of therapy for gingival & periodontal diseases, and the ramifications of untreated periodontal disease and Integration of clinical & didactic information. (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC4-a, PC5-a)	Written exams & quizzes.  American Association of Periodontology (AAP) paper work sheets & web-based (P&G) continuing education (CEU) assignments	90% of students will receive a 75% or higher on exams & quizzes.  90% of students will receive a 75% or higher on completion of AAP work sheets & P&G CEU's/assignments.

**Course Assessment Plan: DHYG 208 Perio / Path Review**

<b>COURSE OUTCOME</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
<p><b>The student will be able to:</b></p> <p>1. Understand the process of treatment planning and the significance of evaluation of treatment through creating and presenting a clinical case study (medical/dental history, medications, hard tissue chart, periodontal assessments, symptoms, radiographs, and photographs.) (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC1-f, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC3-c, PC4-a, PC5-a)</p>	<p>Written exams &amp; quizzes.</p> <p>Written case study and presentation graded with rubric.</p>	<p>90% of students will receive a 75% or higher on exams &amp; quizzes.</p> <p>90% of students will receive a 75% or higher on case study.</p>
<p>2. Design and present a journal of pathological &amp; systemic conditions encountered in DHYG 222. (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC1-f, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC3-c, PC4-a, PC5-a)</p>	<p>Written journal graded with rubric.</p>	<p>90% of students will receive a 75% or higher on written journal.</p>

**DHYG 212 Dental Hygiene Theory 3**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
<p>1) Identify all components of a comprehensive periodontal patient assessment. <b>PC.1*</b></p>	<p>Written exam.</p>	<p>90% of students will earn a score of 75% or higher on written exam.</p>
<p>2) Explain the theories of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy, and chemotherapeutic agents. <b>PC.4*</b></p>	<p>Written exam.</p>	<p>90% of students will earn a score of 75% or higher on written exams.</p>
<p>3) Develop a patient treatment/care plan using the dental hygiene process of care for a variety of patients. <b>C.12, PC.1 thru PC.10*</b></p>	<p>Written assignment/presentation graded with a rubric.</p>	<p>90% of students will earn a score of 75% or higher on written assignment/presentation.</p>
<p>5) Evaluate dental hygiene care during continuing care appointments. <b>PC.11, PC.12, PC.13*</b></p>	<p>Written assignment/presentation graded with rubric.</p>	<p>90% of students will earn a score of 75% or higher on written assignment /presentation.</p>

**DHYG 217 Community Dentistry A**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<p>1. The student will be able to define and describe health programs at the local, state and national level. (Knowledge &amp; Professional Competency) PC 1-3 PGD.1,2,3 HP. 1,2,3,4,5</p>	<p>Completion of an essay exam (50 questions)</p>	<p>90% of students will earn a score of 75% or higher on the designated questions.</p>
<p>2. The student will be able to recognize</p>	<p>Create an educational</p>	<p>90% of students will earn a score of</p>

health problems and participate in the assessment, planning, implementation and evaluation of programs designed to resolve those problems, including individuals and groups from diverse populations.(Critical Thinking C. 2-10 HP 1-6 CM 1-7	program and resource notebook with reflection exercises. (Rubric to grade)	75% or higher on the program plan and resource notebook criteria as reflected in the rubric.
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### DHYG 227 Community Dentistry A Lab

Course Learning Outcomes / Dental Hygiene Program Competencies	Measure of Learning	Criteria for Success
1. The student will design, implement and evaluate oral health instructional projects for groups and individuals in school systems or a community setting. (Knowledge & Professional Competency) C.1-12 CM. 1-7 PGD 1-3,	Completion of oral health instructional project and evaluation.(rubric)	90% of students will earn a grade of 75% or higher the instructional project as reflected in the rubric.
2. The student will be able to utilize dental indices to assess the status of oral health of community groups. (Knowledge & Professional Competency) C.3,8 HP 1-6 CM.1-7	Completion of 2 screening on a variety of ages utilizing an oral indices Rubric Evaluation	90% of students will earn a grade of 75% or higher on the two screening project using dental indices.
3. Students will be able to apply methods of prevention of oral disease to community programs.(Critical thinking) C.3,8 HP 1-6 CM 1-7	Completion of community prevention project. (rubric )	90% of students will earn a score of 75% or higher on the community prevention project.

### DHYG 218 Pharmacology

Course Learning Outcomes / Dental Hygiene Program Competencies	Measure of Learning	Criteria for Success
1. The student will be able to discuss the scope of pharmacology as it relates to dental hygiene care. PC. 1,2,3,4,5	Completion of written exams.	90% of students will earn a score of 75% or higher on the written exams.
2. The student will be able to read and interpret professional literature related to pharmacology and dental hygiene care. PGD. 1	Self Assessment within drug profile worksheets.	90% of students will be deemed competent when drug profile worksheets criteria has been demonstrated correctly.
3. The student will be able to list and describe the most common medications used to address cardiovascular, endocrine, neurological and psychological conditions. PC 1,2,3,4,5	Completion of written exams and case studies.	90% of students will earn a score of 75% or higher on the written exams and case studies.
4. The student will be able to describe the mechanism of action of local anesthetic as applied to dentistry. PC.1,2,3,4,5	Completion of written exams.	90% of students will earn a score of 75% or higher on the written exams.
5. The student will be able to apply knowledge of pharmacology while evaluating a client's medical history as it relates to current and past drug use. PC.1,2,3,4,5	Completion of case studies on clients medical and drug history on a variety of ages.	90% of students will earn a grade of 85% or higher on a case studies.
6. Students will be able to discuss potential adverse and side effects of drug usage (prescribed, OTC and illicit). PC.1,2,3,4,5	Completion of written exams and case studies.	90% of students will earn a score of 75% or higher on the written exams and case studies.
7. The student will be able to discuss the rights and limitations of the RDH license as it relates	Completion of written exams on state laws	90% of students will earn a score of 75% or higher on the written exams.

to dispensing or administration of drugs. C. 1,2,3,4,5		
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### DHYG 222 Dental Hygiene Clinic 3

COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1) Apply a comprehensive periodontal patient assessment to clinical patient treatment.  <b>PC.1*</b>	Students will complete a minimum of 5 comprehensive periodontal assess-mints on clinic patients; accuracy will be confirmed by instructor and graded on student performance form.	90% students will earn an average of 80% or higher on at least 5 student performance forms.
2) Apply the concept of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy and chemotherapeutic agents on clinic patients. <b>PC.4*</b>	Students will complete 6 process evaluations on clinic patients with instructor observation and evaluated with a grading rubric.	100% students will pass the 6 process evaluations at 80% or higher; if the student scores below 80%, the process evaluation must be retaken until 80% is achieved.
3) Develop patient treatment/care plans and patient evaluations using critical thinking skills and the dental hygiene process of care for a variety of patients in clinic. <b>PC.1 thru PC.13*</b>	Students will create a minimum of 15 patient treatment/care plans on a variety of clinic patients which are critiqued by a clinic instructor and graded on student performance form.	90% students will earn an average of 80% or higher on the 15 clinic student evaluation forms which include the patient treatment/care plan.
4) Demonstrate satisfactory radiology skills in exposing, developing, mounting, and interpreting different types of radiographic films on a variety of patients using both digital and traditional technology. <b>PC.1, PC.4, PC.5, PC.6, PC.10*</b>	Students will take a variety of radiographs on a minimum of 6 patients using the ALARA philosophy of exposing, developing, mounting, interpreting, and proper documentation in the dental record, all evaluated with a grading rubric.	90% students will earn 80% or higher on at least 6 sets of radiographs (scores below 80% will not be accepted as a completed course requirement and another set must be taken until 80% is achieved).
5) Participate in service learning activities that benefit the community.  <b>C.8, HP.1, HP.4, CM.3</b>	Students will participate in community-driven service-learning clinic activities by providing documentation.	100% students will participate in service-learning activities which are mandatory to complete the course.

### DHYG 229 COURSE OUTCOMES AND ASSESSMENT PLAN:

COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
1. Identify the chemical, pharmacological, and physiological properties of local and topical anesthetics, vasoconstrictors, and N2O2 and assess clinical situations which indicate the use of these agents. <b>C-5, PC-5, PC-6*</b>	Written exams.	90% of students will earn 75% or higher on exams.
2. Name anatomical landmarks associated with L/A administration for all maxillary/ and mandibular injections and the areas that will be anesthetized. <b>C-5*</b>	Written exams.	90% of students will earn 75% or higher on exams.
3. Identify anatomy and physiology of respiration and airway management in relation to N2O sedation. <b>C-5*</b>	Written exam.	90% of students will earn 75% or higher on exam.
4. Discuss patient assessment and recognize signs/symptoms of local and systemic complications associated with administration of L/A agents and N2O; describe proper techniques for managing these complications. <b>PC-4, C-14*</b>	Written exams.	90% of students will earn 75% or higher on exams.

### DHYG 231 LAB COURSE OUTCOMES AND ASSESSMENT PLAN:

COURSE OUTCOMES / DENTAL	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
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<b>HYGIENE PROGRAM COMPETENCIES</b>		
1. Demonstrate the correct handling of L/A armamentarium, safe needle capping technique, and proper disposal of needles and cartridges. <b>C-2, C-9, HP-6*</b>	Demonstrate in lab with instructor observance and competency forms.	100% students will demonstrate correct handling of L/A armamentarium. (must redo until correct)
2. Demonstrate all maxillary/mandibular L/A injections in a safe and effective manner and document appropriately in the dental record. <b>PC-10, C-11*</b>	Lab quiz; Demonstrate on lab partner w/instructor observance and competency form.	90% students will earn 75% or higher on lab quiz; 100% students will administer/document all L/A injections effectively. (must redo until correct)
3. Administer N2O in a safe and effective manner in the clinical setting utilizing titration, signs and symptoms of N2O sedation and recovery, and document appropriately in the dental record. <b>PC-10, C-11*</b>	Lab quiz; Demonstrate on lab partner w/instructor observance and competency form.	90% students will earn 75% or higher on lab quiz; 100% students will administer/document N2O effectively. (must redo until correct)
4. Recognize signs/symptoms of local and systemic complications associated with L/A agents and N2O and demonstrate the proper technique for managing these complications. <b>PC-4, C-14*</b>	Lab quiz; Demonstrate managing complications w/instructor assistance/ observance.	90% students will earn 75% or higher on lab quiz; 100% students will manage complications effectively when they occur.

**DHYG 232 Dental Hygiene Theory 4**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1) Determine appropriate dental hygiene care plans and patient education for patients with eating disorders, alcohol and substance abuse issues, and tobacco use. <b>C.3, C.12, C.13, HP.3, PC.1*</b>	Completion of written exam.  Complete "Meal Planning" assignment.	80% students will earn a 75% or higher on exam.  80% students will earn a 75% or higher on meal planning assignment.
2) Discuss practice management issues faced in a dental office setting, as well as various types and technologies for patient recare systems. <b>PGD.2*</b>	Completion of written exam.	80% students will earn a 75% or higher on exam.
3) Identify resources for preparing a job search, various alternative dental hygiene career options, the development of an effective resume, and effective job interviewing. <b>PGD.1, PGD.3*</b>	Completion of written exam.  Write an appropriate resume and cover letter using correct spelling, punctu-ation, and grammar.	80% students will earn a 75% or higher on exam.  100% of students will write an appropriate resume and cover letter (must redo until acceptable).
4) Define and discuss juris-prudence and the rules of the state board of dentistry including continuing ed. requirements. <b>C.2*</b>	Completion of written exam.	80% of students will earn a 75% or higher on examination.
5) Recognize the role of professional ethics in dental hygiene and engage in critical thinking to solve ethical dilemmas. <b>C.1, C.5*</b>	Completion of written exam.	80% of students will earn a 75% or higher on examination.

**DHYG 233 Dental Hygiene Practice 4**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>

1) Counsel patients regarding their nutritional status and how it affects the oral cavity; counsel a patient on tobacco cessation methods.  <b>C.1, PC.1, PC.2, PC.3, PC.8*</b>	Students will counsel at least 1 patient on nutritional issues evaluated by instructor for satisfactory form completion. Students will counsel at least 1 patient on tobacco cessation evaluated by instructor for satisfactory form completion.	90% of students will complete a satisfactory nutritional counseling form and tobacco cessation form on a clinic patient (must redo until satisfactory – clinic completion requirement).
2) Assess the need for and administer safe and effective pain management techniques to a variety of patients.  <b>PC.4, PC.10*</b>	Students will assess the medical/ dental history to choose and apply the correct pain management technique to patients in need with instructor/DDS consultation.	90% students will choose and administer the correct type of pain management techniques for their patients as documented on student performance form.
3) Systemically collect, analyze, and document data on the general, oral, and psychosocial health status of a variety of patients in order to determine dental hygiene diagnoses and create, implement, and evaluate specialized care plans for a variety of patient types. <b>C.1-4, C.9-14, HP.1-6, PC.1-13*</b>	Students will utilize reflective judgment and critical thinking skills in developing a comprehensive patient dental hygiene care plan to treat a variety of at least 20 patients in the clinical setting; student skills evaluated on the student performance form.	90% of students will earn a 90% or higher on at least 20 student performance forms.
4) Apply the North East Regional Board Exam (NERB) procedures of patient screening, record keeping, patient selection, radiographs, and form documentation.  <b>C.11, PC.1*</b>	Students will apply NERB procedures on a selected clinic patient and on the mock NERB clinical exam evaluated on the student performance form and with specific instructor feedback.	90% of students will demonstrate satisfactory performance on NERB procedures in clinic and on the Mock NERB exam.

**DHYG 237 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
1. The student will be able to utilize the statistical methods used to gather data in a community group setting and create programs. (Critical Thinking) HP.1-6 CM. 1-13	Completion of needs assessment on a community group and presentation of oral health programs. (rubric)	90% of students will earn a score of 75% or higher on the assessment and program project using the rubric provided.
2. The student will be able to define three types of payment used in dental care programs. (Knowledge & Professional competency) CM. 5	Completion of written exams with five designated questions.	90% of students will earn a score of 75% or higher on the designated test questions.
3. The student will be able to effectively critique dental research reported in dental and lay publications.(Knowledge & Professional competency) PGD.1, 2,3 C. 4,5	Completion of review of literature project and table clinic presentation.  Grading rubric.	90% of students will earn a score of 75% or higher on the written project plan.

**DHYG 237 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>

1. The student will conduct service learning projects in the local community. (Knowledge & Professional Competency) HP. 1-6 CM. 1,2,3,4,4,5	Completion of a written paper (rubric) reflecting insight or understanding gained from the experience.	90% of students will earn a grade of 75% or higher on a written paper.
2. The student will assess the health of community groups using indices and determine goals and objectives for future programs. (Knowledge & Professional competency) HP.1,2,3,4,5,6 CM. 1-7	Completion of oral health assessment program.	90% of students will earn a score of 75% or higher on the written assessment project.
3. The student will be able to design, implement and evaluate their community health program. (Critical Thinking) HP.1-6 CM 1-7	Implementation and evaluation of community health programs on a variety of ages using the grading rubric provided.	90% of students will earn a grade of 75% or higher on implementation and evaluation of the community oral health programs. (rubric)

**DHYG 280 Comprehensive Patient Assessment**

<b>COURSE OUTCOME</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1. Determine optimal patient care based on case studies for a variety of patients. <b>C.3-4, C.7, C.12, HP.3-6, CM.2, PC.1-9*</b>	Written exams.	90% of students will receive a 75% or higher on exams.
2. Design and present a case study working in a team. <b>C.3-4, C.7, C.12, HP.3-6, CM.2, PC.1-9*</b>	Written case study and presentation graded with rubric.	90% of students will receive a 75% or higher on case study.

**See Appendix D: Course Assessment Report**

**2) List and describe student learning outcomes at the program level.**

- 1) Graduates will utilize evidenced-based knowledge & clinical competencies to provide comprehensive dental hygiene care services.
- 2) Graduates will communicate effectively to acquire, develop & convey ideas & information to diverse populations.
- 3) Graduates will adhere to the ethical, legal and professional conduct expected of the dental hygiene profession.
- 4) The Program will continue to meet the standards of the CODA to maintain specialized accreditation.

**3) Submit a curriculum map and an explanation of how program outcomes are achieved through course curriculum.**

The dental hygiene must demonstrate that competencies set forth by the American Dental Educators Association (ADEA) which drive the entire curriculum are being met

throughout the dental hygiene curriculum. As evident in the curriculum map, each competency is identified by stage of development; introductory, developmental, and / or competent and recognized in each course. The method of achieving this competency, the skill description used to achieve method, and the monitor are also, documented for each course. Program outcomes are achieved by students meeting all the competencies as set forth by ADEA. In addition, each ADEA competency is tied to a course outcome.

1. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>
2. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

**See Appendix E: Curriculum Map**

**4) Identify how learning outcomes at the course level are measured. Include analysis regarding how well students are meeting course level outcomes.**

Learning outcomes are measured in each dental hygiene course by specific measures of learning and meeting specific criteria for success as driven by the ADEA Dental Hygiene Competencies. Please refer to question #1 in this section which identifies each course, the course outcomes, the measure of learning to achieve the outcome and the expected criterion of success. The table below identifies pass rates for dental hygiene courses. Of importance, 2008 and 2009 had class sizes of 60, while the years of 2010 and 2011 had class sizes of 40 and 44 respectively.

DHYG COURSE	2007-2008			2008-2009			2009-2010			2010-11		
	PAS S	FAIL	W	PASS	FAIL	W	PASS	FAIL	W	PASS	FAIL	W
DHYG 109	57	0	1	57	0	2	NA	NA	NA	NA	NA	NA
DHYG 111	57	0	1	57	0	2	37	1	2	43	1	0
DHYG 114	57	0	1	57	0	2	37	1	2	43	1	0
DHYG 115	56	1	1	57	0	2	37	1	2	43	1	0
DHYG 121	57	0	0	58	0	0	35	0	1	42	0	0
DHYG 122	57	0	0	58	0	0	37	1	2	42	0	0
DHYG 123	57	0	0	58	0	0	36	0	1	42	0	0
DHYG 124	57	0	0	58	0	0	37	0	1	42	0	0
DHYG 125	57	0	0	58	0	0	37	0	1	42	0	0

<b>DHYG 209</b>	55	0	0	57	0	0	37	0	1	42	0	0
<b>DHYG 213</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 214</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 215</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 217</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 218</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 219</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 224</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>DHYG 225</b>	54	1	0	57	0	0	57	0	0	37	0	0
<b>DHYG 227</b>	55	0	0	57	0	0	57	0	0	37	0	0
<b>TOTAL FAILURES or W per YEAR</b>		2 students 2 courses	1 student 4 courses		0	2 students 4 courses		1 student 4 courses	3 students 9 courses		1 student 3 courses	0

**5) Identify how learning outcomes at the program level are measured. Include analysis regarding how well students are meeting program level outcomes.**

Assessment Category	Assessment Method	Criterion for success
Certification Exam	American Dental Association Dental Hygiene National Board Exam	80% of graduates will pass the exam on the first attempt.
Certification Exam	Northeast Regional Board(NERB) Clinical Exam	90% of graduates will pass the clinical NERB exam on the first attempt.
Data Analysis	Employment Rate	90% of graduates will be employed as dental hygienists within one year of graduation.
Survey - Employer	Cognitive and psychomotor skills questions.	90% of graduates will be rated average or above by their employers.
Survey - Graduate (Current Year)	Cognitive and psychomotor skills questions.	90% of graduates will rate the program average or above in skill preparation.
Survey - Alumni (after one year)	Cognitive and psychomotor skills questions.	90% of graduates will rate the program average or above in skill preparation.
External review (e.g. employer or expert)	Patient Satisfaction Survey	90% of patients will rate the program average or above in providing comprehensive dental hygiene care.
Portfolio/E-Portfolio	Clinical Competencies	90% of graduates will meet the required clinical competencies.

The National Board scores data reveals that the average pass rate from 2007 to 2012 is 86%, with a low in 2011 of 74.5% to a high first time pass rate of 96% in 2007.

The NERB computer exam results have reflected a trend similar to the performance on the National Board exam, with a 95% average first time pass rate over the past seven years (2007-2012).

**1) Describe how assessment results at the course and program levels have assisted in making decisions about pedagogy, learning outcomes, and other course and/or program level actions.**

Assessment results offer faculty and the program the data necessary to evaluate course content, increase clinical requirements, revise grading criteria, and change curriculum sequencing. For example, the associate degree dental hygiene program underwent a major curriculum revision in 2010 separating out all clinics, labs, and lectures making the student more accountable to pass each class independently.

In addition, the Periodontics course was moved from the third semester to the second semester so periodontal theory can be taught to the students earlier in the program. A new class was created for the third semester entitled Perio/ Path Review. This class contains more case studies and builds upon the content of the earlier Periodontics class. An additional new course was created for the fourth semester of the program called Comprehensive Patient Assessment. This class focuses on all aspects of patient care from the initial assessment, medical history evaluation, pharmacology evaluation, nutritional evaluation, periodontal case type, treatment planning and evaluation. The course will assist in preparing the students to take the National Board Dental Hygiene Exam. This new curriculum began in the Fall of 2011 with the first-year students and will not be fully implemented until Spring 2013 when that cohort of students graduates.

**2) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).**

**DHYG Course Pass Rates**

To assure program success, the FSU Dental Hygiene Program has adopted policies governing program admission that have been found to be very predictive of a student's ability to be successful in the program. However, once the student has been admitted into the program, it is equally critical to have policies in place that govern progression within the professional sequence.

The Dental Hygiene Progression Policy found was revised in the 2009-10 academic year. As the policy states, there is a limit to the number of times that a student can repeat a DHYG course within the curriculum and passing grades are defined as grades of 2.0 ("C") or higher. Any grade earned that is less than a "C" in a DHYG course is considered an unsatisfactory attempt or a "fail" for the purpose of this exhibit. Although the rate of unsuccessful attempts in the program is very low, the progression policy has been instrumental in addressing student progression issues that do arise within the professional sequence courses and further supports the efficacy of the rigorous admission standards of the program.

Course Assessment Results, summarizes the course outcomes, means of assessment including criteria for success and the results of student performance for each outcome in the Dental Hygiene professional sequence courses. Since this computerized assessment database was implemented in 2009, assessment data results are easier to track and evaluate on an on-going basis. It is obvious that the rate of unsuccessful attempts in a DHYG course is very low and students meet or exceed the expected criterion of success in the courses.

Program assessment outcomes related to graduation and job placement rates are easily accessed from data received from Institutional Research and Testing. The maximum number of students admitted each year into the Dental Hygiene program is forty-four. Some attrition does typically occur during the first year of the program. Anecdotal data secured from interviewing students who leave the program suggests that the attrition is typically a change in career choice, rather than academic failure in the program. The professional sequence pass rates support this conclusion as well. Based on the assumption that each cohort was comprised of sixty students and then cohorts of forty-four, the graduation rates would range from a low of 78.3% to a high of 98.5%. The average graduation rate for the program is approximately 97.6%, a statistic which obviously reflects program success in terms of completion rate

### **DENTAL HYGIENE GRADUATION RATES**

<b>YEAR OF GRADUATION</b>	<b>NUMBER OF GRADUATES*</b>
2006	62
2007	55
2008	54
2009	58
2010**	56
2011**	37

\*Source: Ferris Fact Book

\*\* Enrollment reduced from 60 to 40-44 students admitted per year

The data received from program and institutional surveys of program graduates has consistently indicated that all graduates do find employment upon completion of the program. The employment rates for graduates have consistently been identified as 90%- 100%.

Licensure exam pass rates are perhaps the most critical measures of program success, reflecting adequate preparation for entry into the clinical practice setting. The following display shows first time pass rates for the National Board Dental Hygiene Exam (NBDHE) and the North East Regional Board (NERB) for Ferris graduates from 2007 to 2012 respectively.

The National Board scores data reveals that the average pass rate from 2007 to 2012 is 86%, with a low in 2011 of 74.5% to a high first time pass rate of 96% in 2007.

The NERB computer exam results have reflected a trend similar to the performance on the National Board exam, with a 95% average first time pass rate over the past seven years (2007-2012).

Date:	NBDHE results	NERB results
2007	96%	91%
2008	82%	98%
2009	82%	91%
2010	93%	95%
2011	74%	95%
2012	91%	100%

The data received from program and institutional surveys of program graduates has consistently indicated that all graduates do find employment upon completion of the program. The average employment rates for graduates reveal that 65% are working full-time and 35% are working part-time.

The employment of Dental Hygienists in Michigan is expected to increase much faster than the average for all occupations through the year 2014. An average of 240 job openings is expected with 180 due to growth and 60 due to replacement of those who retire, die, or leave the labor force for other reasons. More openings will occur as workers transfer to other jobs or occupations. Employment of Hygienists in Michigan is expected to grow as a result of a growing population's increasing awareness of the importance of regular dental care (Michigan.gov Employment Outlook).

### **DENTAL HYGIENE JOB PLACEMENT RATE**

<b>YEAR OF GRADUATION</b>	<b>NUMBER OF GRADUATES*</b>	<b>JOB PLACEMENT RATE</b>
2006	50	100%
2007	65	86%
2008	56	89%
2009	58	87%
2010	56	95%
2011	37	NA



**3) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.**

Course assessment data shows that assessment criteria in each course are being met. There are no trends showing consistent failure to meet the required criteria in each course and accreditation benchmarks have been met.

**4) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum**

<b>Activity</b>	<b>How trend is used</b>
Graduation rate (ability to learn and use material)	Rigor and Breadth- If graduation rates fall; the program will update the curriculum to meet the student's needs. Currency – What worth is the DHYG program to the community and employers?
Survey graduates (are graduates successful)	Rigor and breadth – Did we provide correct skill level and curriculum needed for graduates to be successful? If graduates are not successful, the program will change the curriculum to meet the graduate's needs. Currency – Are graduates demonstrating programmatic outcomes? Are graduates entry level Dental Hygienists?
Survey employers (are graduates employable)	Rigor and breadth – Did we provide correct skill level and curriculum needed for graduates to be successful? If we are not meeting the employers need, the program will change the curriculum to be more relevant for the community. Currency – Are graduates demonstrating programmatic outcomes? Are graduates entry level dental hygienists?
Clinical faculty evaluate student's preparation (are graduates employable)	Rigor and breadth – Did we provide correct skill level and curriculum needed for graduates to be successful in the clinical? Currency – Are graduates demonstrating programmatic outcomes? Are graduates entry level dental hygienists?
Alumni evaluate clinical experience (are alumni effective dental hygienists)	Rigor and Breadth- We can assess if the equipment and resources provided were satisfactory for teaching. The program will change the curriculum to meet the need if the students demonstrate the clinical experience is not effective. Currency – Are students learning course stated outcomes? Do students recognize they are learning the outcomes? Can they demonstrate the skills?
Certification and licensing exam evaluation (are students able to use the information taught)	Rigor – How accurately can our student demonstrate skills? Breadth – How many skills can the students demonstrate? How much material can be used critically by the student? Currency – We can measure if the program is providing the skills necessary to fulfill programmatic outcomes and goals.
Survey first year students	Currency – Are students learning course stated outcomes? Do they

(are students needs being met)	recognize they are learning the outcomes? Can they demonstrate the skills?
Adjunct instructor survey (are students developing the skills they need)	Rigor and breadth – Did we provide correct skills level and curriculum? Currency – Are students demonstrating outcomes? Do students demonstrate professional and ethical behaviors? Are graduates entry level dental hygienists?
Advisory committee meeting (is the program meeting the need of the community)	Rigor and breadth – Did we provide correct skills level and curriculum needed for graduates to be successful? Currency – are graduates demonstrating programmatic outcomes? Are graduates entry level dental hygienists?
Monitor program attrition (leavers) (Is the program meeting the needs of the students)	Is the program serving the needs of the student population?

**5) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.**

Based on the results of the data above, the following changes have been made to the curriculum and teaching pedagogy in the Dental Hygiene Program:

- Re-sequencing of courses to enhance delivery and timeliness.
- Addition of course to curriculum to improve case based scores on national exam
- Addition of optional internship to enhance clinical and professional skills.
- Increase clinical / oral imaging requirements to increase competency.
- Consistent clinical calibration amongst clinical faculty and staff.
- Summative testing evaluated by 2 faculty instead of 5 for added consistency.

**J. SERVICE TO NON-MAJORS. Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.**

**a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.**

The Dental Hygiene program does not provide service courses to other majors.

**b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.**

The Dental Hygiene program does not provide service courses to other majors.

**c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.**

The Dental Hygiene program does not provide service courses to other majors.

**d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.**

The Dental Hygiene program does not provide service courses to other majors.

**K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. *Submit Institutional Research and Testing data. Comment on the data.***

Semester	Credits	Cost per Credit	Cost for Semester	Total Cost for year:
Fall-1 <sup>st</sup> year	14	\$357	\$4,998	
Spring-1 <sup>st</sup> year	15	\$357	\$5,355	
Summer -1 <sup>st</sup> year	0	0	0	\$10, 353
Fall-2 <sup>nd</sup> year	13	\$357	\$4,641	
Spring- 2 <sup>nd</sup> year	13	\$357	\$4,641	
Summer-2 <sup>nd</sup> year	0	0	0	\$9,282
Fall 3 <sup>rd</sup> year	14	\$357	\$4,998	
Spring 3 <sup>rd</sup> year	13	\$357	\$4,641	\$9,639
Total Tuition Cost for 3 years:				\$29,274

**Response to Tuition Cost:** The degree program costing is relative to the equipment intensive labs, required instructor to student ratio and required lab/class size.

**Student Credit Hours (SCH), Full Time Equated Faculty, Productivity Report 2008:**

Student Credit Hours:				
Year	Summer	Fall	Spring	F +Spr(a)
2008-09	00.00	1,540.00	1,449.00	2,989.00
2009-10	80.00	1,587.00	1,477.00	3,064.00
2010-11	180.00	1,405.00	1,250.00	2,655.00
2011-12	114.00	1,332.00	1,174.00	2,506.00

Full Time Equated Faculty:				
Year	Summer	Fall	Spring	Average F+Spr(b)
2008-09	0	5.00	6.46	5.73
2009-10	0.5	6.19	7.38	6.79
2010-11	0.9	7.03	6.30	6.66
2011-12	0.99	6.70	6.28	6.49

<b>SCH/FTEF:</b>				
<b>Year</b>	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Average F+Spr(a/b)</b>
2008-09	0.0	308	224.30	521.64
2009-10	159.71	256.38	200.14	451.58
2010-11	200.00	199.86	198.41	398.35
2011-12	115.15	198.89	186.94	386.21

<b>SCH/FTEF University wide top ten 2011-2012:</b>		
<b>Course Des.</b>	<b>Course Prefix</b>	<b>SCH/FTEF</b>
Anthropology	ANTH	1,198.91
Women and Gender Studies	WGST	1,080.00
College of Arts and Science	COAS	913.73
Economics	ECON	898.67
Geography	GEOG	877.14
Psychology	PSYC	876.92
Social Sciences	SSCI	854.71
Professional Golf Management	PGMG	845.03

**Response:** SCH/FTEF has changed for the Dental Hygiene program with the reduction of class size. For Fall 2009, 40 professional sequence students were admitted instead of 60 students. .

None the less, as a whole the Dental Hygiene program has only slightly less FTEF(386.21) for the fall / spring of 2011-2012 than the College of Health Professions average of 491.43

## **L. ADMINISTRATION EFFECTIVENESS**

### **1) Discuss the adequacy of administrative and clerical support for the program.**

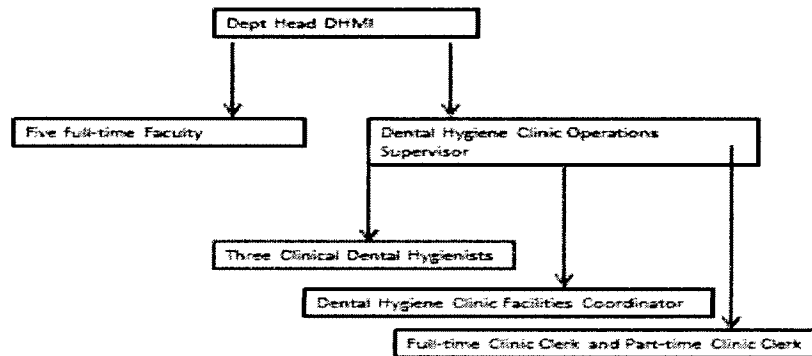
The administrative and clerical support for the dental hygiene program is adequate. The program has a dedicated department head and secretary for the Dental Hygiene and Imaging Programs.

The department also has a full-time clinic clerk and a part-time clinic clerk who provide clerical services for the dental hygiene clinic.

### **2) Are the program and/or department run in an efficient manner? Please explain.**

The department head oversees the Dental Hygiene and Medical Imaging programs. The department head oversees the five full-timed dental hygiene faculty as well as faculty from the Sonography, Nuclear Medicine and Radiography programs. The dental hygiene clinic operations supervisor (one of the four clinical dental hygienists, CDH) supervises the other three CDH's, the clinic facilities coordinator, the full-time clinic clerk and the part-time clinic clerk. The department head, program coordinator and the dental

hygiene clinic operations supervisor consult on programmatic issues as they arise. The five full-time faculty meet monthly to discuss curriculum and clinical applications. The five full-time faculty, the four CDH's, the clinic facilities coordinator and the clinic clerks meet monthly to discuss programmatic issues.



**3) Are class and teaching schedules effectively and efficiently prepared?  
Please comment.**

The class schedules are effectively and efficiently prepared in accordance with accreditation standards and University scheduling policies.

**4) Are students able to take the courses they need in a timely manner?  
Please comment.**

Students are able to take their courses in a timely manner as dictated by the DHYG program.

**Section 4: Facilities and equipment**

**A. INSTRUCTIONAL ENVIRONMENT**

**1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.**

Classrooms are adequate. The College of Health Professions underwent building renovations in 2009. Classrooms have been updated necessary technology of “smart stations”. This new equipment has enhanced the teaching capabilities in the classroom.

The Dental Hygiene clinic recently acquired four large flat screen televisions computers and a smart station for didactic and clinical instruction. Each clinic section includes a smart chair for students to enter clinical data via the computer.

The all purpose lab in VFS 206 needs updating. The lab needs to be remodeled with new dental lab benches and manikins for simulation. In addition, a mobile smart station and LCD projector would be ideal to enhance laboratory instruction.

The Dental Radiography lab area has acquired up-to-date digital radiography equipment for student experiences and practice.

The dental hygiene program is exploring the acquisition of thirty-six laptops for paperless dental charting and other real world applications of the private dental practice.

**2) How does the condition of current facilities impact program delivery? Explain.**

Recent renovations in the classrooms have improved delivery instruction for the program. Recent hardware and software updates to the clinic have improved instruction for practical application of patient treatment. Nonetheless, the physical condition of the dental hygiene clinic could be improved for pre-clinical instruction, patient treatment and clinical workshops.

**3) Describe the program’s projected needs with respect to instructional facilities.**

Instructional facilities improvement for the dental hygiene program would include:

- 36 laptop computers , one for each dental hygiene clinic chair
- Additional digital radiography equipment
- Remodeling of the all-purpose VFS 206 lab

**4) Describe current plans for facilities improvements and indicate their status.**

- Currently the program is preparing estimates for new laptops in the clinic.
- Discussions are occurring within the department as how to acquire additional digital radiography equipment
- According to University constraints, no new room renovation projects will be occurring anytime soon

**5) Describe how proposed changes or improvements to facilities would enhance program delivery.**

- New laptops in the dental hygiene clinic would allow all students to actively participate in paperless dental charting for each patient, modeling private practice application.
- Also, more digital radiography equipment would allow students to engage in more manikin and patient experiences. Additional equipment would provide more experience and allow students to become competent at taking digital radiographs instead of just familiar with the procedure.
- A newly remodeled dental lab would bring forth appropriate technology and equipment needed to simulate additional dental processes.

## **B. COMPUTER ACCESS AND AVAILABILITY**

### **1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.**

The following are all the computing resources for the Dental Hygiene Program:

- Dental Clinic Management Software (EagleSoft)
- 1 Computer station in the Dental Radiography Instructor's Lab
- 6 laptops, one in Radiology operator
- 1 Computer station in the Dental Hygiene Small Clinic
- 1 printer in the Dental Hygiene Small Clinic for Radiography letters and envelopes
- 1 printer in the Dental Hygiene Small Clinic for printing digital films
- 1 mobile cart with outdated lap top computer Proxima projector in VFS 206
- 7 computers in room VFS 205, which are networked to the Clinic Reception office, allow students to check their patient schedules for clinic
- 5 computers in the Dental Hygiene Clinic, one in each section, networked to Clinic reception office
- 1 teaching "Smart Station" which allows information be displayed on clinic monitors for instructional purposes
- 1 Server
- 2 computers in the front clinic reception office networked with computer Stations in clinic
- 2 printers in clinic reception office

### **2) Discuss how these resources are used.**

In the dental hygiene program computer access and technology is used to:

- Present didactic information in the classroom
- Present theory and clinical information in the dental hygiene clinic

- Gives students digital radiography experiences
- Allows students prepare and print letters and envelopes for outgoing radiographs from the clinic
- Clinic reception offices utilizes computers to make appointments and print appropriate documents
- Students use computers in VFS 205 to check the status of their clinic schedules to see if they have a patient to treat and update their appointment book.
- Smart stations in the clinic are used to enter patient clinical data in an electronic format, modeling what systems may be used in private practice

In the dental hygiene courses, Ferris Connect is used to:

- Track grades and attendance
- Post weekly lectures and assignments
- E-mail, chat or use discussion board with the instructor or other students
- Take quizzes and exams.
- Post supplemental material

**3) Discuss the adequacy of these resources and identify needed additional resources.**

- Additionally, more digital radiography equipment would allow students to engage in more manikin and patient experiences. More practice would allow to student to become more competent at taking digital radiographs.
- A newly remodeled dental lab would bring forth appropriate technology and equipment needed to simulate additional dental processes.
- Laptops at every dental unit would allow students to enter patient information electronically, as well as offer patients a direct view of their radiographs enlarged on a computer screen.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?**

Currently, there is no written acquisition plan for these equipment needs. However, the program is eligible for vocational funding and annually updates their request for equipment. Program funds may be requested to purchase new items for clinic. Room renovations within the College of Health Professions would need to be approved through the University.

**5) Discuss the efficacy of online services (including WebCT) available to the program.**

On-line services for the program are a necessity. The program uses Ferris Connect in all dental hygiene courses. The program would like to see "secure" on-line capabilities for billing all insurance companies, taking credit card payments and sending digital



radiographs electronically to dental offices and insurance companies which is current practice.

**6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.**

The program experiences challenges with effectively and efficiently integrating and utilizing EagleSoft Dental Management software into the dental hygiene clinic for regular use. Computer applications and operation failures occur frequently in the Radiology area while using digital radiography equipment. The clinic operations supervisor works regularly with Eaglesoft support personnel and TACC support to rectify situations which occur in the clinic. During recent clinic technology meetings, the department head for DHMI has been informed the computer server supplying the clinic does not meet the specifications required to run the clinic computing needs. The DHMI department head is awaiting a quote from IT department to replace the server.

The FCTL offers courses on a regular basis for online course support. In addition, dental hygiene faculty who are experienced with utilizing on-line instruction have mentored faculty who have asked for support.

**C. OTHER INSTRUCTIONAL TECHNOLOGY**

**1) Identify other types of instructional technology resources that are allocated or available to the program.**

In the Dental Hygiene clinic, the program has:

- 30 newer Caviled units (ultrasonic scalar and air polishing) for patient treatment.
- Digital Radiography (Sensors and Phosphor plates current to industry)
- EagleSoft Software
- Smart station of instructional use
- Medical quality digital camera for intraoral photos
- Hand held x-ray machine to be used off site at community dentistry enrichment experiences

**2) Discuss how these resources are used.**

The program uses the above units to train students on equipment they will be using on patients in dental offices. In addition, the new smart station for teaching adds more breadth and depth to clinical instruction. The new digital camera allows students to capture intraoral photos on their periodontal patients which support their didactic Periodontal Case study. Lastly, the hand held x-ray machine is to be used for those off site patients who demonstrate dental x-ray needs and who cannot get to the clinic.

**3) Discuss the adequacy of these resources and identify needed additional resources.**

The needs for additional technology and resources have been discussed in previous sections such as digital radiography sensors and computers at each dental unit.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?**

The program is investigating acquisition of computers for each dental unit. The program is in discussions with the Technology department to determine infrastructure needs in order to support computers at each dental unit. The program has some funding allocated from the VPAA's office to purchase some computers. The department head has been in conversation with Delta Dental who may be able to provide additional grant funding for the additional computers.

**5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.**

The dental hygiene program recently received one state of the art radiography machine. The current radiography machines date from 1993, 1997 and 2000. The new machine is modern and is a model of what students will encounter in the dental office.

## **D. LIBRARY RESOURCES**

**1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.**

The Ferris Library for Information, Technology, and Education (FLITE) is situated on the main campus, in Big Rapids, Michigan and acts as a physical and virtual gateway to vast information resources. This state-of-the-art facility is equipped with nearly 200 publicly available computers and offers wireless connectivity throughout the building. Instructional studios and computer labs within the library provide accommodations for library instruction sessions, as well as offer a meeting place for classes and student groups who wish to reserve these rooms. Fifty-five (55) study rooms are available to library patrons, with various configurations to accommodate individual study, group study, or offer facilities for viewing videocassettes or DVDs. An adaptive technologies room is housed in the library that offers assistive devices for students needing special accommodations. Students on campus can access the library's online resources from any point on campus, including the dormitories, through the use of IP address recognition. Off-campus students also have access to the library's multitude of online resources through a proxy server authentication system that allows Ferris affiliates to sign in with their university login information.

The library has extensive holdings, including approximately 175,000 print volumes and access to over 100,000 journals, with the vast majority of the journals being available online. The number of online books (e-books) currently exceeds 125,000. The library has focused on collecting titles recommended by core lists in the health sciences, including Doody's Core Titles, the now defunct Brandon Hill Lists, as well as focusing on National Board Dental Hygiene reference texts for inclusion in the collection. Additionally, input from members of the Ferris State University Dental Hygiene Program is sought annually to aid with collecting materials that are useful to the program.

**2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.**

The FLITE staff includes 14 librarians who have earned master's degrees in Library science. The Health Sciences Librarian acts as the library's health sciences subject specialist and the library's liaison to the College of Health Promotions and the program of Dental Hygiene. In this capacity, the Health Sciences Librarian, in an on-going basis, evaluates library services and collections pertaining to Dental Hygiene, solicit recommendations for library purchases from the faculty, and collaborate with the teaching faculty in conducting library instruction relevant to the dental hygiene discipline. Also, virtual reference services are offered through multiple routes, and may include phone consultations, e-mail, chat, and services embedded within the online course management system. The health science librarians are also willing to host instructional research based webinars to assist students in their research assignments.

In addition to access to online databases, journals, e-books, and selected online government documents, the library offers interlibrary loan services when resources are not readily available in physical format or online through the library's subscriptions or holdings. Information about interlibrary loan can be obtained through the following link:

<http://www.ferris.edu/library/interlib/homepage.html>

Additionally, FLITE participates in the Michigan eLibrary (MeL) consortium that allows library users from across the state to "borrow books and other library materials for free from participating Michigan libraries" (<http://www.mel.org/>, 2012). This allows books from the Ferris library to be sent directly to participating public libraries, so that books can be checked out and returned at locales convenient to library users. Onefile and General Onefile, which all Michigan residents can use by entering their state identification information. More information about MeL can be found at: <http://www.mel.org/index.php?P=MeL--AboutMeL>

Interlibrary loan extends beyond the holdings of MeL, and enables the library to secure items from libraries outside of the state when necessary. Between the library's online holdings, MeL, and interlibrary loan services, desired items can typically be acquired for patrons in an expedient manner, and are secured without costs to the patrons

**3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.**

Collection development, or updating and expanding the library holdings, is done on a continual basis by the Health Sciences Librarian, Alison Konieczny, and faculty recommendations and suggestions are actively sought to aid with selecting materials that will best support the Dental Hygiene program. An annual book budget is specifically allotted to the Dental Hygiene program. E-books or print books may be purchased, depending on format availability and preferences of those requesting particular titles.

**Section 5:** Conclusions based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate:

**A. RELATIONSHIP TO FSU MISSION**

The Dental Hygiene program makes every effort to uphold the Ferris State University and Program Mission Statement. The Program uses the most innovative teaching and learning techniques available based on programmatic funding in order to remain competitive in the field. The program continually assesses and makes improvements upon the current curriculum and program structure based upon accreditation standards as well as external constituent suggestions.

Quoting Vice President Fritz Erickson, February 2013,

“Let me offer you four good reasons for offering associate degrees.

First, our mission statement uses the word “career” twice. An associate degree provides the quickest access for our students to enter some really great careers. Therefore, one reason we offer associate degrees is because doing so fits our mission statement.

Second, an associate degree offers opportunities for our students. At Ferris, we seek to provide opportunities for as many eligible students as possible who wish to pursue some form of higher education. We view our associate degrees to be as important as our bachelor's, master's and doctoral degrees. Many four-year institutions don't hold this same philosophy, viewing the associate degrees as somehow “less than” the other degrees or believing that offering associate degrees is the responsibility of the community

colleges. However, we see our associate degrees as “first degrees” that are flexible, affordable, and valuable for our students to pursue the opportunity of a great career and/or pave the way to pursue their next step in higher education.

Third, our associate degrees serve our Tuition Incentive Program (TIP) students. TIP is an incentive program that provides tuition assistance for an associate degree and beyond to students who meet the TIP eligible criteria. TIP eligible students can receive funding from the State of Michigan Office of Scholarships and Grants to cover the cost of their associate degree; if these students decide to continue their education after earning their first degree, they can apply for additional funds to put toward a bachelor’s degree. Fall enrollment statistics indicated 1,052 TIP students, just over 10% of our Big Rapids campus student population, were enrolled in Fall 2012. These students enhance our campus climate by representing some of our most diverse student populations. We value the opportunity to provide education and opportunity to this substantial and diverse student population.

Fourth, our state government recognizes our important role in providing associate degrees by supporting us via funding because of our success in offering these degrees. For example, in addition to the TIP funding mentioned above, we are rewarded by the state for our degree completion rates in the Science, Technology, Engineering and Mathematics (STEM) areas; many of our associate degrees are STEM area degrees. Another example is that our federal Perkins funds disbursed by the state enhance the resources we can make available to assist students in their completion of two-year degrees.

The next time someone asks you why we offer associate degrees, you can offer this explanation: Associate degrees at Ferris fit our mission, provide opportunities for our students to earn a flexible, affordable and valuable first degree, serve a valuable, large and diverse student population on our campus, and bring important financial support from the state to our institution.

## **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

The Dental Hygiene program is competitive in the respect that the program is the largest in the State of Michigan and has held a promising reputation since 1967. Students may also complete a bachelor of science degree at Ferris which is appealing to themselves and employers. Ferris graduates are sought after because of their demonstrated skill level upon graduation as compared to other program graduates in the state. The program has a very good reputation nationally and Ferris Dental Hygiene students are recognized nationwide.

## **C. PROGRAM VALUE**

The value of the Ferris Dental Hygiene Associate Degree Program is to provide high quality entry level dental hygienists to meet the national shortage of health care

employees. Employer surveys and patient satisfaction surveys reflect that Ferris Dental Hygiene graduates are filling the needs of their community and beyond. For example:

- Faculty and students participate in dental hygiene oral health presentations at local K-12 schools.
- Faculty and students participate in a variety of oral health presentations and screenings to a variety of cognitively, physically and emotionally impaired children on a semester basis at the Mecosta Osceola Intermediate School District.
- Faculty and students participate in Health Fairs on the campus of Ferris State University.
- Faculty and students participate in the Annual Children's Dental Health Fair held at the FSU dental hygiene campus clinic providing free dental screenings, sealants, x-rays, orthodontic screenings, table clinic presentations and networking with professional community.
- Faculty and students provide dental services at Mel Trotter Industries of Grand Rapids, Michigan
- Faculty and students participate in Mecosta and Osceola County Early Headstart and Headstart Programs to provide oral health screenings and fluoride varnish treatments. This program reaches close to 500 children.
- Students are treat patients at the Veterans Home, Baxter Clinic and Homeless Event in Grand Rapids.

#### **D. ENROLLMENT**

Enrollment in the Dental Hygiene program remains very competitive. The number of pre-dental hygiene students has remained steady over the past several years. Even though the application process has changed for the professional sequence, the average applicant pool has been 85 plus students for a 40-60 seat quota.

#### **E. CHARACTERISTICS, QUALITY AND EMPLOYABILITY OF STUDENTS**

Ferris graduates are very well prepared and meet the competencies set forth by the American Dental Educator's Association. Dental Hygiene students also have a high job placement rate. Employers rate Ferris Dental Hygiene students as very well prepared for the job market. Over 98% of employers responding are very happy with the FSU graduate they have employed. Graduates are also scoring higher on the Northeast Regional Board Examination.

The FSU Dental Hygiene students and graduates:

- Display ethical and professional behavior
- Demonstrate strong clinical and psychomotor skills
- Demonstrate strong critical thinking skills
- Employed in various states around the country

## **F. QUALITY OF CURRICULUM AND INSTRUCTION**

The quality of curriculum instruction follows the Commission on Dental Accreditation guidelines. At the most recent 2012 CODA Accreditation site visit, the Dental Hygiene program earned accreditation without reporting until 2019. The program continuously assesses the program goals, outcomes and curriculum and makes the necessary changes based on various program measurements. The next site visit is in 2019.

In addition, the program convenes monthly to continually assess the program's strengths and weaknesses. Upon discovery, the department head, faculty and staff will make recommendations and changes to the curriculum, policies and procedures.

As noted earlier, the recent program revisions made will help to retain students in the program, help increase pass rates on the National Dental Hygiene Board Exam and the North East Regional Board Clinical Exam.

## **G. COMPOSITION AND QUALITY OF THE FACULTY**

The Ferris State University Dental Hygiene program employs five tenure track faculty and four full-time clinical staff dental hygienists in addition to adjunct faculty. The faculty and full-time clinical dental hygienists have dedicated the majority of their professional life to teaching dental hygiene students. In addition to their teaching experience, they bring a wide variety of clinical dental hygiene experience to the program and students. The faculty members are determined to make the dental hygiene program a continued national leader in dental hygiene education. Each faculty member has advanced degrees and is appropriately credentialed to hold faculty positions.

## **Appendix A: Final Accreditation Status**





August 12, 2013

Dr. David Eisler  
President  
Ferris State University  
1201 S. State Street, CSS 310  
Big Rapids, MI 49307-2737

**Re: Dental Hygiene Program**

Dear President Eisler:

At its August 8, 2013 meeting, the Commission on Dental Accreditation (CODA) considered the progress report on the dental hygiene program sponsored by the Ferris State University.

Following careful review of the information provided, the Commission determined that the recommendations cited in the February 2013 site visit report have been met and adopted a resolution to change the program's accreditation status to "approval without reporting requirements." The definitions of accreditation classifications are enclosed. No additional information is requested at this time from the program. The next site visit for the program is scheduled for **2019**.

In taking this action, the Commission stipulated that it will expect the institution to keep the Commission informed as soon as possible of anticipated major changes in any approved educational program offered, particularly in the areas of administration, enrollment, faculty, facilities and curriculum. The Commission's policy and guidelines for reporting major program changes are being sent with the electronic copy of this letter.

*Note: The program's documentation for CODA (self-study, application, or reports to CODA, for example) must NOT contain any patient protected health information. If an institution nevertheless provides the Commission and/or Commission site visitors with materials containing patient protected health information (PHI), such materials must be in electronic form and encrypted as outlined by the most recent breach notification regulations related to the Health Insurance Portability and Accountability Act of 1996 (HIPAA).*

*In addition, most states have enacted laws to protect sensitive personally identifiable information ("PII") such as social security numbers, drivers' license numbers, credit card numbers, account numbers, etc. Before sending documents such as faculty CVs to CODA, institutions must fully redact the following PII: social security numbers, credit or debit card numbers, driver's license numbers or government-issued ID numbers, account numbers, health information, taxpayer ID, and date of birth.*

President Eisler  
August 12, 2013  
Page 2

The Commission has authorized use of the following statement by institutions or programs that wish to announce their programmatic accreditation by the Commission. Programs that wish to advertise the specific programmatic accreditation status granted by the Commission may include that information as indicated in italics below (see text inside square brackets); that portion of the statement is optional but, if used, must be complete and current.

The program in dental hygiene is accredited by the Commission on Dental Accreditation [*and has been granted the accreditation status of "approval without reporting requirements"*]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/100.aspx>.

If this office can be of any assistance to you or members of your staff, please contact me at 1-800-621-8099, extension 2695 or by e-mail, at [renfrowp@ada.org](mailto:renfrowp@ada.org).

Sincerely,



Patrice Renfrow, RDH, BS  
Manager, Allied Dental Education  
Commission on Dental Accreditation

PR/ap

Sent via e-mail: CODA Accreditation Status Definitions  
Reporting Changes in Accredited Programs  
Electronic Submission Guidelines for General Correspondence

Link to Evaluation and Operational Policies and Procedures  
<http://www.ada.org/314.aspx>

Link to Accreditation Standards for Dental Hygiene Education Programs  
<http://www.ada.org/115.aspx>

cc: Dr. Matthew Adeyanju, dean, College of Health Professions  
Dr. Kimberly Beistle, program coordinator, Dental Hygiene  
Dr. Kent Knoernschild, chair, Commission on Dental Accreditation (CODA)  
Dr. Anthony J. Ziebert, senior vice president, Education/Professional Affairs, ADA  
Dr. Sherin Took, director, Commission on Dental Accreditation (CODA)

President Eisler  
August 12, 2013  
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United States Department of Education  
State Boards of Dentistry  
Institutional Accreditors

## **Appendix B: Continuing Education Brochure**

## FSU DHYG Continuing Education Courses Fall 2012-13

### South Africa

advantageous therapeutically, as well as being ergonomically superior to hand scaling and rubber cup polishing. After a didactic review of the concepts and current theory of ultrasonic instrumentation (including both magnetostrictive and piezoelectric technology) and air polishing, hands-on practice will take place (CaviJet Plus® magnetostrictive ultrasonic/air polishing units and Symmetry IQ® piezoelectric units will be used). All participants must present a current dental hygiene license and CPR certification. Please dress comfortably and bring a lab coat and safety glasses.

**Instructors:** Jessica Morgan, MSPT, Evergreen Physical Therapy  
Susan Wancour, RDH, MS, Assistant Professor, Clinic Coordinator

*\*If you are pregnant, you must register for this course after delivery due to possible risk to the fetus.*

*\*\* Participants must also have access to a computer with CD-ROM drive and at least the Windows 2000 operating system with Microsoft Power Point.*

**Digital Radiography for Dental Professionals**  
January 18, 2013, 9am-3pm  
Successful completion earns 6 CEUs

Many dental offices are converting to digital radiography and while the purpose of dental radiographs has remained unchanged, using a digital system requires dental personnel to learn some new skills. Knowing the basics of digital radiography hardware and software will allow dental personnel to use these systems to their potential, including image enhancement functions that can assist with diagnosis. The advantages and disadvantages of digital radiography systems will also be discussed. (A lab component will accompany this course).

**Objectives:**

- Participants will be able to identify and understand the basics of digital radiography hardware and software

- Participants will be able to identify and understand what tools can be used with digital radiography to improve diagnosis.
- Participants will be able to discuss the advantages and disadvantages of digital radiography

All participants must present a current dental hygiene license and CPR certification.

**Instructors:** FSU Dental Hygiene Faculty

**Medical History Update and Pain Management for the Dental Professional**  
March 15, 2013, 9am-noon  
Successful completion earns 3 CEUs

The health care profession is ever-changing, and pharmaceuticals are certainly no exception. New drugs are continuously being put on the market, and it is the responsibility of the dental professional to be aware of what medications our patients are taking, for what reason, and the effect of these medications on the oral cavity, and the body in general.

This course reviews the most commonly prescribed drugs in the United States, new drugs on the market, and drugs frequently used in dentistry, in the context of generic and brand names, drug type, uses, and oral and general side effects. This course is presented in a case-based format. Course meets the one hour pain management requirement for re-licensure.

**Instructor:** Sandra Burns, RN, RDH, MS

The Ferris State University Dental Hygiene program is excited to announce a truly unique continuing education opportunity. In partnership with the Ferris State University Study Abroad program, dental professionals are invited to participate in a once in a lifetime trip to Cape Town and Johannesburg, South Africa. This two week program is being planned for August 2013 during the 19<sup>th</sup> International Symposium on Dental Hygiene (August 14-17) sponsored by the International Federation of Dental Hygienists.

Dental professionals will have the opportunity to earn 12 Continuing Education Units. Participants will perform community service work and visit a dental education program. The trip will also include a safari along with many other cultural and educational activities. This program will be led by Sandra Burns, RDH, RN, BS, MS, Associate Professor of Dental Hygiene. Cost is contingent on a number of factors including the number of participants and airfare at time of purchase.

If interested, please email Alicia Freye at [freyea@ferris.edu](mailto:freyea@ferris.edu). Please include your name, contact phone number(s), and preferred email address. When final details have been confirmed, interested participants will be contacted. Questions can be directed to Alicia Freye at 231-591-5820.

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Big Rapids, MI 49307-2022



### DENTAL HYGIENE WORKSHOPS

Continuing Education Workshops for Dental Professionals



Fall 2012 ■ Winter/Spring 2013



FERRIS STATE UNIVERSITY  
Imagine More.

## FSU DHYG Continuing Education Courses Fall 2012-13

Administration of Nitrous Oxide for the Dental Practitioner  
**Friday, September 14, 2012**  
 8:00am – 5:00pm  
 Successful completion earns 8 CEUs

This course will introduce the knowledge and skills required to administer nitrous oxide/oxygen sedation in a clinical setting, and fulfills the 8-hour requirement for dental hygienists to become certified in nitrous oxide administration in the State of Michigan. Participants must additionally pass a computerized state exam for certification.

The lecture content will include: chemistry/pharmacology of nitrous oxide, physiology: stages of nitrous oxide anesthesia, patient assessment, indications and contraindications, signs & symptoms of nitrous oxide sedation, and potential complications.

The hands-on lab portion\* will include: nitrous oxide/oxygen delivery systems and techniques of administration and monitoring. All participants must present a current dental hygiene license and CPR certification.

Instructors: FSU Dental Hygiene Faculty

Textbook: *Handbook of Nitrous Oxide and Oxygen Sedation*, by Clark and Brunick, third edition, Mosby, 2008, ISBN #978-0-323-04827-9 (cost of textbook is not included in the course fee). The textbook can be ordered through [www.amazon.com](http://www.amazon.com).

Administration of Local Anesthesia  
**Lecture: Saturday, September 15, 2012**  
 9:00am – 12:00pm  
**Lab: Friday, September 28, 2012**  
 8:00am – 5:00pm  
**Saturday, September 29th, 2012**  
 8:00am – 3:00pm  
 Successful completion earns 29 CEUs – must attend all three dates

This course will introduce the dental hygienist to the basic skills and knowledge required to administer local anesthesia and fulfills the 29-hour requirement for dental hygienists to become certified in local anesthesia administration in the State of Michigan. Participants must additionally pass a computerized state exam for certification.

Participants will be directed in self-study using a CD-ROM\*\* between the lecture and laboratory sessions. A comprehensive review of pain management, head and neck anatomy, physiology, pharmacology, client assessment, and medical emergencies will be included. This interactive course is comprised of lecture, demonstration, and hands-on laboratory experience. In the lab, participants will work in pairs and practice local anesthesia injections on each other.\* All participants must present a current dental hygiene license and CPR certification. Please dress comfortably and bring a lab coat and safety glasses.

Instructor: Susan Wancour, RDH, MS, Assistant Professor, Clinic Coordinator. Additional dental hygiene faculty will be assisting in lab.

Textbook: *Local Anesthesia for the Dental Hygienist*, Demetra Logothetis, RDH, first edition, Elsevier, 2011, ISBN #9780323073714 (cost of textbook is not included in the course fee). The textbook can be ordered through [www.amazon.com](http://www.amazon.com).

Clinical Local Anesthesia "Refresher" Course  
**Friday, September 28, 2012**  
 9:00 am-1:00 pm  
 Successful completion earns 4 CEUs

Wish you had more "hands-on" time practicing those inferior alveolar and posterior superior alveolar injections? Created to refresh and review clinical application of local anesthesia, this course will give the participant clinical time practicing injections on a partner.\* A brief anatomical overview will precede clinical practice. Participants have the opportunity to practice injections such as the ASA, MSA, PSA, GP, NP, IA, BNB, M/I, GG, PDL, and infiltration during this workshop. All participants must present a current dental hygiene license, CPR certification, and previous completion of the 29-hour local anesthesia course for certification.

Instructor: Catherine Archer, RDH, BS, MS/CTE, Assistant Professor

Recommended textbook for review: *Handbook of Local Anesthesia*, Stanley Malamed, DDS, 5<sup>th</sup> edition, Mosby 2004, ISBN #0323024491. (Cost of textbook is not included in the course fee). The textbook can be ordered through [www.amazon.com](http://www.amazon.com).

Bisphosphonate Induced ONJ:  
 A Road Map for Treatment Decisions That Will Keep You Out of Trouble and Pharmacology of the Treatment of Acute Dental Pain: Safe and Effective Patient Management  
**Friday October 12, 2012**  
 9:30 am – 12:30 pm  
 Successful completion earns 3 CEUs

Oral bisphosphonate have become very popular for the treatment of osteoporosis in both men and women. The more potent parenteral form of this same drug is used in oncology to prevent bone metastases. A growing controversy and uncertainty exists surrounding the relationship between their long term use and negative treatment outcomes involving invasive dental procedures such as extractions, implant placement and apicoectomies. This discussion seeks to arm the participant with facts to make sound decisions and minimize negative treatment outcomes. Topics will include: review of available bisphosphonates, indications for use, dose and mechanism of toxicity.

## REGISTER TODAY!

Online or by mail. It's easy!

In management of the common tooth-ache, one of the most important skills required of any astute practitioner is the ability to provide a patient with effective short term pain relief until a dentist can be seen. This presentation is intended for non-dentists and is a discussion of safe and effective use of non-prescription analgesic agents. Drug interactions with local anesthetic/adrenergic combinations will be included along with use and abuse of Nitrous Oxide.

### About the Speaker:

Dr. William Maher is an ABE certified Endodontist and a Registered Pharmacist. He has practiced pharmacy for over sixteen years and dentistry for twenty three.

He taught endodontics full time at the University of Detroit Mercy for nine years with a special interest in the relationship between pharmacology and dental care. He is a member of the American Dental Association, the American Pharmacists Association, and a consultant member of the North East Regional Board of Dental Examiners.

Ergonomics/Advanced Instrument Techniques for the Dental Hygienist  
**Friday, November 9, 2012**  
 9:00 am – 3:00 pm  
 Successful completion earns 6 CEUs

As dental hygienists continue to work in clinical practice, they often forget about or ignore proper ergonomics to prevent job-related pain and injuries. An ergonomic review will take place in the clinic setting to utilize the dental unit for ideal operator/patient positioning, as well as other suggestions to reduce bodily stress for a healthier, longer career.

The second part of this course will aid the dental hygiene practitioner to change paradigms and incorporate ultrasonic instrumentation and air polishing into clinical practice. Historical ideologies often make it difficult to change practice patterns, even though evidence-based research has shown ultrasonic instrumentation and air polishing to be

continued

OR REGISTER ONLINE AT [www.ferris.edu/CPS](http://www.ferris.edu/CPS)

Use this form to mail your registration and payment

- Workshop Selection(s)
- \$379 Administration of Nitrous Oxide
  - \$689 Administration of Local Anesthesia
  - \$279 Clinical Local Anesthesia "Refresher" Course
  - \$149 Bisphosphonate Induced ONJ
  - \$149 Ergonomics/Advanced Instrument Techniques
  - \$120 Digital Radiography for Dental Professionals
  - \$119 Medical History Update & Pain Management

Registration deadline is 2 weeks prior to each workshop start date.  
 Make check payable to Ferris State University  
 Mail to: Dental Hygiene Workshop, FSU Conference & Professional Services,  
 410 Oak St., ALU 113, Big Rapids, MI 49307  
 If paying by credit card, you must register online.  
 Cancellation/Refund Policy: Refunds, minus a 10% administrative fee, will be granted when written request for cancellation and refund are received no later than one week preceding your scheduled workshop. Cancellations received less than one week prior will not be refunded. Ferris State University reserves the right to cancel programs due to insufficient enrollment with full refund.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, ST, Zip: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

E-mail: (Please print clearly) \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Overnight Accommodations (not included in fees): \_\_\_\_\_

Country Inn & Suites - (231) 527-9000 Holiday Inn - (231) 796-4800  
 Quality Inn & Suites - (231) 592-5150 Super 8 - (231) 796-1588

### Attention Ferris Alumni and Friends:

October 12-13 is Ferris State University Homecoming Weekend. Check out all the existing events planned at [www.ferris.edu/alumni/Homecoming](http://www.ferris.edu/alumni/Homecoming) and make plans to spend the weekend in Big Rapids and join us for continuing education.

Visit [www.ferris.edu/CPS](http://www.ferris.edu/CPS) often to view additional workshops that may be added throughout the year.

## **Appendix C: Program Check Sheets and Course Syllabi**

**Ferris State University**  
**College of Allied Health Sciences**  
**Associate Degree Dental Hygiene Curriculum Plan**  
**Beginning Fall 2011**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
Pre-Dental Hygiene Qualifying Courses	Professional Sequence	Professional Sequence
<b>FALL SEMESTER</b>	<b>FALL SEMESTER</b>	<b>FALL SEMESTER</b>
BIOL 108 Medical Microbiology 3__	DHYG 101 Oral Imaging 1__	DHYG 208 Perio/Path Review 2__
CHEM 114 Intro. to General Chemistry 4__	DHYG 102 Oral Imaging Lab 1__	DHYG 212 Dental Hygiene Theory 3 3__
ENGL 150 English 1 3__	DHYG 104 Dental Hygiene Theory 1 3__	DHYG 217 Comm. Dent A 1__
MATH Competency: ACT 19 or Math 110 __	DHYG 105 Pre-Clinical Dental Hygiene Practice 1 2__	DHYG 218 Pharmacology for Dental Hygiene 2__
MRIS 102 Orient. to Medical Vocabulary 1__	DHYG 107 Oral Science A 2__	DHYG 222 Dental Hygiene Practice 3 3__
SOCY 121 Intro. to Sociology 3__	DHYG 108 Oral Science A Lab 1__	DHYG 227 Comm. Dent A Lab 1__
	ENGL 250 English 2 3__	DHYG 229 Pain Management 1__
		DHYG 231 Pain Manag. Lab 1__
<b>TOTAL CREDITS</b> 14	<b>TOTAL CREDITS</b> 13	<b>TOTAL CREDITS</b> 14
<b>SPRING SEMESTER</b>	<b>SPRING SEMESTER</b>	<b>SPRING SEMESTER</b>
BIOL 205 Human Anatomy and Physiology 5__	DHYG 117 Oral Science B 1__	DHYG 232 Dental Hygiene Theory 4 3__
CCHS 102 Safety Issues in Health Care 1__	DHYG 118 Oral Science B Lab 1__	DHYG 233 Dental Hygiene Practice 4 3__
COMM 105 Fund. of Interpersonal Communication	DHYG 123 Gen. and Oral Path. 2__	DHYG 237 Comm. Dentistry B 1__
OR	DHYG 124 Dental Hygiene Theory 2 3__	DHYG 239 Comm. Dent B Lab 1__
COMM 221 Small Group Decision Making 3__	DHYG 126 Dental Hygiene Practice 2 2__	CCHS 101 Orient. to Health Care 3__
Cultural Enrichment Elective 3__	DHYG 127 Dental Materials 1__	DHYG 280 Comprehensive Pt. Assessment 1__
PSYC 150 Intro. to Psychology 3__	DHYG 129 Dental Materials Lab 1__	DHYG 291 Dental Hygiene Practicum(optional) (1-2)__
	DHYG 213 Periodontics 2__	
<b>TOTAL CREDITS</b> 15	<b>TOTAL CREDITS</b> 13	<b>TOTAL CREDITS</b> (13-15)

Total Program Credits Required: 81

Note: A grade of "C" or better must be received for each class listed on the check sheet. 11/30/10.





**FERRIS STATE UNIVERSITY**  
**COLLEGE OF HEALTH PROFESSIONS**  
**CLINICAL DENTAL HYGIENE THEORY 1**  
**DHYG 104**  
**Fall Semester**  
 Kathleen Harlan, RDH, MS  
 Assistant Professor

**COURSE DESCRIPTION:**

Introduction to dental equipment, patient/operator positioning, aseptic technique, instrumentation skills, patient assessment procedures, dental deposits and the dental hygiene process of care.

Course Format: This course is considered “mixed delivery” and will utilize the Ferris Connect on-line platform for some course delivery and assignment submission in addition to the traditional face-to-face lecture

Credit Hours: 3

Prerequisite: Admission to the program’s professional sequence

**DHYG 104 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<b>1.</b> The student will describe, discuss, and identify techniques related to the prevention of disease transmission and instrument/equipment management. C 1, HP 6, PC1, 2	Quizzes and Written Exams:	90% of students will: - earn a minimum score of 75% on written exams
<b>2.</b> The student will describe, discuss, and identify appropriate positioning of the patient and operator in relation to patient comfort and ergonomic principles. C 5, 7, HP 6, PC 10	Quizzes and Written Exams:	90% of students will: - earn a minimum score of 75% on written exams
<b>3.</b> The student will describe, discuss, and identify appropriate instrumentation skills and instrument management C 2, 9, HP 6, PC 10	Quizzes and Written Exams	90% of students will: - earn a minimum score of 75% on written exams
<b>4.</b> The student will describe, discuss, and identify all aspects of patient assessment procedures. C 11, PC 1, 3, 4	Quizzes and Written Exams:	90% of students will: - earn a minimum score of 75% on written exams
<b>5.</b> The student will describe, discuss, and apply the dental hygiene process of care to patient case studies. C 1, 3, 5, 7, 12, PC 5, 7	Quizzes and Written Exams Case Study application	90% of students will: - earn a minimum score of 75% on written exams

**Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies **bolded** below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.



scale:

<u>Total Points</u>	<u>Percentage</u>	<u>Grade</u>
318 - 340	94 - 100	A
306 - 317	90 - 93	A-
295 - 305	87 - 89	B+
285 - 294	84 - 86	B
275 - 284	80 - 83	B-
265 - 274	78 - 79	C+
254 - 264	75 - 77	C
237 - 253	70 - 74	C-
226 - 236	67 - 69	D+
220 - 225	65 - 66	D
213 - 219	63 - 64	D-
212 or below	62 and below	F

### C. Posting of Course Grades

1. All scores will be posted on the DHYG 104 Ferris Connect site as course requirements are completed.
2. Mid-term grades will not be posted
3. Final grades will be posted on Ferris Connect

#### I. Explanation of Course Requirements

##### Exams (5) = 250 points possible

1. There will be five exams.
2. Each exam will have 50 questions in a forced choice format.
3. Each exam question will be worth one point, for a total of 250 points possible.
4. See the course calendar for the dates on which exams are scheduled
5. Make-up Exams
  - a. Scheduling: **It is the student's responsibility** to contact the course instructor to schedule a make-up for an exam he or she missed.
  - b. Time frame: The make-up exam must be taken **within 24** hours of the student's return to campus.
  - c. Penalty: There will be a **10 point penalty** assessed against the exam score if exam is completed **after the 24 hour make-up period**.

(The course instructor reserves the right to waiving this penalty.)

##### Quizzes (5) = 50 possible points

1. There will be five quizzes.
2. Each quiz will have ten questions in multiple choice, T/F, or short answer format.
3. Each question will be worth one point, for a total of 10 points per quiz.
4. Make-up Quiz
  - a. Scheduling: **It is the student's responsibility** to contact the course instructor to schedule a make-up if a quiz is missed.
  - b. Make-up Quiz: A make-up quiz will be available only under the following circumstances:
    - 1) The original quiz was missed due to an **excused** absence and,

- 2) The makeup quiz is **quiz taken with 24 hours** of the student's return to campus following their excused absence.
- c. Penalty: A student who misses the original quiz due to an unexcused absence, or who fails to do the make-up quiz within 24 hours of their return to campus will have a score of zero entered as a grade for that quiz in their DHYG 104 records.

**Article Summary Papers (2) = 10 points possible**

both summaries must be completed to receive points.

1. Project Description: Summarize the main points of 2 articles from a **professional journal** listed in the resources page that pertains to a current topic in dentistry. The article is to have been published within the past five years. Follow the steps described in the article summary paper directions below. You may be asked to present one article to your classmates during seminar beginning week #8.
2. Due Date: TBA: No credit will be given for a paper handed in after the due date.
3. Requirement Directions: To receive credit for these papers, the following directions must be followed.

a. **STEP #1: FIND AN ARTICLE** of interest that meets the criteria listed below.

- 1) The article may be on any topic related to dentistry.
- 2) The article must have been published in a PROFESSIONAL JOURNAL. (use list provided)
- 3) The article must be current, i.e., PUBLISHED WITHIN THE PAST 5 YEARS.

b. **STEP #2: WRITE THE ARTICLE SUMMARY** following the steps listed below.

- 1) Length: No more than one page, double spaced.
- 2) The paper is to be typed/prepared on a word processor.
- 3) The paper is to contain the following information; and is to be presented in the following order.

➤ **FIRST**: Your NAME should be typed in the upper, right corner.

[FORMAT NOTE: You will have no title for your paper. Your bibliography notation will serve as the heading for your paper, eliminating the need for a title.]

➤ **SECOND**: You will have a BIBLIOGRAPY NOTATION that will contain the following information organized in the manner shown in the example.

- Name(s) of the author(s)
- Complete title of the article
- Name of the journal in which it was published
- Journal volume number
- Inclusive pages of the article
- Month (or season) and year of publication

EXAMPLE of BIBLIOGRAPHY NOTATION:

Lalumandier, J. A., and McPhee, S. D. Prevalence and Risk Factors of Hand Problems and Carpal Tunnel Syndrome Among Dental Hygienists. J. Dent. Hyg., 75:130-133, Spring, 2001.

- THIRD – You will have an INTRODUCTION. This will consist of a brief statement on the purpose of the article.
- FOURTH – You will have a SUMMARY of the article. If the article is reporting on a study that was conducted, this section will contain a brief discussion of the methods or plan used in the study. Otherwise, this section will contain a summary of the main points presented in the article.
- FIFTH – You will have a CONCLUSION. This should be a **summary statement of the conclusions drawn by the author(s)** at the end of the article.

**Attendance/Participation Points = 30 points possible**

1. Attendance will be taken at each lecture period, participation in class discussions and preparation for lecture are required.
2. Reading assignments may or may not be accompanied by a reading outline that must be completed prior to lecture period and will be peer-evaluated by your section team members for the following criteria:
  - a. degree of participation
  - b. contribution to the subject
  - c. willingness to cooperate
  - c. motivation
3. Attendance points will be awarded (1) per lecture, will be awarded based on: presence, peer evaluation, and participation
4. Failure to come prepared for lecture may result in point deductions

**ATTENDANCE:**

- A. Attendance at all lectures is mandatory.
- B. Attendance Taking: Attendance will be taken at each lecture period through the use of a sign in sheet and/or reading outline points. To be given credit for being present the student will coming prepared for lecture as outlined in the 'Explanation of Course Requirements' section above
- C. The Excused Absence: Only the following are acceptable as an excused absence; provided you have paper documentation to support this absence:
  1. Acute personal illness (or illness of your child) that requires a physician's attention.
  2. A death in the immediate family.
  3. University sponsored events.
  4. A required court appearance.
  5. Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters, only).

D. **Consequences – Negative points:**

1. One point will be deducted from the 30 points possible for attendance and participation in lecture if you are not present/prepared.
2. A total of **five points will be deducted from your final grade for each unexcused absence, after you have accumulated two un-excused absences.**

E. If you are absent from lecture, ***it is your responsibility*** to do the following.

1. Obtain a copy of any handouts given out during that lecture period from the course instructor.
2. Check with a classmate to identify announcements and special information presented during that period.

**TENTATIVE SCHEDULE:**

\*The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.

See the combined DHYG 104/DHYG 105 course calendar for lecture topics, objectives, and dates of exams, quizzes, other assignments; as well as, lab activities and lab requirement due dates.

**GENERAL POLICIES:**

General University policies and policies specific to the College of Health Professions and the Dental Hygiene Program can be viewed on the web by following the appropriate link included below:

Students are referred to the College of Health Professions for standard academic policies established by Ferris State University:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>

Students are referred to the *Handbook for Dental Hygiene Students* for academic policies established by the Dental Hygiene Program:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>



**FERRIS STATE UNIVERSITY**  
**COLLEGE OF HEALTH PROFESSIONS**  
**PRE-CLINICAL DENTAL HYGIENE PRACTICE**  
**DHYG 105**  
**Fall Semester**  
Kathleen Harlan, RDH, MS  
Assistant Professor

**COURSE DESCRIPTION:**

Pre-clinic application of procedures and concepts introduced in DHYG 104 including: Introduction to dental equipment, patient/operator positioning, aseptic technique, instrumentation skills, patient assessment procedures, dental deposits and the dental hygiene process of care.

Credit Hours: 2

Prerequisite: Admission to the program's professional sequence

**DHYG 105 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
1. The student will demonstrate use of the dental equipment and patient/operator positioning.  Professional Competency C 5, 7, PC 2, 10	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
2. The student will apply techniques appropriate to the prevention of disease transmission.  Professional Competency C 1, 2, 3, 5, HP 6, PC 2	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
3. The student will demonstrate patient assessment skills  Professional Competency C 1, 5, 11, 13, PC1, 2, 3, 4, 8	Completion of Lab/Clinical Performance Evaluations utilizing performance rubric.	90% of students will earn a minimum score of 75% on the performance rubric
4. The student will demonstrate all clinical instrumentation, skills.  Professional Competency C 1, 3, 5, HP 6, PC10	Completion of Clinical Exit Exam utilizing performance rubric.	90% of students will earn a minimum score of 75% on the clinical exit exam to be awarded a <i>Pass</i> grade

**Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

5. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>
6. [http://www.adha.org/downloads/adha\\_standardso8.pdf](http://www.adha.org/downloads/adha_standardso8.pdf)
7. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

### **INSTRUCTOR CONTACT:**

Campus Address	VFS 313
Phone #	(231) 591-2287
E-mail address	harlank@ferris.edu
Fax #	(231) 591-3788
Office hours	TBA & posted in Banner & on your instructors office door

### **COURSE SCHEDULE:**

This course meets on Tuesday and Thursdays in the dental hygiene clinic, VFS 201. See combined DHYG 104/105 calendar for dates of activities, learning outcomes and lab assignments.

### **REQUIRED COURSE MATERIALS:**

- I. The following text and manuals are required for this course.
  - A. Clinical Practice of the Dental Hygienist by Wilkins, 10<sup>th</sup> ed. (NOTE: Do not sell this textbook at the end of the semester. This text will be used in additional clinical courses throughout the program)
  - B. DHYG 104 – Clinical Dental Hygiene Theory 1 Course Manual
  - C. DHYG 105 – Pre-Clinical Dental Hygiene Practice 1 Course Manual
  - D. Policy & Procedures Manual (packaged in your 105 manual)
  
- II. The following materials are required.
  - A. DHYG 105 Instrument Kit (*purchased from HuFreidy on the first day of clinic*)
  - B. Clinic Shoes (white, closed-toe) & Clinic Attire (scrubs\*, crew style socks or higher)
  - C.. DHYG 105 Lab kit\*  
(\*advance purchase through suppliers)

### **UNIT OBJECTIVES:**

Specific objectives will be provided for each module of instruction. See also: course calendar.

### **EVALUATION and COURSE REQUIREMENTS:**

- I. **DHYG 105 Final Grade**
  - A. Posting of Course Grades: Final grades will be posted on Ferris Connect in the combined 104/105 course shell



- B. Grade Calculation:** Your final grade in DHYG 105 will be calculated as **Pass** or **Fail** based on your performance on clinical observations, a written and clinical final exit exam.

In order to progress from this course into the patient treatment semester and your next clinical course you must demonstrate competency in all clinical skills introduced during the semester. You must demonstrate that you are both safe and effective in your clinical practice skills and procedures at a level consistent with 75% competency in all clinical observations, skills exam and all additional content received during the clinical course including clinic quizzes.

- C. Course Requirements:** You will complete the following requirements:

1. Case Study Activities/Class Assignments complete
2. Clinical pop quizzes 75% min.
3. Clinical Skills Exit Exam: Minimal grade of 75% on criteria presented to pass
4. Process Evaluations and Clinical Check-sheets Pass/Fail  
*(successful completion of all evaluations and check-offs will allow the student access to the Clinical Skills Exit Exam)*

**D. Final Grade Assignment:** Your final grade in DHYG 105 will be assigned as either **PASS**; allowing you to progress into the next clinical semester and patient treatment, or **FAIL**; resulting in your dismissal from the professional sequence for the academic year.

## II. Incomplete Grade Policy

- A. Failure to complete a course requirement will result in a final course grade of "F".**  
**No incomplete grades will be issued in DHYG 105.**

## III. Explanation of Course Requirements

**\*\*\* NOTE: All Performance Observations must be successfully completed in order to participate in the Final Clinical Skills Exit Examination.\*\*\***

- A. Written portion of the Clinic Exit Exam (1) = 50 points possible: A minimum of 75% must be achieved to be considered a "PASS"**

1. This will be a comprehensive (written) exam **covering all clinic skills** covered from week one through week twelve.
2. This exam will be schedule in week 13/14 in conjunction with the Clinical Skills portion of the Exit Exam.
3. This exam will have 50 questions in a forced choice format. Each exam question will be worth one point, for a total of 50 points.

### **B. Final Clinical Skills Exit Exam - 100 points**

1. **Grade:** The Final Clinical Skills Exit Exam is a criteria-based practical exam. 56 instrumentation criteria will be demonstrated by the student and the student must achieve 75% competency to be considered for a **PASS** of this portion of the Exit Exam.

**If minimum competency of 75% is not demonstrated on this clinical exit exam, the student will receive a grade of "FAIL".**

*Scoring below 75 points (75%) will require remediation and re-evaluation during week #15 at the course instructor's discretion.\**

**If minimum competency of 75% is not demonstrated on this clinical exit exam retake, the student will receive a grade of "FAIL" for the clinical exam and be denied progression into the second semester.**

2. This exercise serves as a tool to identify readiness to enter into your first patient treatment semester.
3. Format: This exercise consists of meeting, during your regularly scheduled lab time, week #13/14, with an assigned clinic instructor. You will be asked to perform instrumentation **and** clinically related skills. Performance level and other appropriate comments will be recorded on an exercise sheet. Your performance results will be reviewed with you at a future lab; allowing time to make minor refinements in your skills, if needed.
4. Skill Refinement/Remediation: The course coordinator will determine whether weaknesses identified on this exam can be remediated during the clinic time set aside for that purpose; or whether outside tutorial time is needed to remediate these deficiencies.
5. Failure to successfully pass this clinical exit exam on the first attempt at 75% proficiency will require the student to attend mandatory tutoring sessions. The student will then be allowed to re-test one time during week 15.

**Failure to successfully pass the second attempt at a minimum of 75% will demonstrate the student's lack of preparation and/or clinical skill abilities to enter into the patient treatment semester and will deny the student progression in the Dental Hygiene Program. The student will receive a final grade of "FAIL" for the clinical portion of the course grade.**

**D. Performance Observations - 0 points possible**

1. What: Being observed by an instructor while you perform a specific clinical skill.
2. Purpose: The observation provides an instructor the opportunity to:
  - a. assess a student's progress in mastering a particular skill.
  - b. give feedback & guide tutoring recommendations needed to refine areas of weakness.
3. Learning Scheme: When learning most clinic skills, you will go through the following steps.
  - #1. Observe a demonstration of a procedure or skill.
  - #2. Practice procedure or skill.
  - #3. Pass skill performance observation.

Patient-related procedures or skills will be practiced on a classmate/partner.

4. Required performance observations listed below:  
**Instrumentation Observations:**

**Grasp/Fulcrum (patient/operator positioning)\***

**Adaptation/Stroke (use of mouth mirror)\***

Universal Curet

Anterior Sickle Scaler

Gracey 1/ 2

Posterior sickle scaler

Explorer ODU 11/12

Probe

**Non-Instrumentation Observations:**

Unit Disinfection & Set-up

Unit Breakdown & Instrument Handling

Hand washing

Extra Oral Exam

Intra Oral Exam

Medical History/Blood Pressure/Vital Signs

Topical Fluoride Application

5. **\*Completion Sequence: Before other performance**

**observations can be attempted, the following must be passed:**

- a. Grasp/Fulcrum
- b. Adaptation/Stroke

**\*\*Failure to successfully demonstrate these two basic instrumentation skills in a timely fashion\*\* will preclude the student from advancing with the class and may result in failure of the course due to time constraints.\*\*\***

6. Performance Observation Due Dates: Evaluations not completed by

the due date may require that time be scheduled outside of DHYG 105 lab for additional practice and eventual completion of the past-due evaluation(s).

All instrumentation evaluations must be completed on a student-partner. At no time will a person not associated as student/instructor within the program be allowed to sit as patient partner for tutoring or process observations.

7. Grading of Performance Observations

- a. Pass/Repeat: Evaluations will be scored on a "pass/repeat" basis.
  - 1) PASS means you have successfully completed that evaluation.
  - 2) REPEAT means you need to be re-evaluated after remediating the area(s) of weakness.
    - 1) Performance criteria: The form lists or describes the steps or actions that must be demonstrated in performing a particular skill.

**\*\*\*All clinic instructors will refer a student to mandatory tutoring after two unsuccessful attempts at any performance observations. The tutoring time will occur outside the student's regular class schedule and may include a weekday not normally scheduled for dental hygiene classes.\*\*\***

All students required to attend tutoring must honor the time commitment agreed upon or they may be denied further remediation opportunities needed to be successful in this course, they also must present in clinical attire.

**All Performance Observations must be completed successfully for the student to advance to the Final Clinical Skills Exit Examination.**

- E. Case Study Activities/Lab Application Activities      0 Points Possible  
During the course of the semester the student will complete various case

studies and lab activities. These will include but are not limited to the following:

- 1) Medical History Case Study Questions
  - 2) Tooth Anatomy and Calculus Detection
  - 3) Lateral Pressure and the Removal of Calculus
  - 4) Hard Tissue Charting
- F. Clinic Quizzes: Periodically throughout the semester students will be given a pop quiz or clinical pre-test to measure preparedness and understanding of the day's activities.  
A minimum of 75% on these quizzes will be considered passing.

Students are required to **complete all** activities assigned to advance to the second semester.

### **ATTENDANCE:**

#### I. Laboratory Attendance

- A. Laboratory attendance is mandatory. Two important activities take place during lab sessions: instructor introduction of information related to clinical skills, and student application of this information (or skill practice). These activities are designed to insure student preparedness to advance to the next level of clinical experience. Because of the number of intricate skills that must be developed during the limited lab time available in DHYG 105, it is critical that each student be present at all lab sessions.
- B. Consequence of Absence: Absence from lab denies a student the benefit of the practice time and skill development that would have been realized by being present in lab. This is likely to result in a lower score on the written and practical clinical exams, which will mean a lower final grade in DHYG 105; and possibly the need for additional remediation outside normal lab time to bring skill performance to the appropriate level.
- C. Mandatory Make-up Lab: You are required to make up a missed lab session during which new information was presented. All course requirements will not be considered met until this has occurred.
- D. If you must be absent, what should you do?
  1. Contact the course instructor as soon as you know you will be missing lab. (Please make this contact prior to the start of the lab you expect to miss, if possible.)
  2. Discuss making up that lab with the course instructor. The course instructor will schedule a time outside your regularly scheduled clinic time for you to receive the new information you missed during your absence from lab.

#### **Additionally:**

Any student arriving to a clinical session who is believed by instructors (min 2) to be:  
intoxicated  
smelling of intoxicants  
under the influence of drugs

will be immediately dismissed from the clinical session. That student will forfeit their practice and instruction time for the session and will **NOT** be scheduled for tutoring time to make up the clinical instruction. A student who arrives to clinic in this manner demonstrates a lack of professionalism and error in judgment and their clinical peers, faculty, and clinic staff will not accommodate their behavior. This dismissal from clinic will cause the student to miss valuable instruction and practice time which could result in student non-progression into the next clinical level.

A ride will be arranged for the student who presents in this manner with public transportation of Big Rapids to transport the student home or to an alternative location. The student will also have the option of contacting a designated driver for transport. The student will not be allowed to operate their own motor vehicle. Public Transportation will provide transportation within the city limits or to within approximately 3 miles of the city limits at a nominal fee. (subject to change) Fees associated with this transportation will be the STUDENTS responsibility.

THE FOLLOWING SECTION OUTLINES THE COMPETENCIES SET FORTH BY THE (1) AMERICAN DENTAL EDUCATION ASSOCIATION (ADEA) FOR ENTRY INTO THE ALLIED DENTAL PROFESSIONS AND (2) THE STANDARDS FOR CLINICAL DENTAL HYGIENE PRACTICE SET FOR BY THE ADHA WHICH DRIVES THE DENTAL HYGIENE CURRICULUM

8. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>

9. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

**COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies **bolded** below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**Core Competencies (C)**

C.1 Apply a professional code of ethics in 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.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.

C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.

C.6 Continuously perform self-assessment for lifelong learning and professional growth.

C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.

C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.

C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.

C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.

C.11 Record accurate, consistent, and complete documentation of oral health services provided.

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 treatments.

C.14 Manage medical emergencies by using professional judgment, providing life support ,and utilizing required CPR and any specialized training or knowledge.

**Health Promotion and Disease Prevention (HP)**

HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.

HP.2 Respect the goals, values, beliefs, and preferences of all patients.

HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.  
HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.  
HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.

**HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.**

### **Community Involvement (CM)**

CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.  
CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.  
CM.3 Provide community oral health services in a variety of settings.  
CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.  
CM.5 Evaluate reimbursement mechanisms and their impact on the patient's access to oral health care.  
CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.  
CM.7 Advocate for effective oral health care for underserved populations.

### **Patient Care (PC)\***

*\*This section also includes the Standards for Clinical Dental Hygiene Practice set for the by the ADHA*

#### **Assessment (Standard 1)**

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 relationships 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.**

#### **Dental Hygiene Diagnosis (Standard 2)**

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.

#### **Planning (Standard 3)**

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.

#### **Implementation (Standard 4)**

**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.**

#### **Evaluation (Standard 5)**

PC.11 Evaluate the effectiveness of the provided services, and modify care plans as needed.  
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.

#### **Documentation (specific to the ADHA Standards for Clinical Dental Hygiene Practice, Standard 6)**

The complete and accurate recording of all collected data, treatment planned and provided, recommendations, and other information relevant to patient care and treatment.

#### **Professional Growth and Development (PGD)**

PGD.1 Pursue career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.  
PGD.2 Develop practice management and marketing strategies to be used in the delivery of oral health care.  
PGD.3 Access professional and social networks to pursue professional goals.

## **TENTATIVE SCHEDULE:**



hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

10. [http://www.adea.org/events/Documents/ADEA %20Competencies %20for %20Entry %20into %20the %20Allied %20Dental %20Professions.pdf](http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf)

11. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

**REQUIRED TEXTBOOKS:** Bath-Balogh & Fehrenbach. Illustrated Dental Embryology, Histology,

and Anatomy, 3rd edition, EL SEVIER, Saunders, 2011.  
ISBN: 978-1-4377-1730-3

Fehrenbach & Herring. Illustrated Anatomy of the Head and Neck,  
3rd edition, W. B. Saunders, 2007.  
ISBN:-13: 978-1-4160-3403-2

**RECOMMENDED Textbooks:** Dental Hygiene Review Book, Mosby or Saunders.

Dental Anatomy COLORING BOOK by Margaret J Fehrenbach,  
ISBN # 978-1-4160-4789-6

**AUDIOVISUAL MATERIALS:**

All DVD's will be available for student review on FerrisConnect (FC) DHYG 107 home page.  
Dental Anatomy:Introduction (DVD, 34 m.,) Maxillary Incisors (DVD, 30 m.,)  
Mandibular Incisors (DVD, 28 m.,) Canines (DVD, 26 m.,) Maxillary Premolars (DVD, 49 m.,)  
Mandibular Premolars (DVD, 42 m.,) Maxillary Molars (DVD, 44 m.,) Mandibular Molars (DVD, 37 m.,)  
Primary Dentition (DVD, 43 m.,) Occlusion Study Models:Natural / Epoxy / Restored Specimens, & Typodonts (available in Lab 206 and SLA)  
Skulls: Head and Neck Anesthesia: Maxillary and mandibular

**TEACHING METHODS:** Lectures, demonstrations, hands-on activities, audiovisuals, and individual instruction.

**NOTE: READING ASSIGNMENTS are to be completed PRIOR TO LECTURE.**

**Quizzes will be *announced or unannounced* so it is very important to come to class prepared.**

**GENERAL OBJECTIVES:** Upon completion of this course, the student will identify and describe:

1. The tooth, its tissues, roots and crown aspects.
2. Functions of individual teeth, sizes, shapes and locations.
3. Tooth surfaces, line angles, point angles, and the divisions of teeth.
4. Landmarks and anatomy of individual teeth and their functions.
5. Effects and relationships of tooth contour, alignment, contacts and embrasures.



6. Dentitions, naming and coding systems.
7. Development, form and eruption of teeth.
8. Occlusion, occlusal relationships, and clinical considerations.
9. Supporting structures, tissues and their relationships to the tooth.
10. Dental anomalies.
11. Describe the general structure of a cell and explain why cells of different types and functions can develop.
12. Name the four major types of tissues and give their major characteristics.
13. Name the types of oral mucosa and describe the functional benefits of each.
14. Name the three major pairs of salivary glands, the components of their secretions, and where they drain into the mouth.
15. Describe the epithelial attachment and its relationship to the tooth.
16. Describe the structure and function of the temporomandibular joint.
17. Define anatomical nomenclature during the study of head and neck anatomy.
18. Locate and identify the regions and associated surface landmarks of head and neck on a diagram and a patient.
19. Locate and identify bones and muscles of head and neck, and their landmarks on a diagram, a skull, and a patient.
20. Identify and trace the routes of the blood vessels and nerves of the head and neck on a diagram, a skull, and a patient.
21. Locate and identify the anatomical structures used to determine the local anesthetic needles penetration site for each type of injection on a skull and a patient.
22. Use the terms of direction commonly used in embryology and the planes of section for a bilateral symmetrical organism.
23. Describe the process of fertilization, cleavage, and the formation of the blastocyst stage of the embryo.
24. Name the tissues and structures derived from the three germ layers of an embryo.
25. Describe the development of the jaws.
26. Describe the development of tooth germs for the primary and secondary dentition and relate the parts of the tooth germ to the developed tooth.
27. Describe the process of enamel and dentin formation and name the cells involved.
28. Describe the formation process of the root, pulp, cementum and periodontal ligament.
29. Describe the process of tooth eruption.
30. Name the components of enamel, dentin, pulp, cementum, and the periodontal ligament.
31. Describe the structural organization of the enamel, dentin, pulp, cementum, and the periodontal ligament, and relate the organization to the functions of these tooth structures.
32. Describe the composition and structure of the alveolar bone and relate them to the function of the tooth.

#### **DENTAL HYGIENE COMPETENCIES:**

Pc.1-a: select, obtain and interpret diagnostic information recognizing its advantages and limitations at the introductory level.

PC.1-f: perform a comprehensive examination using clinical, radiographic, periodontal, dental charting and other data collection procedures to assess the patient's / client's needs at the introductory level and in lab at the developmental level.

#### **EVALUATION:**

A point system is utilized and students are assigned a grade which is based on a percentage of total points allocated for quizzes, examinations, and lab projects during the semester.

A. Program Grading Scale:

94 – 100% = A	75 – 77 = C
90 – 93 = A-	70 – 74 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	65 – 66 = D
80 – 83 = B-	63 – 64 = D-
78 – 79 = C+	62 – 60 = F

B. **Methods of Evaluation**

Examinations	3 @	50 points = 150
P&G CEU	5 @	10 points = 50
Application Paper	1 @	50 points = 50
Final Exam	1 @	100 points = 100

**TOTAL POINTS 350**

C. Attendance: DHYG 107 has been designated a structured learning assistance course (SLA). All rules and regulations of such course apply. Handouts will be available in SLA class.

**PROGRESSION POLICY:**

**In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade.**

**Structured Learning Assistance (SLA) policy:** It is mandatory to attend the first two SLA sessions during the first two weeks of class. Mandatory attendance will then be based on the student's overall grade point average (GPA) for DHYG 111. Any time the student's GPA falls below 80%, that student will be required to attend SLA until their class GPA increases to 80% or higher.

If a student should receive below a 75% on an exam (quizzes not included) and their GPA remains 80% or above, that student will be required to attend one SLA session directly after the exam. Students are encouraged to attend SLA regardless of their GPA. All other SLA rules that are provided in the first SLA session apply to DHYG 107.

**Absence Policy:**

Each student is allowed one unexcused absence for the lecture portion of DHYG 107 during the course of the semester. After that, *one point will be deducted for each unexcused absence in lecture.* No unexcused absences are allowed for the lab portion of DHYG 108. Unexcused absences in lab will result in a five-point deduction from the student's grade. A student may alternate into another lab section with pre-approval from that lab section instructor. Acceptable excused absences are in compliance with FSU's policy: personal illness (or your child's illness) that require a physician's attention (written documentation); a death in the **immediate family** or significant other (with documentation); university sponsored events (athletics, debate, etc. with authorized form); subpoena requiring you to be in court; inclement weather that, in the opinion of local law enforcement, makes it too dangerous to drive (for commuters only.) Unacceptable reasons for absence include: day care coverage; employment; incarceration or court appearance related to violation(s) of the law; illness not requiring a physician's attention.

**Academic Dishonesty:**

**Cheating will not be tolerated. A student will be referred to the FSU Judicial Services for dishonesty.**

**Disruptive Behavior:**

Any student behavior that interferes with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- Coming into class late
- Talking with other students during lecture
- Personal communication devices: Beepers/ cell phones, etc., must be turned to **silent feature** during class. If you must take a call, you will be required to leave the classroom.
- Headphones or other listening devices are not allowed in the classroom.
- Failure to follow instructions related to learning activities (groups, presentations, etc.)
- Failure to respond to an instructor's request to speak with them.
- Other yet identified behaviors that interfere with the learning process of the students.
- Laptop computers are allowed for note-taking only, of the lecture at hand.

\*A student may be referred to FSU Judicial Services for behavioral violations.

**Missed Assignments, Quizzes and Tests:**

Documented excused absences will be the only reason for the make-up of an assignment, quiz or exam, **which are to be taken within 24 hours of return.** It is the student's responsibility to make the necessary arrangements with the instructor for any make-ups.

**Tardiness:**

Arrive to class/ lab on time. Arriving late is disruptive to the learning process. Tardiness may result in a loss of points.

Course Outline including Time Allocation:

2 Credit course; 2 hours lecture per week or 30 hours of lecture per semester

- Terminology (2hr)
- Dentition (10hr)
- Occlusion/Form & Function (2hr)
- Histology of Oral Structures (8hr)
- Bones & Articulation (4hr)
- Epithelial (2hr)
- Glandular/Lymph (2hr)

**WEEKLY COURSE SCHEDULE:**

DATE	SUBJECT	READING ASSIGNMENT
WEEK 1	Orientation/Terminology Overview of Dentitions	DEHA Ch.15
WEEK 2	Terminology/ Overview of Dentitions Anterior Teeth	DEHA Ch.15 DEHA Ch. 16
WEEK 3	Premolars	DEHA Ch. 17 p. 222-237
WEEK 4	Molars	DEHA Ch. 17 p. 237-254
WEEK 5	<b>EXAM I</b> Deciduous	DEHA Ch. 18
WEEK 6	Form & Function Occlusion	DEHA Ch. 20
WEEK 7	TMJ –Course Pack & Text	H&N Ch. 5

	<b>LAB PRACTICAL I</b>	DEHA Ch. 8 p. 93-4, Ch. 19
WEEK 8	<b>EXAM II- MID TERM</b> Histology – Cell/Basic Tissue Epithelium/Connective Tissue	DEHA Ch. 7 DEHA Ch.8 p. 85-93
WEEK 9	Basic Tissues, Nutritional Considerations Oral Mucosa/Tongue	DEHA Ch. 8 p. 85-93 H&N Ch. 1 DEHA Ch. 2 & 9
WEEK 10	Oral Mucosa/Tongue Gingival/Dentinogingival Junction	DEHA Ch. 2 & 9 DEHA Ch. 10
WEEK 11	Orofacial Structures – Histology Anatomy (Glands/Lymph)	DEHA Ch. 11 H&N Ch. 7, 10
WEEK 12	<b>EXAM III</b> Bone Histology	DEHA Ch. 8 p. 93-103 H&N Ch. 1 – 2 - 3
WEEK 13	Surface Anatomy Bones of the Skull	H&N Ch. (1) - 2 (p. 12 – 33) H&N Ch.3 p. 34 - 63
WEEK 14	Bones of the Skull	H&N Ch.3 p. 34 - 93
WEEK 15	Nasal, paranasal, sinuses <b>LAB PRACTICAL II</b>	H&N Ch.3 p. 71-74
WEEK 16	<b>FINALS WEEK</b>	

FERRIS STATE UNIVERSITY  
FALL SEMESTER – 1st YEAR

DENTAL HYGIENE PROGRAM  
DHYG 108 Oral Science A Lab SYLLABUS

**COURSE TITLE:** DHYG 108 – Oral Science A Lab

**CREDIT HOURS:** 1 Credit (0 + 2) Fall

**INSTRUCTOR:** Catherine WJ Archer, RDH, BS, MSCTE  
VFS 315, 231-591-2282, e-mail: arch4@ferris.edu  
Office Hours: M: 2-4:50, T: 3-3:50 or by apt.

**PREREQUISITES:** BIOL 205

**COURSE DESCRIPTION:** In the lab setting, students will learn dental nomenclature, anatomic form, eruption, and exfoliation of human primary and permanent teeth. This is a comprehensive study of the histology and anatomy of the head and neck, including the skeletal, epithelial, glandular, and lymph tissues of the oral cavity.

DHYG 108 Oral Science Lab

Course Learning Outcomes	Measure of Learning	Criteria for Success
<b>The student will demonstrate knowledge of:</b> 1. Correct anatomical nomenclature as applied to the study of head & neck anatomy	lab practical exams	90% of students will earn a score of 75% or higher on lab practical exams

<p>(PC 1- a, PC 1-f, PC 2- a)  2. Dental tooth anatomy, both deciduous &amp; permanent  (PC 1- a, PC 1-f, PC 2- a)  3. Interrelations of teeth &amp; supporting structures, including eruption &amp; exfoliation of deciduous teeth  (PC 1- a, PC 1-f, PC 2- a)  4. Head &amp; neck anatomical structures, with emphasis on epithelial, glandular, lymph &amp; skeletal tissue  (PC 1- a, PC 1-f, PC 2- a)</p> <p>(Knowledge)</p>	<p>content related quizzes</p> <p>Content related assignments</p> <p>Content related research PPT</p>	<p>80% of students will earn a score of 75% or higher on the written content related quizzes</p> <p>90% of students will earn a score of 75% on the written content related assignments</p> <p>90% of students will earn a score of 75% on the FLITE research Power Point</p>
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**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies **bolded** below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

12. [http://www.adea.org/events/Documents/ADEA %20Competencies %20for %20Entry %20into %20the %20Allied %20Dental %20Professions.pdf](http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf)

13. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

**REQUIRED TEXTBOOKS:** Bath-Balogh & Fehrenbach. Illustrated Dental Embryology, Histology,  
and Anatomy, 3rd edition, EL SEVIER, Saunders, 2011.  
ISBN: 978-1-4377-1730-3

Fehrenbach & Herring. Illustrated Anatomy of the Head and Neck,  
3rd edition, W. B. Saunders, 2007.  
ISBN:-13: 978-1-4160-3403-2

**RECOMMENDED Textbooks:** Dental Hygiene Review Book, Mosby or Saunders.

Dental Anatomy COLORING BOOK by Margaret J Fehrenbach,  
ISBN # 978-1-4160-4789-6

**AUDIOVISUAL MATERIALS:**

All DVD's will be available for student review on FerrisConnect (FC) DHYG 107 home page.

Dental Anatomy: Introduction (DVD, 34 m.,) Maxillary Incisors (DVD, 30 m.,)  
Mandibular Incisors (DVD, 28 m.,) Canines (DVD, 26 m.,) Maxillary  
Premolars (DVD, 49 m.,) Mandibular Premolars (DVD, 42 m.,)

(DVD, 37 m.,)

Models:

& Typodonts (available in

Skulls: Head and Neck

Maxillary Molars (DVD, 44 m.,) Mandibular Molars

Primary Dentition (DVD, 43 m.,) Occlusion Study

Natural / Epoxy / Restored Specimens,

Lab 206 and SLA)

Anesthesia: Maxillary and mandibular

**TEACHING METHODS:** Lectures, demonstrations, hands-on activities, audiovisuals, and individual instruction.

**NOTE: READING ASSIGNMENTS are to be completed PRIOR TO LABS.**

**Quizzes will be announced or unannounced so it is very important to come to class prepared.**

**GENERAL OBJECTIVES:** Upon completion of this course, the student will identify and describe:

1. The tooth, its tissues, roots and crown aspects.
2. Functions of individual teeth, sizes, shapes and locations.
3. Tooth surfaces, line angles, point angles, and the divisions of teeth.
4. Landmarks and anatomy of individual teeth and their functions.
5. Effects and relationships of tooth contour, alignment, contacts and embrasures.
6. Dentitions, naming and coding systems.
7. Development, form and eruption of teeth.
8. Occlusion, occlusal relationships, and clinical considerations.
9. Supporting structures, tissues and their relationships to the tooth.
10. Dental anomalies.
11. Describe the general structure of a cell and explain why cells of different types and functions can develop.
12. Name the four major types of tissues and give their major characteristics.
13. Name the types of oral mucosa and describe the functional benefits of each.
14. Name the three major pairs of salivary glands, the components of their secretions, and where they drain into the mouth.
15. Describe the epithelial attachment and its relationship to the tooth.
16. Describe the structure and function of the temporomandibular joint.
17. Define anatomical nomenclature during the study of head and neck anatomy.
18. Locate and identify the regions and associated surface landmarks of head and neck on a diagram and a patient.
19. Locate and identify bones and muscles of head and neck, and their landmarks on a diagram, a skull, and a patient.
20. Identify and trace the routes of the blood vessels and nerves of the head and neck on a diagram, a skull, and a patient.
21. Locate and identify the anatomical structures used to determine the local anesthetic needles penetration site for each type of injection on a skull and a patient.
22. Use the terms of direction commonly used in embryology and the planes of section for a bilateral symmetrical organism.
23. Describe the process of fertilization, cleavage, and the formation of the blastocyst stage of the embryo.
24. Name the tissues and structures derived from the three germ layers of an embryo.
25. Describe the development of the jaws.

26. Describe the development of tooth germs for the primary and secondary dentition and relate the parts of the tooth germ to the developed tooth.
27. Describe the process of enamel and dentin formation and name the cells involved.
28. Describe the formation process of the root, pulp, cementum and periodontal ligament.
29. Describe the process of tooth eruption.
30. Name the components of enamel, dentin, pulp, cementum, and the periodontal ligament.
31. Describe the structural organization of the enamel, dentin, pulp, cementum, and the periodontal ligament, and relate the organization to the functions of these tooth structures.
32. Describe the composition and structure of the alveolar bone and relate them to the function of the tooth.

**DENTAL HYGIENE COMPETENCIES:**

Pc.1-a: select, obtain and interpret diagnostic information recognizing its advantages and limitations at the introductory level.

PC.1-f: perform a comprehensive examination using clinical, radiographic, periodontal, dental charting and other data collection procedures to assess the patient's / client's needs at the introductory level and in lab at the developmental level.

**EVALUATION:**

A point system is utilized and students are assigned a grade which is based on a percentage of total points allocated for quizzes, examinations, and lab projects during the semester.

**A. Program Grading Scale:**

94 – 100% = A	75 – 77 = C
90 – 93 = A-	70 – 74 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	65 – 66 = D
80 – 83 = B-	63 – 64 = D-
78 – 79 = C+	62 – 60 = F

**B. Methods of Evaluation**

Lab Assignments	12 @	5 points = 60
Quizzes	6 @	10 points = 60
FLITE Research ppt	1 @	10 points = 10
Lab Practical ID Exams	2 @	20 points = 40
	<b>TOTAL POINTS</b>	<b>170</b>

- C. Attendance: DHYG 107/108 has been designated a structured learning assistance course (SLA). All rules and regulations of such course apply. Handouts will be available in SLA class.

**PROGRESSION POLICY:**

In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade.

**Absence Policy:**

No unexcused absences are allowed for the lab portion of DHYG 108. Unexcused absences in lab will result in a five-point deduction from the student's grade. A student may alternate into another lab section with pre-approval from that lab section instructor. Acceptable excused

absences are in compliance with FSU's policy: personal illness (or your child's illness) that require a physician's attention (written documentation;); a death in the **immediate family** or significant other (with documentation;); university sponsored events (athletics, debate, etc. with authorized form;); subpoena requiring you to be in court; inclement weather that, in the opinion of local law enforcement, makes it too dangerous to drive (for commuters only.) Unacceptable reasons for absence include: day care coverage; employment; incarceration or court appearance related to violation(s) of the law; illness not requiring a physician's attention.

**Academic Dishonesty:**

**Cheating will not be tolerated. A student will be referred to the FSU Judicial Services for dishonesty.**

**Disruptive Behavior:**

Any student behavior that interferes with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- Coming into class late
- Talking with other students during lecture
- Personal communication devices: Beepers/ cell phones, etc., must be turned to **silent feature** during class. If you must take a call, you will be required to leave the classroom.
- Headphones or other listening devices are not allowed in the classroom.
- Failure to follow instructions related to learning activities (groups, presentations, etc.)
- Failure to respond to an instructor's request to speak with them.
- Other yet identified behaviors that interfere with the learning process of the students.
- Laptop computers are allowed for note-taking only, of the lecture at hand.

\*A student may be referred to FSU Judicial Services for behavioral violations.

**Missed Assignments, Quizzes and Tests:**

Documented excused absences will be the only reason for the make-up of an assignment, quiz or exam, **which are to be taken within 24 hours of return.** It is the student's responsibility to make the necessary arrangements with the instructor for any make-ups.

**Tardiness:**

Arrive to class/ lab on time. Arriving late is disruptive to the learning process. Tardiness may result in a loss of points.

**Americans with Disabilities Act**

*Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email [ecds@ferris.edu](mailto:ecds@ferris.edu) to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.*

*Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.*

**LECTURE OUTLINE – SPECIFIC OBJECTIVES:** Please refer to DHYG 107 Course Pack.

**DHYG 108 Course Assessment Plan Assessment of Learning Outcomes:**

Course Learning Outcomes	Measure of Learning	Criteria for Success
The student will demonstrate knowledge of: 1. Correct anatomical	lab practical exams	90% of students will earn a score of 75% or higher on lab practical exams



nomenclature as applied to the study of head & neck anatomy 2. Dental tooth anatomy, both deciduous & permanent 3. Interrelations of teeth & supporting structures, including eruption & exfoliation of deciduous teeth 4. Head & neck anatomical structures, with emphasis on epithelial, glandular, lymph & skeletal tissues  <b>(Knowledge)</b>	<b>content related quizzes</b>	<b>90% of students will earn a score of 75% or higher on the written content related quizzes</b>
	<b>Content related assignments</b>	<b>90% of students will earn a score of 75% on the written content related assignments</b>
	<b>Content related research PPT</b>	<b>90% of students will earn a score of 75% on the FLITE research Power Point</b>

**Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

**Course Outline including Time Allocation:**

1 Credit course; 2 hours lab per week or 30 hours of lab per semester

- Terminology 2hr
- Dentition 10hr
- Occlusion/Form & Function 2hr
- Histology of Oral Structures 6hr
- Bones & Articulation 6hr
- Epithelial 2hr
- Glandular/Lymph 2hr

**Total: 30**

**WEEKLY COURSE SCHEDULE:**

DATE	SUBJECT	READING ASSIGNMENT
WEEK 1	Orientation/Terminology Overview of Dentitions	DEHA Ch.15
WEEK 2	Terminology/ Overview of Dentitions Anterior Teeth	DEHA Ch.15 DEHA Ch. 16
WEEK 3	Premolars	DEHA Ch. 17 p. 222-237
WEEK 4	Molars	DEHA Ch. 17 p. 237-254
WEEK 5	<b>EXAM I</b> Deciduous	DEHA Ch. 18
WEEK 6	Form & Function Occlusion	DEHA Ch. 20
WEEK 7	TMJ –Course Pack & Text <b>LAB PRACTICAL I</b>	H&N Ch. 5 DEHA Ch. 8 p. 93-4, Ch. 19

WEEK 8	<b>EXAM II- MID TERM</b> Histology – Cell/Basic Tissue Epithelium/Connective Tissue	DEHA Ch. 7 DEHA Ch.8 p. 85-93
WEEK 9	Basic Tissues, Nutritional Considerations Oral Mucosa/Tongue	DEHA Ch. 8 p. 85-93 H&N Ch. 1 DEHA Ch. 2 & 9
WEEK 10	Oral Mucosa/Tongue Gingival/Dentinogingival Junction	DEHA Ch. 2 & 9 DEHA Ch. 10
WEEK 11	Orofacial Structures – Histology Anatomy (Glands/Lymph)	DEHA Ch. 11 H&N Ch. 7, 10
WEEK 12	<b>EXAM III</b> Bone Histology	DEHA Ch. 8 p. 93-103 H&N Ch. 1 – 2 - 3
WEEK 13	Surface Anatomy Bones of the Skull	H&N Ch. (1) - 2 (p. 12 – 33) H&N Ch.3 p. 34 - 63
WEEK 14	Bones of the Skull	H&N Ch.3 p. 34 - 93
WEEK 15	Nasal, paranasal, sinuses <b>LAB PRACTICAL II</b>	H&N Ch.3 p. 71-74
WEEK 16	<b>FINALS WEEK</b>	

**COURSE TITLE:** DHYG 117 – Oral Science B

**CREDIT HOURS:** 1 Credit

**PREREQUISITES:** Successful completion of BIOL 205 or equivalent and DHYG 111 Oral Science 1; Enrolled in Winter Semester of the second year of the Dental Hygiene sequence.

**COURSE DESCRIPTION:** A continuation of the comprehensive study of the histology and anatomical structures of the head and neck, including muscles, vascular system, and the nervous system. This course will include embryonic development of the face, oral cavity, and dental tissues.

Anatomical considerations and armamentarium associated with local anesthesia will also be introduced.

DHYG 117 Oral Science B

Course Learning Outcomes	Measure of Learning	Criteria for Success
<b>The student will be able to demonstrate knowledge of:</b> 1. Correct anatomical nomenclature as applied to the study of head & neck anatomy (PC 1-a, PC 1-f, PC 2 a)  2. Head & neck anatomical structures, with emphasis on muscular, blood & nervous tissues (PC 1-a, PC 1-f, PC 2 a) 3. Histological tissues composing the oral cavity, with emphasis on muscular, blood & nervous tissues (PC 1-a, PC 1-f, PC 2 a)	Completion of written classroom exams	90% of students will earn a score of 75% or higher on the written and identification exams
	lab practical exams	90% of students will earn a score of 75% or higher on lab practical exams
	quizzes	90% of students will earn a score of 75% or higher on quizzes
	power point presentation	90% of students will earn a score of pass on the power point presentation according to a rubric

<p>4. Anatomical considerations for patient examination &amp; dental radiography of the head &amp; neck region (PC 1-a, PC 1-f, PC 2 a)</p> <p>5. Anatomical structures used to determine needle's penetration sites for administration of local anesthesia (PC 1-a, PC 1-f, PC 2 a)</p> <p>6. Embryonic development of the body with emphasis on the oral cavity (PC 1-a, PC 1-f, PC 2 a)</p>		
<p><b>(Knowledge)</b></p>		

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies **bolded** below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**14. [http://www.adea.org/events/Documents/ADEA %20Competencies %20for %20Entry %20into %20the %20Allied %20Dental %20Professions.pdf](http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf)**

**15. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)**

**TIME AND LOCATION:**      Lecture: Monday 2:00 – 2:50pm, VFS 103  
    Lab: T & R: 1:00–2:50pm, 3:00-4:50 pm, VFS 206  
    SLA: Mondays, 3:00–5:20, VFS 103

**INSTRUCTOR:**             Catherine WJ Archer: Office VFS 315, 591-2282, arch4@ferris.edu  
**OFFICE HOURS:**         Office Hours: M: 12-1:50, W: 9-9:50 or by apt.

**REQUIRED TEXTBOOKS:** Bath-Balogh & Fehrenbach. Illustrated Dental Embryology, Histology,  
    and Anatomy, 2nd edition, El Sevier/ Saunders,2006.  
    Fehrenbach & Herring. Illustrated Anatomy of the Head and Neck,  
    3rd edition, El Sevier/Saunders, 2007.

**RECOMMENDED TEXTBOOKS:**      Fehrenbach. Dental Anatomy Coloring Book, Saunders, El Sevier. ISBN 978-1-4160-4789-6

**TEACHING METHODS:**  
 Lectures, labs, demonstrations, audiovisuals, and individual instruction. **Reading assignments are to be completed prior to lecture/labs. *\*Pre-tests will be unannounced, so it is very important to come to class prepared\****

**WEB Delivery:**

Students will be required to log on to FC for DHYG 117/118 on a regular basis. **Quizzes will be online.** The course syllabus, announcements, private messages, and GPA will be posted on FC. Specifics will be announced in class.

### **COURSE SCHEDULE:**

See course calendar.

***NOTE: The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.***

### **Dental Hygiene Competencies:**

PC.1-a: select, obtain and interpret diagnostic information recognizing its advantages and limitations at the introductory level.

PC.1-d: recognize health conditions and medications that impact overall patient / client care at the developmental level.

PC.1-f: perform a comprehensive examination using clinical, radiographic, periodontal, dental charting and other data collection procedures to assess the patient's / client's needs at the developmental level.

### **EVALUATION**

A point system is utilized and students are assigned a grade which is based on a percentage of total points allocated for quizzes, examinations, and lab projects during the semester.

#### **A. Program Grading Scale:**

94 – 100% = A	75 – 77 = C
90 – 93 = A-	70 – 74 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	65 – 66 = D
80 – 83 = B-	63 – 64 = D-
78 – 79 = C+	62 – 60 = F

#### **B. Methods of Evaluation:**

✓ Examinations	4 @ 50 points	= 200
✓ P&G CEU's	10 @ 5 points ea.	= 50
<b>TOTAL POINTS:</b>		<b>250</b>

### **STRUCTURED LEARNING ASSISTANCE (SLA) POLICY:**

DHYG 117 has been designated a structured learning assistance (SLA) course. It is mandatory to attend the first two SLA sessions during the first two weeks of class. Mandatory attendance will then be based on the student's overall grade point average (GPA) for DHYG 117. Any time the student's GPA falls below 80%, that student will be required to attend SLA until their class GPA increases to 80% or higher. **If a student receives below 75% on an exam (quizzes not included) and their GPA remains 80% or above, that student will be required to attend one SLA session directly after the exam.** All other rules and regulations that are provided in the first SLA session apply to DHYG 117. Students are encouraged to attend SLA regardless of their GPA. Class GPA's will be posted weekly on FC.

### **PROGRESSION POLICY:**

In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade.

## **COURSE POLICIES:**

### **Academic Dishonesty**

Cheating will **not** be tolerated. A student will be referred to the FSU Judicial Services for dishonesty. (See *Honesty Policy* below under General Policies).

### **Attendance**

Attendance will be taken at every class and lab. Each student is allowed *one unexcused absence* for the lecture portion of DHYG 117 during the course of the semester, *and then one point will be deducted for each unexcused absence in lecture*. No unexcused absences are allowed for the lab portion of DHYG 117 and will result in a *five point deduction for each unexcused absence in lab*. A student may alternate into another lab section with pre-approval from that lab section instructor.

Acceptable excused absences are: personal illness (or your child's illness) that require a physician's attention (written documentation); a death in the immediate family or significant other (with documentation); University sponsored events (ex. athletics, debate, etc. with authorized form); subpoena requiring you to be in court; inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters only).

Unacceptable reasons for absence include: day care coverage; employment, incarceration or court appearances related to violations of the law; illness not requiring a physician's attention.

### **Class Participation**

Class participation is expected, i.e. be attentive, ask questions, participate in group discussions, log on to FC regularly, etc.

### **Missed Assignments, Quizzes, and Tests**

Documented excused absences will be the only reason for make-up of an assignment, quiz, or exam. *You must arrange a time with the instructor to make-up an assignment, quiz, or exam, WITH-IN 24 hrs. return to school.*

### **Tardiness**

Arrive to class/lab on time. Arriving late disrupts the learning process for the class and yourself. *Excessive tardiness will not be tolerated and may result in a loss of points.*

### **Disruptive Behavior**

Any student behavior that interferes with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- ✓ Coming into the classroom late.
- ✓ Talking with other students during lecture.
- ✓ **Personal communication devices (beepers or cell phones)--must be turned to vibrate or another silent feature during class. If you must take a call, you will be required to leave the classroom.**
- ✓ Headphones and other listening devices are not allowed in the classroom.
- ✓ Failure to follow instructions related to learning activities (groups, presentations, etc.)
- ✓ Failure to respond to an instructor's request to speak with them.
- ✓ Other yet undefined behaviors that interfere with the learning process of the students.
- ✓ **ZERO tolerance for viewing ANY type of electronic device/other while taking a quiz &/or test.**

\*A student may be referred to the FSU Judicial Services for behavioral violations.

**COURSE TITLE:** DHYG 118 – Oral Science B Lab  
**CREDIT HOURS:** 1 Credits (+ 2)  
**PREREQUISITES:** Successful completion of BIOL 205 or equivalent and DHYG 107 & 108 Oral Science A; Enrolled in Winter Semester of the second year of the Dental Hygiene sequence.  
**COURSE DESCRIPTION:** A continuation of the comprehensive study of the histology and anatomical structures of the head and neck, including muscles, vascular system, and the nervous system. This course will include embryonic development of the face, oral cavity, and dental tissues. Anatomical considerations and armamentarium associated with local anesthesia will also be introduced.  
 DHYG 118 Oral Science B Lab

Course Learning Outcomes	Measure of Learning	Criteria for Success
<p>The student will be able to demonstrate knowledge of:</p> <ol style="list-style-type: none"> <li>1. Correct anatomical nomenclature as applied to the study of head &amp; neck anatomy</li> <li>2. Head &amp; neck anatomical structures, with emphasis on muscular, blood &amp; nervous tissues (PC 1-a, PC 1-f, PC 2 a)</li> <li>3. Histological tissues composing the oral cavity, with emphasis on muscular, blood &amp; nervous tissues (PC 1-a, PC 1-f, PC 2 a)</li> <li>4. Anatomical considerations for patient examination &amp; dental radiography of the head &amp; neck region (PC 1-a, PC 1-f, PC 2 a)</li> <li>5. Anatomical structures used to determine needle's penetration sites for administration of (PC 1-a, PC 1-f, PC 2 a)</li> <li>6. Embryonic development of the body with emphasis on the oral cavity (PC 1-a, PC 1-f, PC 2 a)</li> </ol> <p>(Knowledge)</p>	<p>lab practical exams</p> <p>quizzes</p> <p>power point presentation</p>	<p>90% of students will earn a score of 75% or higher on lab practical exams</p> <p>90% of students will earn a score of 75% or higher on quizzes</p> <p>90% of students will earn a score of pass on the power point presentation according to a rubric</p>

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies **bolded** below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

16. [http://www.adea.org/events/Documents/ADEA % 20Competencies % 20for % 20Entry % 20into % 20the % 20Allied % 20Dental % 20Professions.pdf](http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf)
17. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

**TIME AND LOCATION:** Lecture: Monday 2:00 – 2:50pm, VFS 103  
 Lab: T & R: 1:00–2:50pm, 3:00-4:50 pm, VFS 206  
**INSTRUCTOR:** Catherine WJ Archer: Office VFS 315, 591-2282, arch4@ferris.edu  
**OFFICE HOURS:** Office Hours: M: 12-1:50, W: 9-9:50 or by apt.  
**REQUIRED TEXTBOOKS:** Bath-Balogh & Fehrenbach. Illustrated Dental Embryology, Histology, and Anatomy, 2nd edition, El Sevier/ Saunders,2006.

Fehrenbach & Herring. Illustrated Anatomy of the Head and Neck, 3rd edition, El Sevier/Saunders, 2007.

**RECOMMENDED TEXTBOOKS:** Fehrenbach. Dental Anatomy Coloring Book, Saunders, El Sevier. ISBN 978-1-4160-4789-6

**TEACHING METHODS:** Lectures, labs, demonstrations, audiovisuals, and individual instruction. Reading assignments are to be completed **prior to lecture/labs. \*Pre-tests and quizzes will be announced or unannounced, so it is very important to come to class prepared\***

**WEB Delivery:** Students will be required to log on to FC for DHYG 121 on a regular basis. Quizzes will be online. The course syllabus, announcements, private messages, and GPA will be posted on FC. Specifics will be announced in class.

**COURSE SCHEDULE:** See course calendar.

**NOTE:** The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.

**Dental Hygiene Competencies:**

**PC.1-a:** select, obtain and interpret diagnostic information recognizing its advantages and limitations at the introductory level. **PC.1-d:** recognize health conditions and medications that impact overall patient / client care at the developmental level. **PC.1-f:** perform a comprehensive examination using clinical, radiographic, periodontal, dental charting and other data collection procedures to assess the patient's / client's needs at the developmental level.

#### **EVALUATION**

A point system is utilized and students are assigned a grade which is based on a percentage of total points allocated for quizzes, examinations, and lab projects during the semester.

#### **A. Program Grading Scale:**

94 – 100% = A	75 – 77 = C
90 – 93 = A-	70 – 74 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	65 – 66 = D
80 – 83 = B-	63 – 64 = D-
78 – 79 = C+	62 – 60 =

#### **B. Methods of Evaluation:**

> Quizzes	5 @ 10 points	= 50
> Lab Assignments	10 @ 5 points	= 50
> FLITE PPT/att.	1 @ 25 points	= 25
> Pre-Tests	5 @ 5 points	= 25
> Identification Exams	2 @ 25 points	= 50

**TOTAL POINTS: 200**

**PROGRESSION POLICY:** In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade.

**COURSE POLICIES:** Academic Dishonesty

Cheating will not be tolerated. A student will be referred to the FSU Judicial Services for dishonesty. (See Honesty Policy below under General Policies).

**Attendance:**

Attendance will be taken at every class and lab. Each student is allowed one unexcused absence for the lecture portion of DHYG 103 during the course of the semester, and then one point will be deducted for each unexcused absence in lecture. No unexcused absences are allowed for the lab portion of DHYG 118 and will result in a five point deduction for each unexcused absence in

lab. A student may alternate into another lab section with pre-approval from that lab section instructor.

Acceptable excused absences are: personal illness (or your child's illness) that require a physician's attention (written documentation); a death in the immediate family or significant other (with documentation); University sponsored events (ex. athletics, debate, etc. with authorized form); subpoena requiring you to be in court; inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters only).

Unacceptable reasons for absence include: day care coverage; employment, incarceration or court appearances related to violations of the law; illness not requiring a physician's attention.

**Class Participation:** Class participation is expected, i.e. be attentive, ask questions, participate in group discussions, log on to FC regularly, etc.

**Missed Assignments, Quizzes, and Tests:**

Documented excused absences will be the only reason for make-up of an assignment, quiz, or exam. You must arrange a time with the instructor to make-up an assignment, quiz, or exam, WITH-IN 24 hrs. return to school.

**Tardiness:** Arrive to class/lab on time. Arriving late disrupts the learning process for the class and yourself. Excessive tardiness will not be tolerated and may result in a loss of points.

**Disruptive Behavior:** Any student behavior that interferes with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- > **Coming into the classroom late.**
- > **Talking with other students during lecture.**
- > **Personal communication devices (beepers or cell phones)--must be turned to vibrate or another silent feature during class. If you must take a call, you will be required to leave the classroom.**
- > **Headphones and other listening devices are not allowed in the classroom.**
- > **Failure to follow instructions related to learning activities (groups, presentations, etc.)**
- > **Failure to respond to an instructor's request to speak with them.**
- > **Other yet undefined behaviors that interfere with the learning process of the students.**
- > **ZERO tolerance for viewing ANY type of electronic device/other while taking a quiz &/or test.**

**\*A student may be referred to the FSU Judicial Services for behavioral violations.**

**Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

**Course Outline including Time Allocation:**

1 Credit course; 2 hours lab per week or 30 hours of lab per semester

- Orientation/Histology/Muscles (2hr)
- Muscles of Facial Expression (2hr)
- Muscles of Mastication (4hr)
- Blood System (4hr)
- Nervous System (4hr)
- Anatomy of Local Anesthesia (2hr)
- Embryology (12hr)
- TOTAL Hours: 30



**FERRIS STATE UNIVERSITY  
COLLEGE OF ALLIED HEALTH SCIENCES  
DENTAL HYGIENE PROGRAM**



**DHYG 123 – GENERAL AND ORAL PATHOLOGY  
Sp12**

**COURSE DESCRIPTION:** This course is an examination of the nature of both systemic and oral diseases. There will be discussion of significant diseases of the systems of the body. Special emphasis will be on oral pathology, including developmental disturbances, infections, lesions, and physical injuries to the oral and paraoral structures. DHYG 123 is taught by lecture with homework assignments, FC, internet and self study textbook assignments. Students are expected to have completed reading assignments prior to the scheduled lecture topic. The student will create a weekly semester review **Power Point project** to use for review when studying for the Board examinations. Two (2) credit hours (2 + 0) Prerequisites: Admission to the Dental Hygiene program, and completion of DHYG 107/108 with a grade of “C” or better.

**INSTRUCTOR:** Catherine WJ Archer, RDH, BS, MSCTE/Instructor option  
Office: VFS 315  
Phone: (231) 591-2282  
E-mail: arch4@ferris.edu  
Office hours: TBA

**CLASS SCHEDULE:** **M: 10-11:50**

**COURSE OBJECTIVES:** At the completion of this course, the learner will be able to:  
DHYG 123 General and Oral Path

<b>Course Learning Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<p><b>The student will be able to demonstrate knowledge of:</b></p> <p>1. Identification, recognition, &amp; description of those disease entities related to the oral and paraoral structures (PC1-a, PC1-b, PC1-c, PC1-e, PC2-b, PC3-a, PC3-b, PC3-d)</p> <p>2. Description of the significance of both systemic and oral/paraoral conditions as they apply to the clinical management of patients (PC1-a, PC1-b, PC1-c, PC1-e, PC2-b, PC3-a, PC3-b, PC3-d)</p> <p><b>(Knowledge/ Synthesis)</b></p>	<p>Completion of written classroom exams</p> <p>Quizzes Completion of CEU's</p> <p>Power point presentation</p>	<p>90% of students will earn a score of 75% or higher on the written and identification exams</p> <p>90% of students will earn a score of 75% or higher on quizzes</p> <p>90% of students will earn a score of 75% or higher on the power point presentation according to a rubric</p>

**COMPETENCIES:**

As you complete this course you will **start** the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must

complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

1. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20in%20the%20Allied%20Dental%20Professions.pdf>
2. [http://www.adha.org/downloads/adha\\_standardso8.pdf](http://www.adha.org/downloads/adha_standardso8.pdf)
3. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**REQUIRED TEXTS:**

Oral Pathology for the Dental Hygienist, 5th edition, Olga A.C. Ibsen, RDH, MS, and Joan Anderson Phelan, DDS, W. B. Saunders Co. ISBN -13: 978-1-4160-4991-3 &/OR ISBN -10: 1-4160-4991-6  
**\*\*This book has a CD... you need it!\*\***

Color Atlas of Common Oral Diseases, 4th Edition, Robert P. Langlais, Craig S. Miller, Nield-Gehrig, 2009. ISBN #978-0-7817-8097-1

Medical History: Clinical Implications and Emergency Prevention in Dental Settings, 1<sup>st</sup> Edition, Frieda Picket and JoAnn Gurenlian, Lippincott Williams & Wilkins. 2005. ISBN # 0-7817-4095-9

DHYG 123 – General and Oral Pathology Course Packet & in the form of postings on FerrisConnect.

**OTHER MATERIALS:**

Additional reading assignments using internet resources, Wilkins, and Darby/ Walsh textbooks are included with the course outline. The use of the College of Allied Health computer laboratory is encouraged.

**EVALUATION CRITERIA:**

The course grade will be determined by performance on six (6) quizzes, P&G Educational Quizzes, clinic observation, three (3) examinations and a review power point. The value of each is listed below:

2 <sup>nd</sup> year clinical Observation (1-2 page summary paper)	25 points
Semester Power Point	75 points
5 Quizzes (@10pts. ea.)	50 points
5 P&G/other	25 points
Exam I	50 points
Exam II	50 points
Final Exam: <b>Comprehensive</b>	<u>75 points</u>
<b>TOTAL:</b>	<b>350 points</b>

Students are responsible for all assigned readings, lecture materials, internet assignments, review questions found in the texts, and slides shown in class.

Quizzes may be short answer, true and false, or multiple choice. The Exams will be computer graded, and will be in the format of the National Board. The final examination will be a **comprehensive examination**, covering all course material.

**Grading Scale:**

A	100 – 94	B-	83 – 80	D+	69 – 67
A-	93 – 90	C+	79 – 78	D	66 – 65
B+	89 – 87	C	75 – 77	D-	64 – 63
B	86 – 84	C-	74 – 70	F	62 and below

**COURSE CALENDAR:** See course calendar.

**Academic Dishonesty:**

**Honesty Policy**

The purposes of this policy are to encourage a mature attitude toward learning to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory, and homework.

***Cheating*** is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to attain, products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others.

***Plagiarism*** (copying) of themes or other written work shall also be considered an infraction.

Students are required to present the results of their own work except under circumstances in which the instructor may have requested or approved the joint effort of a number of students. The penalty for the first offense of willful cheating consists of the student receiving a zero for the assignment in which the infraction occurs. However, cheating on quizzes or examinations means failure in the course. The student may appeal the decision to the Disciplinary Committee.

Further offenses may result in suspension or dismissal from the University. Refer to the Academic Dishonesty Policy found in the FSU Student Handbook.

**Attendance:** Attendance is mandatory. Each student is allowed ONE unexcused absence(UEA). More than one UEA will result in the deduction of one point, for each additional UEA, from your final grade.

**Class Participation:** Effective learning must include your active participation in class. Your participation is expected.

**Progression:** In order to progress in the Dental Hygiene program, the student must pass each dental hygiene course with a 2.0 (C) grade (75%).

**Disabilities Services:** Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office located in Arts & Sciences Commons 1017 K, ext. 3772, or ASC 1021, ext. 5039.

**Missed Assignments, Quizzes, and Tests:**

Documented excused absences will be the only reason for allowing a make-up of an assignment, quiz, or test. It is the student's responsibility to obtain notes and assignments.

The assignments, quizzes, and tests must be made up **within 24 hours of returning**. **It is the student's responsibility to contact the instructor to arrange for the make-up of missed assignments, quizzes, or tests.**

**The following reasons that may be accepted as excused absences are:** Personal illness (or your child's illness) that requires a physician's attention; a death in the immediate family or significant other; University sponsored events (i.e., athletics, debate, etc.); subpoena requiring you to be in court for testimony. (Written documentation must be presented to the instructor to verify validity of excused absence.) Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters only).

**Tardiness:** Is frowned upon. If excessive it may result in loss of points. Please be prompt/considerate.

**Americans with Disabilities Act:**

Support services and accommodations are provided for students with documented mobility, learning, hearing, vision, or physical disabilities, which interfere with the learning process. These services include educational, counseling, adaptive equipment, extended and/or alternative testings, and student note takers. The Educational Counselor for Students with Disabilities can be contacted for assistance at ext. 3772 or 5039, and is located in ASC 1017.

**General Policies:**

Students are referred to the College of Health Professions for standard academic policies established by Ferris State University: <http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>

Students are referred to the Handbook for Dental Hygiene Students for academic policies established by the Dental Hygiene Program:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>



**FERRIS STATE UNIVERSITY  
COLLEGE OF HEALTH PROFESSIONS  
CLINICAL DENTAL HYGIENE THEORY 2  
DHYG 124  
Spring Semester  
Kathleen Harlan, RDH, MS  
Assistant Professor**

**COURSE DESCRIPTION:**

Clinical dental hygiene theory introducing and applying the Dental Hygiene Process of Care to assess, treat, and evaluate the client. Course Format: This course is considered "mixed delivery" and will utilize the Ferris Connect on-line platform for some course delivery and assignment submission in addition to the traditional face-to-face lecture

Credit Hours: 3

**PREREQUISITES:**

Successful completion of DHYG 104 and DHYG 105 and enrollment in Spring semester of the first year of the professional dental hygiene sequence.

**LOCATION:**

VFS 103

**DHYG 124 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Competencies</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>

1. Identifies all components of preventing, identifying and managing medical emergencies Professional Competency C 1,2,3,5,9,13,14, HP 4, 6, PC1, 4	Written Quizzes & Exams, Completion of medical emergency management scenarios utilizing a grading rubric	90% of students will: -earn a minimum score of 75% on the written exams. -earn a minimum score of 75% on grading rubric
2. Identifies all components of clinical chemotherapeutic agents introduced and their application techniques Professional Competency C 3, 4, 7, PC 10	Written Quizzes & Exams	90% of students will: - earn a minimum score of 75% on the written exams.
3. The student evaluate nutritional/dental health assessments and patient case study application Professional Competency C 7, 12, HP 4, 5, PC 1, 2, 7, 8, 10	Completion of a nutritional/dental self-assessment with application to caries risk assessment worksheets utilizing a grading rubric	100% of students will correctly assess their own nutritional needs and caries risk level
4. The student will identify instrumentation skills requisite for the detection and removal of tooth deposits Professional Competency C 1, 3, 5, 7, HP 6, PC 2, 6, 10, 11	Written Quizzes & Exams	90% of students will: - earn a minimum score of 75% on the written exams
5. The student will identify patient management protocols and techniques and clinical procedures for the infant through adolescent patient Professional Competency C 1, 3, 4, 5, 7, HP 6, PC 1, 2,3, 5	Written Quizzes & Exams	90% of students will: - earn a minimum score of 75% on the written exams.
6. The student will design patient treatment plans inclusive of all components of the Dental Hygiene Process of Care. Professional Competency C 11, PC1, 2, 3, 5, 6, 7, 8, 9	Completion of Patient Treatment Planning utilizing a grading rubric	90% of students will: - accurately identify patient treatment needs and describe plans to address those needs to within 90% accuracy

### **Assessment of Overall Course Success:**

**90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**18. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

**19. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)**

**20. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>**

### **INSTRUCTOR CONTACT:**

Campus Address	VFS 313
Phone #	(231) 591-2287
E-mail address	harlank@ferris.edu
Fax #	(231) 591-3788
Office hours	TBA & posted in Banner & on your instructors office door

## **COURSE SCHEDULE:**

Monday and Wednesday: 1:00 – 2:15

## **REQUIRED COURSE MATERIALS & REFERENCE TEXTBOOKS:**

- ✓ **DHYG 124 Manual, DHYG 126 Manual**, Harlan; FSU Rankin Center Bookstore.
- ✓ **FSU DH Clinic Policies and Procedures Manual**, Purchased fall semester
- ✓ **Clinical Practice of the Dental Hygienist**, Wilkins 10<sup>th</sup> ed., Lippincott Williams & Wilkins.
- ✓ **Dental Hygiene Theory and Practice**, 2<sup>nd</sup> Edition, Darby & Walsh (2003), W.B. Saunders Co.
- ✓ **Drug Information Handbook for Dentistry** 17<sup>th</sup> ed.
- ✓ **The Medical History**, Pickett & Gurenlian (2010) LWW

NOTE: Keep all of the above textbooks, as they are required for all clinic classes through graduation.

## **UNIT OBJECTIVES:**

Specific learning objectives for each lecture topic are published as the first page(s) of the outlines in the manual. Mastery of these objectives will be the responsibility of the student. To be successful you will need to read the lecture reading assignments prior to class, be involved in class activities, and take notes during class. See also: course calendar.

## **COURSE PHILOSOPHY:**

This course will be structured to enable the student to develop higher level thinking skills through a problem-based approach to learning. The diverse group of clients you will care for bring complicated medical histories, management issues, and ethical dilemmas to you on a daily basis during the clinical application in DHYG 126. This course will focus on issues facing the dental hygiene profession and will present the Dental Hygiene Process of care, a treatment planning model supported as the national standard of care for dental hygiene. Clinical experiences in DHYG 126 will mirror theory and technique learned in DHYG 124 and provide practical application.

## **EVALUATION and COURSE REQUIREMENTS:**

**C. Course Requirements:** You earn points toward your final grade in DHYG 124 as you complete the following requirements:

## **GRADED COURSE COMPONENTS: \*\*\*\*Topics and schedule may vary\*\*\***

EXAM 1 (50 questions--1 point each)	50
• <b>MEDICAL EMERGENCIES</b>	
• <b>TOPICAL FLUORIDE</b>	
• <b>TOPICAL ANESTHESIA/DESENSITIZING AGENTS</b>	
• <b>NUTRITIONAL/DENTAL ASSESSMENTS</b>	
EXAM 2 (50 questions--1 point each)	50
• <b>CALCULUS DETECTION &amp; REMOVAL</b>	

- MANAGEMENT OF THE CHILD/ADOLESCENT PATIENT
- NUTRITION ASSESSMENTS/COUNSELING
- HUMAN NEEDS & DH PROCESS OF CARE

EXAM 3 (50 questions--1 point each) 50

- HUMAN NEEDS & DH PROCESS OF CARE
- ASSESSMENT, PERIODONTAL & RISK ASSESSMENT,
- CARIES RISK ASSESSMENT
- DENTAL HYGIENE NEEDS ASSESSMENT (Determination)

EXAM 4 (50 questions--1 point each) 50

- DENTAL HYGIENE CARE PLAN
- IMPLEMENTATION--PERSONAL
- IMPLEMENTATION--PROFESSIONAL
- EVALUATION
- DOCUMENTATION

**COMPREHENSIVE FINAL EXAM** 100

100 questions, 1 point each  
Will include questions over the case/group presentations

QUIZZES (five 10-point quizzes) 50

WRITTEN ASSIGNMENT 50

ADDITIONAL ASSIGNMENTS pass/fail

**TOTAL** **400**

You may calculate your percentage and your grade point average (GPA) at any time by dividing your points by the total possible points to that date. Then, match your percentage up to the percentages and assigned grades below. You must achieve both a grade of 75% or above through exams, quizzes and graded assignments and, complete all non-graded assignments to successfully pass this course.

**PROGRAM GRADING SCALE: (in percentage)**

94 -- 100 = A

75 -- 77 = C

90 -- 93 = A-

70 -- 74 = C-

87 -- 89 = B+

67 -- 69 = D+

84 -- 86 = B

65 -- 66 = D

80 -- 83 = B-

63 -- 64 = D-

78 -- 79 = C+

62 and below = F

- ***Please keep all assignments, tests answer sheets, etc. until your final grade for the course has officially been received.***

**INFORMATION REGARDING EXAMINATIONS & QUIZZES:**

DHYG 124 examinations will be based upon:

- *Published topic behavioral objectives*
- Objectives published in the textbooks at the beginning of each chapter reading assignment
- Reading assignments

- Classroom notes and discussion
- Additional handouts received in class
- Videos viewed in class
- ***Makeup for exams and quizzes can only be done with an excused absence and must be done within 24 hours of returning; otherwise a zero will be assessed for the exam/quiz.***
- ***It is the students' responsibility to contact the course instructor to schedule a time to take a missed exam.***

**There will be five 10-point quizzes.** Quizzes on current lecture/reading material will be given with or without prior notice and will be given on Ferris Connect or in the classroom

### **LEARNING ASSIGNMENTS:**

There will be a **group written assignment/presentation** which will represent an application of the learning objectives in this course related to the Dental Hygiene Process of Care. Details of this assignment are published separately and are included in your course pack under the tab: Group Written Assignment/Presentation.

Additionally, throughout the semester there will be group activities related to the current lecture topic, these will include but are not limited to:

Nutritional counseling  
 Chair-side patient education case studies  
 Evidenced based patient self-care recommendations  
 The ADPIED process of Dental Hygiene Care Case Studies  
 Geriatric Patient considerations

**All assignments and group activities must be completed to successfully pass** this course, failure to do so will result in a grade of "F" and will not allow you to successfully progress into the second year sequence.

### **COURSE POLICIES:**

#### **As students in DHYG 124 the following is expected of you:**

- Attend all classes and be on time.
- Read the assigned reading before each lecture.
- Use the objectives as a study guide by turning each objective into a question, and answering the question.
- Complete and turn in any assignments by class time on the due date (failure to do so will result in a loss of points).  
Failure to complete all assignments will result in a grade of Incomplete (I) for the course.
- You are responsible for obtaining any course notes *from another student* if you are not present in class.
- Ask questions when you are not clear on expectations or on any assigned material.
- Demonstrate appropriate behavior in the classroom.
- Demonstrate respect for each other as professional colleagues, even though you have differences. When the instructor, guest speaker, or classmate is speaking, you are expected to be ***courteous*** and ***attentive***. We each bring a different perspective to class that enriches our learning.



**Academic Dishonesty** - Refer to the Academic Dishonesty Policy found in the FSU Student Handbook. ***Cheating will not be tolerated.*** A student will be referred to the FSU Judicial Services for dishonesty. (See *Honesty Policy* below under General Policies).

**Attendance Policy** – Attendance will be taken at every class. Each student is allowed **one unexcused absence**. One point will be deducted for each **unexcused** absence thereafter. Acceptable excused absences are: personal illness (or your child's illness) that require a physician's attention (written documentation); a death in the immediate family or significant other (with documentation); University sponsored events (ex. athletics, debate, etc. with authorized form); subpoena requiring you to be in court; inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters only). Unacceptable reasons for absence include: day care coverage, employment, incarceration or court appearances related to violations of the law, or illness not requiring a physician's attention, and physician's appointments not related to an acute condition.

**Tardiness** – Arriving to class late can be disruptive, please be on time. Chronic tardiness will be dealt with on an individual basis and may result in professional responsibility deductions.

**Class Participation** - Class participation is expected, i.e. be attentive, ask questions, participate in group discussions, etc.

**Disruptive Behavior** – The primary responsibility of all instructors is to maintain the learning environment of the classroom in such a way as to promote the opportunity for all students to learn without unneeded or unwanted disruptions. Any student behaviors that interfere with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- ✓ Coming into the classroom late.
- ✓ Talking with other students during lecture.
- ✓ Personal communication devices (beepers or cell phones)--must be turned to vibrate or another silent feature during class. If you must take a call, you will be required to leave the classroom.
- ✓ Headphones and other listening devices are not allowed in the classroom.
- ✓ Failure to follow instructions related to learning activities (groups, presentations, etc.)
- ✓ Failure to respond to an instructor's request to speak with them.
- ✓ Other yet undefined behaviors that interfere with the learning process of the students.

A student may be referred to the FSU Judicial Services for behavioral violations (i.e. behavior, cheating, etc.).

### **PROGRESSION:**

In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade (75% or higher).



**FERRIS STATE UNIVERSITY  
COLLEGE OF HEALTH PROFESSIONS  
CLINICAL DENTAL HYGIENE 2**

**DHYG 126**

**Spring Semester**

Kathleen Harlan, RDH, MS  
Assistant Professor

**COURSE DESCRIPTION:**

This course is a continuation of instrumentation and procedures for treatment of patients.

In addition, this course will introduce students to application of the Dental Hygiene Process of Care Conceptual Model.

Course Format: This course is considered “mixed delivery” and will utilize the Ferris Connect on-line platform for some course delivery and assignment submission in addition to the traditional face-to-face lecture

Credit Hours: 2

Prerequisite: Successful completion of : DHYG 104 and DHYG 105 and progression in the professional sequence of all Dental Hygiene courses

**DHYG 126 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / Dental Hygiene Program Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
<b>The student will:</b> 1. systematically collect, analyze and document data on the general, oral and psychosocial health status of a variety of clients using methods consistent with medical and legal principles C 3, 5, 11 PC 1, 2, 3, 4	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
2. use critical decision making skills to reach conclusions about the client’s comprehensive dental hygiene needs based on all available assessment data and formulate a dental hygiene treatment plan. C 1, 3, 5, 7, PC 1, 5, 6, 7, 8, 9	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
3. will provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health C 11, PC 3, 4, 8, 10	Completion of Patient Treatment Cases utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient treatment cases.
4. will evaluate the effectiveness of the implemented clinical preventive and educational services. PC 11, 12, 13	Completion of Case Studies and Lab Activities utilizing performance rubric.	90% of students will earn a score of 75% or higher on patient case study rubrics.
5. will demonstrate safe and effective instrumentation and clinical skill practices C 1, 3, 4, 5, HP 6, PC 7, 9, 10	Completion of Comprehensive Clinical Exit Exam utilizing performance rubric.	90% of students will earn a score of 75% or higher on a comprehensive clinical exit exam.

**Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

21. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>

22. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

23. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

### **INSTRUCTOR CONTACT:**

Campus Address	VFS 313
Phone #	(231) 591-2287
E-mail address	harlank@ferris.edu
Fax #	(231) 591-3788
Office hours	TBA & posted in Banner & on your instructors office door

### **COURSE SCHEDULE:**

Clinic: Section 211, Tuesday 8-11:50 & Thursday 1:00-4:50  
Clinic: Section 212, Tuesday 1:00-4:50 & Thursday 8-11:50

### **REQUIRED MATERIALS:**

DHYG 126 Instrumentation Kits [(2) -1 purchased 1<sup>st</sup> day of clinic this semester]

Typodont

Scrubs, white shoes, lab coat, safety glasses (2)

Appointment book, clinic portfolio notebook: Must measure no wider than 1½ in.

Current CPR card—CPR certification must be maintained throughout the Spring Semester.

**Failure to maintain a current CPR card will result in a deduction of 5 Professional Responsibility points and dismissal from patient treatment until current certification is presented. Five points will be deducted each day the student is not present to treat a patient.** Students are encouraged to check on CPR card expiration date at the beginning of the semester to allow for recertification prior to expiration date.

### **REQUIRED TEXT BOOKS**

**DHYG 126 Course Manual, Harlan**

**DHYG 124 Course Manual, Harlan**

Clinic Policy & Procedure Manual,

**Drug Information Handbook for Dentistry; 17<sup>th</sup> ed, 2011-2012**

Clinical Practice of the Dental Hygienist, Wilkins – 10<sup>th</sup> ed., 2008

**Dental Hygiene Theory and Practice, Darby & Walsh, 3<sup>rd</sup> ed, 2010**

**Medical Emergencies: Pickett & Gurenlian, 2<sup>nd</sup> ed., 2010 LWW**

### **EVALUATION and COURSE REQUIREMENTS:**

**Course Requirements:** You earn points toward your final grade in DHYG 126 as you complete the following requirements: See also: course calendar.

## CLINICAL EXPECTATIONS, COMPETENCIES & LEARNING EXPERIENCES

**Accreditation Standards:** students must be competent in providing dental hygiene care for a variety of patients. To accomplish this standard, students will be expected to see a variety of patient case types and to fulfill the following *minimum* learning experiences in DHYG 126. **Students need to recruit as many patients as possible.** Students are encouraged to complete as many patient experiences as possible. If clinical teaching staff determines inadequate mastery of skills, the clinic coordinator will be consulted and may require additional learning experiences and/or remediation.

Clinic competencies are based on the **American Dental Education Association (ADEA)** recommendations set forth in "Competencies for Entry into the Profession of Dental Hygiene" updated in 2011. This document is included in this section of the DHYG 126 Clinic Manual for referral to said competencies.\*

Patient Requirements

### **Seven (7) Patient Completions\*.....100**

The seven patient completions must be a combination of the following prophylaxis classifications and must include a **minimum** of the following:

- 1 pedodontic patient**
- 1 adolescent patient (classified as mixed dentition ages 6-13 approx.)**
- 2 adult and case type I patients**

Each will have a Student Performance Form completed and scored. Every end product score will be averaged and will compute to a percentage score equal to 100 points. To calculate a score, total the points for the total number of student performance form completions and divide by the number completed. Example: 7 Student Performance Form completions for a total of 675 points:  $675 \div 7 = 96\%$ . The student in this example would collect 96 points of the 100 points possible toward this portion of the grade.

Instructors will initial each phase of the appointment evaluated on the Student Performance Form. Upon completion of the patient, the white copy is placed into the patient chart. The white copy of the Student Performance Form will be maintained in the student's folder located in the reception area; the yellow copy will be kept in the student's portfolio.

If a student completes a case type II or greater, credit will be based on the section instructor in consultation with the course coordinator(s).

### **The following will not count toward a patient completion:**

- A first year dental hygiene student.**
- A 2<sup>nd</sup> yr. dental hygiene student who has had a prophylaxis within the past 3 months.**
- A recruited patient who has had their teeth cleaned within the past 3 months**

### **Two (2) Patient x-ray completions:..... pass/fail**

**1 pedo, mixed\* or adult dentition BWX: two to four films, size 0 or**

**1 or 2**

**1 adult FMX using standard film technique**

**\*Note: All students must complete one pedo/mixed dentition BWX during their clinical coursework**

- All student films will be evaluated following ALARA principles with retakes at instructor discretion to achieve diagnosable films. Student must complete the patient radiography requirement at PASSING standards, defined in the radiograph quality policy.
- It is recommended that radiographs be taken before patient treatment whenever possible so they can be used as a diagnostic tool for hard and soft tissue examinations.
- Patient requirements will be evaluated and must be at least 75% proficient to consider the requirement fulfilled.
- Additional radiographs will need to be taken until proficiency is achieved.
- Students will be responsible to evaluate their own x-rays prior to instructor evaluation.
- Each film will be evaluated based on the following:
  - cone-cutting
  - vertical angulation
  - horizontal angulation
  - film placement
  - miscellaneous errors (handling/developing/mounting etc.)

**In addition to patient requirements, students are expected to complete the following:**

**Non-Patient Requirements**

**Process Evaluations.....80**

Each process evaluation is worth 10 points if passed the first time. If an evaluation needs to be repeated to determine proficiency, the maximum number of points that can be earned is 5. See pages 83-4 for an explanation of the process evaluations.

**Evaluation Title[Scored evaluations (max 10 points)]**

- Intraoral Examination
- Topical Fluoride Application (styrofoam tray)
- Engine Polishing One Quadrant
- Gracey ½
- Probe one quadrant (Who probe)
- Subgingival exploring (using the ODU 11/12 explorer)
- Anterior Scaling (Note: calculus MUST be present to do the evaluation)
- Posterior Scaling (Note: calculus MUST be present to do the evaluation)

**Non-scored evaluations (pass/fail)**

- Professional Attire (2)
- Instrument sharpening –posterior sickle
  - anterior sickle
  - Columbia 13/14
  - Gracey ½
- Topical Anesthetic Application
- Fluoride Varnish Application
- Lateral Pressure (Typodont)

**Additional DHYG 126 Radiography Requirements**

**II. Non-Patient Requiriements:**

- ✓ Partner DXTTR FMX: This FMX will be taken during your initial radiography rotation and must be completed successfully prior to patient x-rays.
- ✓ Film Duplication: duplicate a minimum of 2 films using the duplicator in the darkroom.
- ✓ 1 set of 4 DXTTR vertical bite wing x-rays (VBX)
- ✓ 1 set of 2 digital bite-wing x-rays using size 0 or 1 phosphor plates on the Pedo DXTTR
- ✓ Panelipse experience

### III. Radiographic Interpretations:

A minimum of one radiographic interpretation must be completed each week, starting with week #1 and may be completed as a group activity within your section at instructors discretion. Students are responsible for meeting this weekly requirement which will be checked by your section instructor. Failure to complete this weekly requirement may result in the deduction of Professional Responsibility points.

- 2 Panelipse – must use the anatomy form
- 4 FMX
- 8 BWX

Failure to complete these learning experiences will result in student non-progression.

### Assignments

All assignments must be handed in during clinic sessions as directed. A late assignment results in a 5-point deduction for Professional Responsibility at the instructors discretion.

#### **Five (5) Drug Reference Exercises**

Due: Week #5

The 5 drug reference sheets **must** be stapled together in order to be accepted as complete.

#### **Student Clinical Performance Self-Evaluations**

Students will be asked periodically throughout their patient-treatment sessions to self-evaluate their performance. These will be reviewed and discussed with the section instructors and stored in the student portfolio.

#### **Student Observation:**

Due: Week #10

Students are required to observe a dental hygienist in a private practice setting and complete an observation form. The observation experience will be a minimum of 4 hours and may include observation of the dentist/assistant as well. The observation form will be a type-written professional paper which meets the criteria assigned by the course instructor.

#### *Faculty Observation*

Medical Emergency Role playing

#### *Clinical Rotations*

In order to develop a well-rounded dental hygienist, students are assigned rotations in the sterilization area and as a clinic assistant. Both duties will inform and teach additional aspects of the dental hygiene process.

Students should prepare in advance for assigned rotations by reviewing the handout that is provided for each rotation. Assigned rotation handouts are located in the DHYG 126

manual. Students are required to be actively involved in assigned duties during their rotations. Any infraction of the above will result in a deduction of professional responsibility points. If you need to change a rotation to accommodate a patient's schedule, you must see the course instructor for approval.

Process Evaluations. . . . .	80
<b>Patient Completions. . . . .</b>	<b>100</b>
Midterm Clinical Examination (Nonpatient).....	100
Clinical Exit Examination (Nonpatient).....	100
<i>Total Points Possible.....</i>	<i>380</i>

**To calculate your grade, divide total points you have earned by total points possible.**

<u>GRADING SCALE:</u>	<u>Percentage</u>	<u>Grade</u>
	94 – 100	A
	90 – 93	A-
	87 – 89	B+
	84 – 86	B
	80 – 83	B-
	78 – 79	C+
	75 – 77	C
	70 – 74	C-
	67 – 69	D+
	65 – 66	D
	63 – 64	D-
	62 and below	F

## COURSE POLICIES

### *Participation*

Students are expected to come prepared and ready to participate in discussions, group activities and clinical practice. Failure to come prepared may result in a reduction of final grade or other consequences to be determined by the class.

## ATTENDANCE

### *Attendance Policy Guidelines*

**Attendance is mandatory for all clinic sessions.** Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course instructor. It is understood that students do at times have personal issues (illness, family emergencies, etc.) that cause them to be away from class. However, since lab attendance is crucial to successful completion of this course, students should be aware that only issues that are clearly beyond their control might be accepted **as excused absences**. In some cases several excused absences may result in a student not being able to successfully complete this course; a minimum number of hours to develop and learn clinic skills is required and limited time is available to schedule for make-up.

**The only reasons that are acceptable as excused absences are:**

1. Personal illness (or your child's illness) that require a physician's attention (written documentation)
2. A death in the immediate family or significant other (with documentation)

3. University Sponsored Events (with authorized form-athletics, debate etc.)
4. Subpoena requiring you to be in court for testimony
5. Inclement weathers that in the opinion of the local law enforcement makes it too dangerous to drive (for commuters only).

#### Unacceptable reasons for Absence

1. Day Care coverage
2. Employment-having to work
3. Incarceration or court appearances related to violations of the law
4. Illness not requiring a physician's attention
5. Physician's appointment for a non-acute condition

#### What is protocol if you will be absent or late for a clinic session?

You **MUST** notify the dental receptionist if you will be late or absent for your scheduled clinic session. Contact the dental receptionist at extension 2260, or leave a message if a person does not answer the phone. Failure to do so will result in an automatic deduction of 5 points for professional responsibility.

**All** absences **MUST** be made up. It is the student's responsibility to obtain notes, assignments, and **to contact the instructor to schedule make up time** as long as acceptable documentation of the absence is provided to the course coordinator. It is unacceptable to miss other classes to make up an absence in clinic.

#### **Five points will be deducted for each unexcused absence and or late arrival to seminar or clinic.**

Clinic switches and make up sessions will be managed by the course instructor who will issue a permit to go into an additional clinic during first year clinics only. In the event you need to participate in an opposite clinic to complete a patient, the hours spent in the opposite clinic will be considered additional learning experience hours. Additional learning experience hours cannot be "banked" and used as make up time for an absence.

In order to have practice experiences in school to develop and attain clinical dental hygiene skills, you need to spend the majority of your clinical time treating patients. In the event a patient cancels the day of the appointment, or a patient is not scheduled, you will be required to remain in clinic. Clinic time units will be recorded **ONLY** when you are not actively engaged in patient treatment. If you complete a patient early, (for example if you finish your patient 30 minutes early), no patient time will not be recorded. **ONE CLINIC SESSION OF NO PATIENT TIME is the maximum allowed for the semester. Any number of no patient hours greater than 1 clinical session and all clinic absences MUST BE MADE UP.**

In the event, your patient cancels, you finish your patient early, or your patient is scheduled to arrive late, your section instructor will assign activities to participate in during the clinic session.

#### **Clinic Attendance Process**

Upon Arrival to clinic, report immediately to your section instructor's station and sign in. It is suggested to arrive a few minutes early and ready to begin as every one cannot sign in at the same time. **A student will be considered late if not signed in on or before the hour clinic begins and five point professional responsibility deduction will occur.** The process for signing in will be explained the first day of clinic.

#### **Tardiness:**



Late arrivals to the clinical classroom disrupt the learning environment and demonstrate a lack of professionalism in patient treatment.

Students are expected to arrive early or on time for clinic. If a student arrives one minute after the hour their scheduled clinic begins, the student is considered late and 5 professional responsibility points will be deducted. As with a job, if an employee arrives to work late, a deduction in salary may result. Chronic tardiness will be dealt with on a case-by-case basis by the course faculty.

### **CLINIC EVALUATION SYSTEM**

Clinical evaluation has two main purposes; one to give students feedback regarding strengths and weaknesses during the semester, and second, to make pass and fail decisions at the end of each semester.

Students will have the evaluation criteria, instruction, observation and corrective feedback prior to all process evaluations and/or examinations.

Students will be evaluated through a variety of activities throughout the semester. An assigned instructor supervises all patient experiences.

Based on a student's performance on any course requirement, the course instructor may require additional evaluations to determine competency. The course coordinator may also assign mandatory tutoring sessions for students based on their clinical performance during assessments, process evaluations and/or patient treatment. A student unable to demonstrate competency of 75% in any process evaluation or skill assessment by the end of the semester will not be allowed to participate in the final clinical exit exam or progress into the second year of the program.

Failure to complete **any** course requirements will result in a course grade of "I" in DHYG 126.

### **Student Record Keeping**

Students will maintain a portfolio that contains documented clinic accomplishments. Students will organize a bound notebook/folder that will contain a clinic progress form, documentation of process evaluations, patient completions (carbon form), tutoring information and clinical self-assessments. A sample recording portfolio will be provided in class for students to review. This notebook must measure no wider than 1½ in. to accommodate clinic storage at faculty stations

### **Student Portfolio Guidelines**

- Purchase a 3 ring binder notebook with page dividers. The notebook must hold 8½ inch by 11-inch papers and **measure no more than 1½ -inch in width**, it must also have pockets for loose-leaf forms.
- This notebook is due on during your regular scheduled clinic during week # 2 for presentation to your section instructor.
- Organize the portfolio by placing divider pages in the notebook in the following order:

Clinic Tracking Forms  
Student Performance Forms (carbon)  
Process Evaluation Forms  
Clinic maintenance assignment forms  
Professional Responsibility Infractions forms  
Assignments

Clinic Make Up forms  
 Clinical Self-Evaluation forms

Your portfolio must be presented to your section instructor at the beginning of each clinic session. It is recommended that you keep your portfolio in your assigned locker as to not forget it. Failure to **present your portfolio during every scheduled clinic** will result in a deduction of 5 Professional Responsibility Points.

**PROGRESSION:** In order to progress in the Dental Hygiene program, the student must pass each dental hygiene course with a 2.0 (C) grade.

Students must complete all course assignments to advance to the next clinical semester.

Additional Clinic Policies

**STUDENTS ARE EXPECTED TO BE PREPARED FOR EACH CLINIC SESSION.** For example, review of activities or patient treatment charts to be completed, all evaluation forms, portfolio and reference texts. Evaluation forms should be completed prior to presentation to the instructor for evaluation. Course syllabus, clinic policies and procedures manual, and supplemental handouts brought to each clinic for reference.



## FERRIS STATE UNIVERSITY DENTAL HYGIENE PROGRAM

### DHYG213 PERIODONTICS Sp12

**COURSE TITLE:** DHYG 213 – Periodontics

**CREDIT HOURS:** 2 Credits

**INSTRUCTOR:** Catherine WJ Archer, RDH, BS, MSCTE  
 VFS 315, 231-591-2282  
 Office Hours: TBA

**PREREQUISITES:** Completion of first year fall semester of Dental Hygiene Program

**COURSE DESCRIPTION:** This course examines the structures that make up the Periodontium. It includes the study of etiology, pathology, recognition, critical thinking, control, treatment, prevention & ramification of diseases of the periodontium

**Course Assessment Plan:** DHYG 231 Periodontics

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
<b>The student will be able to:</b> 1. Demonstrate knowledge of tissues of the periodontium, the disease process involved in gingivitis & periodontitis, including the inflammatory process & the immune response. (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC4-a, PC5-a)	Written exams & quizzes.  American Association of Periodontology (AAP) paper work sheets & web-based (P&G) continuing education (CEU) assignments	90% of students will receive a 75% or higher on exams & quizzes.  90% of students will receive a 75% or higher on completion of AAP work sheets & P&G CEU's/assignments.
2. Demonstrate the process of periodontal assessment, methods of therapy for gingival & periodontal	Written exams & quizzes.	90% of students will receive a 75% or higher on exams & quizzes.

diseases, and the ramifications of untreated periodontal disease and integration of clinical & didactic information. (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC4-a, PC5-a)	American Association of Periodontology (AAP) paper work sheets & web-based (P&G) continuing education (CEU) assignments	90% of students will receive a 75% or higher on completion of AAP work sheets & P&G CEU's/assignments.
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### **COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

1. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>
2. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)
3. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**REQUIRED TEXTBOOKS:** Foundations of Periodontics for the Dental Hygienist  
Nield-Gehrig & Willmann (Lippincott Williams & Wilkins)  
Third edition, 2011  
ISBN 978-1- 60547-573 - 8

**\*NOTE: IF you buy used, make sure to get a book WITH the CD! VERY HELPFUL!\***

### **ADDITIONAL REQUIRED READING ASSIGNMENTS:**

- \*American Academy of Periodontology: <http://www.perio.org/>
- \*Proctor & Gamble's Dentalcare.com: <http://www.dentalcare.com/>
- >Case studies
- >Continuing education courses
- >Learning center
- \*American Dental Hygienist's Association: <http://adha.org/>
- >Position Paper on Polishing Procedures

### **SUGGESTED SUPPLEMENTAL MATERIALS:**

- Clinical Practice of the Dental Hygienist by Wilkins (9<sup>th</sup> or 10<sup>th</sup> ed.)
- Dental Hygiene Theory and Practice by Darby & Walsh, 3<sup>rd</sup> ed., (2010)
- Color Atlas of Oral Diseases by Langlais & Miller, 4<sup>th</sup> ed., (2009)
- Oral Pathology for the Dental Hygienist by Ibsen & Phelan, 5<sup>th</sup> ed, 2009)

**AUDIOVISUAL MATERIALS:** CD comes with text

**TEACHING METHODS:** Lectures, demonstrations, audiovisuals, FC and individual instruction.

**EVALUATION:** A point system is utilized and students are assigned a grade which is based on a percentage of total points allocated for quizzes, examinations, and lab projects during the semester.

**A. Methods of Evaluation**

1. Examinations	2 @	50 points = 100
2. P&G Assignments		20 points = 20
3. AAP/Scientific article reviews		20 points = 20
4. Final Exam (cumulative)		75 points = 75
		<b>TOTAL POINTS 215</b>

**B. Program Grading Scale:**

94 – 100% = A	75 – 77 = C
90 – 93 = A-	70 – 74 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	65 – 66 = D
80 – 83 = B-	63 – 64 = D-
78 – 79 = C+	62 – 60 = F

Please **NOTE:** The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed &/or read, dates assignments are due & any other course student responsibilities with the issuance of a notice with the affected changes and date(s) of implementation.

**\*All readings are to be completed PRIOR to lecture. Quizzes may be announced OR unannounced, so it is EXTREMELY important to come to class PREPARED.**

**ATTENDANCE:** One unexcused absence will be allowed for the semester. One point will be deducted for each unexcused absence thereafter. Acceptable excused absences are in compliance with FSU's policy: personal illness (or your child's illness) that require a physician's attention (written documentation); a death in the immediate family or significant other (with documentation); university sponsored events (athletics, debate, etc. with authorized form); subpoena requiring you to be in court; inclement weather that, in the opinion of local law enforcement, makes it too dangerous to drive (for commuters only.) Unacceptable reasons for absence include: day care coverage; employment; incarceration or court appearance related to violation(s) of the law; illness not requiring a physician's attention.

**PROGRESSION POLICY:**

In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade.

**Disruptive Behavior:**

Any student behavior that interferes with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- Coming into class late
- Talking with other students during lecture
- Personal communication devices: Beeper or cell phones must be turned to vibrate or other silent features during class. If you must take a call, you will be required to leave the classroom.
- Headphones or other listening devices are not allowed in the classroom without written approval.
- Failure to follow instructions related to learning activities (groups, presentations, etc.)
- Failure to respond to an instructor's request to speak with them.
- Other yet identified behaviors that interfere with the learning process of the students.
- Laptop computers are allowed for note-taking, of the lecture at hand, only.

\*A student may be referred to FSU Judicial Services for behavioral violations.

**Missed Assignments, Quizzes and Tests:**

Documented excused absences will be the only reason for the make-up of an assignment, quiz or exam, **which are to be taken within 24 hours of return.** It is the student's responsibility to make the necessary arrangements with the instructor for any make-ups.

**Tardiness:** Arrive to class/ lab on time. Arriving late is disruptive to the learning process. Tardiness may result in a loss of points, at the discretion of the instructor.

#### **GENERAL POLICIES:**

##### ***Honesty Policy***

The purposes of this policy are to encourage a mature attitude toward learning to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory, and homework.

***Cheating*** is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to attain, products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. ***Plagiarism*** (copying) of themes or other written work shall also be considered an infraction.

Students are required to present the results of their own work except under circumstances in which the instructor may have requested or approved the joint effort of a number of students. The penalty for the first offense of willful cheating consists of the student receiving a zero for the assignment in which the infraction occurs. However, cheating on quizzes or examinations means failure in the course. The student may appeal the decision to the Disciplinary Committee.

Further offenses may result in suspension or dismissal from the University.

#### **General Policies:**

Students are referred to the College of Health Professions for standard academic policies established by Ferris State University:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>

Students are referred to the Handbook for Dental Hygiene Students for academic policies established by the Dental Hygiene Program:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>



**FERRIS STATE UNIVERSITY DENTAL HYGIENE PROGRAM**  
**DHYG208 PATH-PERIO COMBO F12**

**COURSE TITLE:** DHYG 208: Perio-Path  
**CREDIT HOURS:** 2 Credits  
**INSTRUCTOR:** Catherine WJ Archer, RDH, BS, MSCTE  
 VFS 315, 231-591-2282  
 Office Hours: TBA  
**PREREQUISITES:** Completion of 1<sup>st</sup> year of Dental Hygiene Program

**COURSE DESCRIPTION:** **Course Description:** This course focuses on Periodontology & Pathology involvement in patient treatment. Critical thinking skills used to compile & present clinical perio/path case study projects. 2 credit hours. Prerequisites DHYG 123 and 213.

**Course Assessment Plan:**

COURSE OUTCOME	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
<p><b>The student will be able to:</b>            1. Understand the process of treatment planning and the significance of evaluation of treatment through creating and presenting a clinical case study (medical/dental history, medications, hard tissue chart, periodontal assessments, symptoms, radiographs, and photographs.)            (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC1-f, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC3-c, PC4-a, PC5-a)</p>	<p>Written exams &amp; quizzes.             Written case study and presentation graded with rubric.</p>	<p>90% of students will receive a 75% or higher on exams &amp; quizzes.             90% of students will receive a 75% or higher on case study.</p>
<p>2. Design and present a journal of pathological &amp; systemic conditions encountered in DHYG 222.            (PC1-a, PC1-b, PC1-c, PC1-d, PC1-e, PC1-f, PC2-a, PC2-b, PC2-c, PC3-a, PC3-b, PC3-c, PC4-a, PC5-a)</p>	<p>Written journal graded with rubric.</p>	<p>90% of students will receive a 75% or higher on written journal.</p>

**COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction.

They practice in collaboration with dental and other health care professionals in a variety of settings.

24. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>

25. [http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)

26. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**REQUIRED TEXTBOOKS:** Foundations of Periodontics for the Dental Hygienist, Third edition Nield-Gehrig & Willmann, Lippincott Williams & Wilkins, 2011 ISBN 978-1- 60547-573 - 8

**\*NOTE: IF you buy used, make sure to get a book WITH the CD! VERY HELPFUL!\***

Co., Oral Pathology for the Dental Hygienist, 5th edition, Olga A.C. Ibsen, RDH, MS, and Joan Anderson Phelan, DDS, W. B. Saunders 2009, ISBN -13: 978-1-4160-4991-3 &/OR ISBN -10: 1-4160-4991-6  
**\*\*This book has a CD... you need it!\*\***

RDH, Success in Dental Hygiene, 1<sup>st</sup> ed., Demetra Daskalos Logothetis, MS, Pearson, 2009. ISBN #13: 978-0-13-171751-0

Color Atlas of Common Oral Diseases, 4th Edition, Robert P. Langlais, Craig S. Miller, Nield-Gehrig, 2009. ISBN #978-0-7817-8097-1

Medical History: Clinical Implications and Emergency Prevention in Dental Settings, 1<sup>st</sup> Edition, Frieda Picket and JoAnn Gurenlian, Lippincott Williams & Wilkins, 2005. ISBN # 0-7817-4095-9

**ADDITIONAL REQUIRED READING ASSIGNMENTS:**

\*American Academy of Periodontology: <http://www.perio.org/>

\*Proctor & Gamble's Dentalcare.com: <http://www.dentalcare.com/>

>Case studies >Continuing education courses

\*American Dental Hygienist's Association: <http://adha.org/>

**SUGGESTED SUPPLEMENTAL MATERIALS:**

Clinical Practice of the Dental Hygienist by Wilkins (10<sup>th</sup> ed.)

Dental Hygiene Theory and Practice by Darby & Walsh, 3<sup>rd</sup> ed., (2010)

Color Atlas of Oral Diseases by Langlais & Miller, 4<sup>th</sup> ed., (2009)

**AUDIOVISUAL MATERIALS:** Any ppt's posted on the FSU OnLine Learning platform

**TEACHING METHODS:** Lectures, demonstrations, audiovisuals, FC and individual instruction.

Please **NOTE:** The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed &/or read, dates assignments are due & any other course student responsibilities with the issuance of a notice with the affected changes and date(s) of implementation.

**\*All readings are to be completed PRIOR to lecture. Quizzes may be announced OR unannounced, so it is EXTREMELY important to come to class PREPARED.**

**EVALUATION:** A point system is utilized and students are assigned a grade which is based on a percentage of total points allocated for quizzes, examinations, and lab projects during the semester.

**A. Methods of Evaluation**

1. Examinations	2 @	50 points	= 100
2. AAP/Scientific article review		20 points	= 20
3. Clinical Partner Case Study (CPCS) Assignment		50 points	= 50
4. Path/ Systemic JOURNAL	4@	12.5 points ea.	= 50
4. Final Exam (cumulative)		75 points	= 75
		<b>TOTAL POINTS</b>	<b>215</b>

**B. Program Grading Scale:**

94 – 100% = A	75 – 77 = C
90 – 93 = A-	70 – 74 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	65 – 66 = D
80 – 83 = B-	63 – 64 = D-
78 – 79 = C+	62 – 0 = F

**PROGRESSION POLICY:**

In order to progress in the Dental Hygiene Program, the student must pass each dental hygiene course with a 2.0 (C) grade.

**Disruptive Behavior:**

Any student behavior that interferes with student learning will be unacceptable. The following are behaviors that clearly cause disruption:

- Coming into class late
- Talking with other students during lecture
- Personal communication devices: Beeper or cell phones must be turned to vibrate or other silent features during class. If you must take a call, you will be required to leave the classroom.
- Headphones or other listening devices are not allowed in the classroom without written approval.
- Failure to follow instructions related to learning activities (groups, presentations, etc.)
- Failure to respond to an instructor's request to speak with them.
- Other yet identified behaviors that interfere with the learning process of the students.
- Laptop computers are allowed for note-taking, of the lecture at hand, only.

\*A student may be referred to FSU Judicial Services for behavioral violations.

**Missed Assignments, Quizzes and Tests:**

Documented excused absences will be the only reason for the make-up of an assignment, quiz or exam, **which are to be taken within 24 hours of return.** It is the student's responsibility to make the necessary arrangements with the instructor for any make-ups.

**Tardiness: Arrive to class/ lab on time. Arriving late is disruptive to the learning process. Tardiness may result in a loss of points, at the discretion of the instructor.**



### **Honesty Policy**

The purposes of this policy are to encourage a mature attitude toward learning to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory, and homework.

***Cheating*** is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to attain, products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. ***Plagiarism*** (copying) of themes or other written work shall also be considered an infraction.

Students are required to present the results of their own work except under circumstances in which the instructor may have requested or approved the joint effort of a number of students. The penalty for the first offense of willful cheating consists of the student receiving a zero for the assignment in which the infraction occurs. However, cheating on quizzes or examinations means failure in the course. The student may appeal the decision to the Disciplinary Committee.

Further offenses may result in suspension or dismissal from the University.

### **Disabilities Services**

Any student with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts and Sciences Commons, 1017K, extension 3772, or ASC 1021, extension 5039.

### **Americans with Disabilities Act**

*Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email [ecds@ferris.edu](mailto:ecds@ferris.edu) to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.*

*Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.*

### **General Policies:**

Students are referred to the College of Health Professions for standard academic policies established by Ferris State University:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>

Students are referred to the *Handbook for Dental Hygiene Students* for academic policies established by the Dental Hygiene Program:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**DHYG 212 DENTAL HYGIENE THEORY 3  
COURSE SYLLABUS FALL 2012**

**COURSE DESCRIPTION:**

A continuation of Dental Hygiene Theory 2: introduces theories of advanced instrumentation techniques, automated instrument devices, management of advanced periodontal patients, maintenance and care of dental implants, chemotherapeutic agents, a more in-depth understanding of the dental hygiene process of care, and management of patients with special needs. 3 credit hrs.  
Prerequisites: DHYG 124 & 126.

**COURSE OUTCOMES AND ASSESSMENT PLAN:**

**DHYG 212 Dental Hygiene Theory 3**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1) Identify all components of a comprehensive periodontal patient assessment. <b>PC.1*</b>	Written exam.	90% of students will earn a score of 75% or higher on written exam.
2) Explain the theories of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy, and chemotherapeutic agents. <b>PC.4*</b>	Written exam.	90% of students will earn a score of 75% or higher on written exams.
3) Develop a patient treatment/care plan using the dental hygiene process of care for a variety of patients. <b>C.12, PC.1 thru PC.10*</b>	Written assignment/presentation graded with a rubric.	90% of students will earn a score of 75% or higher on written assignment/presentation.
5) Evaluate dental hygiene care during continuing care appointments. <b>PC.11, PC.12, PC.13*</b>	Written assignment/presentation graded with rubric.	90% of students will earn a score of 75% or higher on written assignment /presentation.

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will continue the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

27. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>
28. [http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)
29. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**COURSE INSTRUCTOR:**

Susan Wancour, RDH, MS, Assistant Professor  
Office Hours: Posted on office door.

Office: VFS 312, Office phone: 231-591-2398

E-mail: [wancours@ferris.edu](mailto:wancours@ferris.edu)

**COURSE SCHEDULE:**

Tuesday & Thursday 2:00 – 3:15pm in VFS 103.

**REQUIRED COURSE MATERIALS:**

- ✓ *DHYG 212 Manual, DHYG 222 Manual*, Wancour (2012), Rankin Center Bookstore.
- ✓ *Dental Hygiene Theory and Practice*, 3rd Edition, Darby & Walsh (2010).

**COURSE ASSESSMENT:**

EXAM 1 (50 questions--1 point each)	50
EXAM 2 (50 questions--1 point each)	50
EXAM 3 (50 questions--1 point each)	50
EXAM 4 (50 questions--1 point each)	50
COMPREHENSIVE FINAL EXAM (100 questions--1 point each)	100
Cardiovascular Disease Worksheet	20
Respiratory Disease Worksheet	10
Professional Journal Assignment	30
<u>Team Written Assignment/Presentation</u>	<u>50</u>
<b>TOTAL</b>	<b>410</b>

**PROGRAM GRADING SCALE (in percentage):**

94 -- 100 = A		
	75 -- 77 = C	
90 -- 93 = A-		70 -- 74 = C-
87 -- 89 = B+	67 -- 69 = D+	
84 -- 86 = B	65 -- 66 = D	
80 -- 83 = B-	63 -- 64 = D-	
78 -- 79 = C+	62 and below = F	

**INFORMATION REGARDING EXAMS** - DHYG 212 examinations will be based on:

- *Specific course objectives.*
- Objectives published in the textbooks at the beginning of each chapter reading assignment.
- Reading assignments including web page reading assignment and supplemental material.
- Classroom discussion.
- Videos viewed in class.
- Guest speaker presentations.

**ASSIGNMENTS:**

- ✓ **Professional journal assignment** relating to periodontal disease/therapy which is worth 30 points. This paper may be submitted online.
- ✓ **Team written assignment/presentation**, which is worth 50 points. See "Assignments" section in the back of the manual—details will be discussed in class.
- ✓ **Cardiovascular Disease Worksheet** worth 20 points, to be submitted online.
- ✓ **Respiratory Disease Worksheet** worth 10 points, to be submitted online.

*Please keep all assignments and exam scantrons until your final grade has officially been received.*

**DISCLAIMER:** *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are*

due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.

### **ATTENDANCE POLICY:**

Attendance is mandatory for all DHYG 212 course sessions and attendance will be taken. Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course instructor. It is understood that students do at times have personal issues that cause them to be away from class. *Each student will, therefore, be allowed one unexcused absence for the semester. Any other unexcused absence will result in a two point grade deduction.*

### **The only reasons that may be accepted as excused absences are:**

- ✓ Personal illness (or your child's illness) that requires a physician's attention (with written documentation).
- ✓ A death in the immediate family or significant other (with documentation).
- ✓ University sponsored events, with authorization form (athletics, debate, etc.)
- ✓ Subpoena requiring you to be in court for testimony.
- ✓ Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive
- ✓ Attending a Board Review Session

### **Unacceptable reasons for absence:**

- ✓ Day Care coverage
- ✓ Employment—having to work
- ✓ Incarceration (jail) or court appearances related to violations of the law
- ✓ Illness not requiring a physician's attention

### **SPECIFIC UNIT OBJECTIVES /COURSE OUTLINE:**

#### **Comprehensive Periodontal Assessment:**

1. Explain the importance and legal implications for the dental team of providing a complete and accurate periodontal assessment on every patient.
2. Define, identify and record probing depth measurements, bleeding on probing, recession, clinical attachment loss, exudate, and mobility.
3. Name permanent teeth that could have furcation involvement
4. Define, identify and record the four classes of furcation involvement
5. Define a pseudo pocket
6. Utilize periodontal assessment to determine patient case type, the DH diagnosis, treatment planning, DH interventions/implementation, and evaluation.

#### **Mechanized Instrumentation:**

1. Define key terms presented in lecture and the reading assignment.
2. List the three modes of action of mechanized instruments
3. Compare magnetostrictive and piezoelectric ultrasonic units
4. Discuss manual vs. autotuned ultrasonic units
5. Discuss the different types of inserts for magnetostrictive units
6. List the areas on the insert tip from highest to lowest energy
7. Discuss the health-related outcomes of mechanized instrumentation
8. List advantages/disadvantages of mechanized instrumentation compared to manual instrumentation
9. List indications and precautions for mechanized instrument use
10. Discuss the instrumentation technique for mechanized instruments.

#### **Periodontal Chemotherapy:**

1. Define key terms presented in lecture and the reading assignment
2. Relate the FDA and ADA guidelines for acceptance of chemotherapeutic agents for the control of plaque, gingivitis, and periodontitis to the evaluation of related professional literature.

3. List and discuss the different chemotherapeutic agents used for the control of plaque and gingivitis.
4. Discuss self-applied oral irrigation and professionally applied subgingival irrigation.
5. List and discuss the chemotherapeutic agents used for the control of periodontitis.
6. Discuss indications for chemotherapeutic intervention as an adjunct to mechanical plaque biofilm control, NSPT, the treatment of gingivitis and periodontitis, and maintenance of periodontal health.

### **Air Polishing:**

1. Define key terms presented in lecture and the reading assignment
2. Define air polishing
3. Discuss the benefits of air polishing
4. Discuss air polishing effects on enamel, dentin, cementum, restorations, implants, soft tissue
5. List the medical contraindications to air polishing
6. List air polishing safety issues
7. Describe the air polishing technique

### **Root Morphology for Advanced Instrumentation:**

1. Define key terms presented in lecture and the reading assignment.
2. Identify the study of root morphology as it relates to advanced instrumentation.
3. Identify common characteristics of roots of the permanent dentition and list the one, two, and three rooted teeth, root locations, accessibility, and root anomalies that can occur.
4. Compare and contrast the location of the CEJ's of anterior and posterior teeth.
5. Explain the significance of root concavities and where they are most likely to occur.

### **Non-Surgical and Supportive Periodontal Therapies (NSPT):**

1. Define key terms presented in lecture and the reading assignment.
2. Differentiate between an oral prophylaxis, nonsurgical periodontal therapy, and supportive periodontal therapy.
3. Integrate NSPT into the dental hygiene process of care: professional implementation.
4. Discuss advanced manual instrumentation techniques used in NSPT.

### **DH Process of Care Review:**

1. Review and discuss the Dental Hygiene Process of Care to assess, diagnosis, plan, implement the plan, and evaluate the client.

### **DH Diagnosis:**

1. Define the dental hygiene (DH) diagnosis.
2. List the three things that must be identified to be able to write a DH diagnosis.
3. Define a preliminary diagnosis.
4. Discuss the distinction between a DH diagnosis and a dental diagnosis.
5. Write an accurate DH diagnostic statement.
6. Apply the human needs theory to the DH diagnosis process.

### **DH Care Plan - Clinical Application:**

1. Define the term "planning" as it relates to dental hygiene care.
2. Discuss the difference between a DH care plan and the overall dental plan.
3. List the rationale for developing a formal DH care plan.
4. Discuss how to establish priorities when writing a care plan and how they are influenced.
5. Define client-centered goal and list the three types of goals.
6. List the four things that must be included when writing a client-centered goal and define them.
7. Discuss the role of the client in developing the DH care plan.
8. Discuss planning appointment time for the client.
9. Define dental hygiene interventions and give an example.
10. Discuss the concept of informed consent, informed refusal, and technical assault.
11. Review and discuss the Dental Hygiene Care Plan used in the FSU DH clinic.

### **Evaluation of Non-Surgical Periodontal Therapy:**

1. Define key terms presented in lecture and the reading assignment
2. Define evaluation according to its purpose, relationship to other steps in the dental hygiene process, and legal rationale.
3. Evaluate achievement of client goals as established in the plan of care.
4. Discuss the dental hygiene prognosis and its impact on continued dental hygiene care.
5. Discuss the final patient evaluation.
6. Discuss the purpose of reevaluation with a periodontally involved patient and when it should occur.
7. List the elements that a reevaluation visit should include.
8. Discuss what the decision to refer a patient to a periodontist is based on

### **Continuing Care Appointments:**

1. Define and discuss continuing care as it relates to the DH Process of Care
2. Define research to support clinical decisions regarding appointment time frames for continuing care
3. Discuss appropriate continuing care intervals
4. Discuss structuring a continuing care program
5. Identify continuing care procedures

### **Assessing Patient Risk Factors:**

1. Define key terms presented in lecture and the reading assignment.
2. Discuss and list modifiable and unmodifiable patient risk factors in the assessment of periodontal disease.

### **Behavior Modification:**

1. Define key terms presented in lecture and the reading assignment.
2. Discuss the importance of interpersonal communication to the dental hygiene profession.
3. List the basic components of the communication process.
4. List factors that affect interpersonal communication.
5. Define and describe the CARE principle.
6. List types of nonverbal behavior.
7. Discuss therapeutic and nontherapeutic communication techniques.
8. Identify major theories of motivation.
9. Discuss communication techniques appropriate throughout the life span.

### **The Older Adult Patient:**

1. Define key terms presented in lecture and in the reading assignment
2. Discuss demographics of the older adult.
3. Discuss social and physiologic aspects of aging.
4. Discuss assessment of health status of the older adult related to ADLs.
5. Discuss the role of the dental hygienist in health promotion and aging.
6. Discuss age-related and pathology-induced physiologic changes that occur with aging.
7. Discuss oral conditions seen in the older adult.
8. Identify oral changes that occur as a result of diseases or medications.
9. Discuss the dental hygiene process of care when treating the older adult.
10. Explain how alterations in dental hygiene care may be necessary when treating an older adult.
11. Discuss community health services for the older adult, including elder abuse.

### **Fixed and Removable Dentures:**

1. Define key terms presented in lecture and the reading assignment
2. Discuss factors associated with tooth loss.
3. Identify the types of appliances used in fixed and removable prosthodontic therapy.
4. Discuss the challenges associated with the replacement of missing teeth.
5. Describe dental hygiene care for prosthodontics.
6. Discuss educating the patient in the care of prosthodontics.
7. Plan and evaluate dental hygiene care for patients with prosthodontics.

### **Dental Implants:**

1. Define key terms presented in lecture and the reading assignment
2. Define the basic components of a dental implant.
3. Define the various types of dental implants and explain the rationale for each
4. List the indications and contraindications for placing dental implants.
5. Discuss the benefits of dental implants.
6. Compare and contrast implant and natural tooth supporting structures.
7. List the armamentarium for providing professional DH care for dental implant clients.
8. Describe peri-implantitis and related dental hygiene interventions.
9. List home oral hygiene aids for dental implants.
10. Develop an oral hygiene care plan for a client based on the type of dental implant and the client's personal preference and oral hygiene behaviors.
11. List at least two reasons for implant failure.

### **Domestic Violence, Abuse & Neglect:**

1. Differentiate between domestic violence, abuse, and neglect.
2. Describe the scope of domestic violence in the society and identify groups that are
3. more susceptible to abuse by their partners
4. Describe the typical behavioral characteristics of abusers
5. Identify various physical, psychological, legal, financial and social outcomes of
6. domestic violence
7. Discuss domestic violence assessment as a standard of care
8. Discuss what the dental hygienist can do to help a victim of abuse
9. Explain mandatory reporting procedures for health care professionals

### **Treating Patients with Cancer:**

1. Define key terms presented in lecture and the reading assignment
2. List cancer risk factors
3. List signs and symptoms of early stages of cancer
4. **Describe psychosocial responses related to cancer**
5. Discuss the different treatments for cancer and the oral complications they can cause
6. Discuss oral cancer and statistics
7. **Discuss the dental hygiene process of care as it relates to the cancer patient**
8. **Develop a dental hygiene care plan for clients with cancer**
9. Discuss psychosocial support for the professional caring for cancer patients

### **Cognitive and Developmental Disabilities:**

1. Define key terms presented in lecture and the reading assignment
2. Discuss etiologies of mental retardation, Down syndrome, and autism.
3. Describe general characteristics of persons with Down syndrome, autism, and fetal alcohol syndrome; describe medical conditions that may accompany Down syndrome and their effect on dental hygiene care.
4. Plan dental hygiene educational interventions for a client who is mentally handicapped.
5. Be able to recognize clinically oral manifestations seen in mentally handicapped patients.
6. Discuss how to overcome communication barriers with autistic children.
7. Plan an oral hygiene care plan based on the mentally handicapped client's individual needs.

### **Neurological & Sensory Disabilities:**

1. Define key terms presented in lecture and the reading assignment
2. Identify and describe characteristics of diseases of the muscles, connective tissues, joints, nervous system, cerebrovascular diseases, and disorders of perception and communication.
3. Describe modifications in dental hygiene appointment planning and clinical procedures with patients having cerebral palsy, hearing impairments, blindness, arthritis, muscular dystrophy, multiple sclerosis, myasthenia gravis, stroke, and Bell's palsy.
4. Describe modifications in oral physiotherapy, and identify specific oral physiotherapy aids for patients with any of the above disabilities.

### **Patients with Cardiovascular/Respiratory Diseases:**

1. Define key terms presented in lecture and in the reading assignment
2. Discuss cardiovascular disease risk factors and links to periodontal disease.
3. Identify symptoms of rheumatic heart disease, endocarditis, valvular defects, arrhythmias, hypertension, congestive heart failure, myocardial infarction, congenital heart disease, and angina pectoris.
4. Discuss oral complications associated with coronary diseases.
5. Apply the dental hygiene process of care to a patient with cardiovascular disease.
6. Discuss emergency medical care for the different cardiovascular diseases.
7. Identify risk factors, symptoms, medications, and dental hygiene care implications for patients with respiratory disease.
8. List the different types of respiratory diseases and define them.
9. Explain the relationship between periodontal disease and respiratory conditions.

**Patients with Diabetes Mellitus:**

1. Define key terms presented in lecture and the reading assignment.
2. Describe the difference between type 1 and type 2 diabetes.
3. Describe the chronic complications of diabetes, including oral complications.
4. Describe treatment considerations with a diabetic patient by applying the dental hygiene process of care.

**FERRIS STATE UNIVERSITY  
COLLEGE OF ALLIED HEALTH SCIENCES  
Dental Hygiene  
DHYG 217 Community Dentistry A 1 Credit (1+0)  
DHYG 227 Community Dentistry A Lab 1 Credit (0+2)**



**COURSE DESCRIPTION:**

Introduction to local, state, and national health agencies, epidemiology, research in dentistry, prevention of dental disease, social aspects, financing, the quality of care, and introduction to planning, implementation and evaluation of dental professional programs. Course will include use of Ferris Connect. Community Dentistry will explore the role of the dental hygienist in the community. Students will be introduced to principles of public health, health education and health promotion programs and resources for culturally appropriate materials. Prerequisite: DHYG 2<sup>nd</sup> Year students only.

**Course Outcomes:**

The student will be able to:

1. The student will be able to define and describe health programs at the local, state and national level.
2. The student will be able to recognize health problems and participate in the assessment, planning, implementation and evaluation of programs designed to resolve those problems, including individuals and groups from diverse populations.

**DHYG 217 Community Dentistry A**

Course Learning Outcomes / Dental Hygiene Program Competencies	Measure of Learning	Criteria for Success
1. The student will be able to define and describe health programs at the local, state and national level. (Knowledge & Professional Competency) PC 1-3 PGD.1,2,3 HP. 1,2,3,4,5	Completion of an essay exam (50 questions)	90% of students will earn a score of 75% or higher on the designated questions.
2. The student will be able to recognize	Create an educational	90% of students will earn a score of



health problems and participate in the assessment, planning, implementation and evaluation of programs designed to resolve those problems, including individuals and groups from diverse populations.(Critical Thinking C. 2-10 HP 1-6 CM 1-7	program and resource notebook with reflection exercises. (Rubric to grade)	75% or higher on the program plan and resource notebook criteria as reflected in the rubric.
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### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will continue the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**30. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

**31. [http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)**

**32. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>**

### **Course Outline including Time Allocation:**

1 credit course: 1 hour lecture per week or 15 hours of lecture per semester

- Public Health and the Prevention Movement 3 hrs
- Dental Care Delivery and Financing in the U.S. 2 hrs
- Oral Health Assessment Techniques 1 hr
- State and Local Oral Health Programs and Health Care Access Project 3 hrs
- Oral Health Education and Promotion 3 hrs
- Oral Health Program Planning 3 hrs  
15 hrs

### **Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
DHYG	227	Community Dentistry A Lab (Academic Service Learning)

### **Course Description:**

Community Dentistry A is an Academic Service Learning course which will focus on identifying potential community partners for addressing local oral health issues. Students will create, implement, and evaluate health education and health promotion programs for community groups. Prerequisite: DHYG students only.

### **Course Outcomes:**

The student will be able to:

1. The student will design, implement and evaluate oral health instructional projects for groups and individuals in school systems or a community setting.
2. The student will be able to utilize dental indices to assess the status of oral health of community groups.

- Students will be able to apply methods of prevention of oral disease to community programs.

### DHYG 227 Community Dentistry A Lab

Course Learning Outcomes / Dental Hygiene Program Competencies	Measure of Learning	Criteria for Success
1. The student will design, implement and evaluate oral health instructional projects for groups and individuals in school systems or a community setting. (Knowledge & Professional Competency) C.1-12 CM. 1-7 PGD 1-3,	Completion of oral health instructional project and evaluation.(rubric)	90% of students will earn a grade of 75% or higher the instructional project as reflected in the rubric.
2. The student will be able to utilize dental indices to assess the status of oral health of community groups. (Knowledge & Professional Competency) C.3,8 HP 1-6 CM.1-7	Completion of 2 screening on a variety of ages utilizing an oral indices Rubric Evaluation	90% of students will earn a grade of 75% or higher on the two screening project using dental indices.
3. Students will be able to apply methods of prevention of oral disease to community programs.(Critical thinking) C.3,8 HP 1-6 CM 1-7	Completion of community prevention project. (rubric )	90% of students will earn a score of 75% or higher on the community prevention project.

### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

- <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>
- [http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)
- <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

### **Course Outline including Time Allocation:**

1 credit course: 2 hours lab per week or 30 hours of lab per semester

- Health Education and Promotion in community 10 hrs
- Participate in community programs 6 hrs
- Assess populations and define goals and objectives 4 hrs
- Design, implement and evaluate community programs 10 hrs  
30 hrs

**DHYG 217 Credit Hours: 1 (1+0)**

**DHYG 227 Credit Hours: 1 (0+2)**

### **INSTRUCTOR:**

Sandra Burns  
VFS 301  
(231) 591-2276  
burnss@ferris.edu  
Office hours: Tuesday and Thursday 1-3 PM

**COURSE SCHEDULE:**

Lecture: Thursday 12-12:50 pm VFS 103, \*\*\*\**enhanced delivery includes Ferris Connect instruction, Students are expected to check Ferris Connect for changes in the schedule and announcements on Sunday and Tuesday evenings.*\*\*\*

Exam days report to classroom VFS 103 unless otherwise noted.

Lab: Tuesdays 9-10:50am, Thursdays 9-10:50am

Location: VFS 206/ Community Sites

**REQUIRED TEXTBOOK:** Nathe, Dental Public Health & Research,3<sup>rd</sup> edition, Pearson 2010  
Mosby, Comprehensive Review of Dental Hygiene.

**REFERENCE TEXTBOOKS:** Wilkins & Darby Walsh textbooks  
Saunders, Review of Dental Hygiene.

**PERIODICALS:** "Clinical Preventive Dentistry"  
"Journal of Dental Research"  
"Journal of Preventive Dentistry"  
"Journal of Public Health Dentistry"  
"Journal of the American Society of Preventive Dentistry"  
"Oral Hygiene"  
"Preventive Dental Hygiene"  
"Journal of Dental Hygiene"

**TEACHING METHODS:** Lecture, audiovisuals, guest speakers, discussion, and group projects will be included in the class. Readings and evaluations of scientific literature, Internet assignments, and power point presentations will be required throughout the semester. Projects will include assessment, planning and implementation of Dental Health Programs and table clinics for the community. Students will participate in academic service learning projects at a variety of facilities such as schools, career centers, daycares, preschools, nursing homes, special needs sites, and screening programs sites. Students will use Ferris Connect to access internet for assignments and assessments.

<b><u>EVALUATION:</u></b>	Evaluation in the course for Fall semester will be as follows:	
	Pay It Forward: Student-Led Philanthropy Project	= 50 points
	Group Assignments (5 pts. ea. X 5)	= 25 points
	Exam 1 or Quizzes 5 @ 10 points)	= 50 points
	Exam 2	= 50 points
	Table Clinic Abstracts/Research/Preparation	= 25 points
	Changing Behavior Project	= 25 points
	Community Health Project	= 50 points
	Power Point Presentations	= 25 points
	Final Notebook (includes all assignments –Patient Educational Notebook, Internet assignments, projects)	= <u>50 points</u>
	Total	= 350points

**Grading Scale:**

94 - 100 = A	80 - 82 = B-	67 - 69 = D+
90 - 93 = A-	77 - 79 = C+	63 - 66 = D
87 - 89 = B+	73 - 76 = C	60 - 62 = D-
83 - 86 = B	70 - 72 = C-	59 or below = F

**ATTENDANCE:** Class attendance is mandatory. It is expected that all students will attend and be prompt for all classes.

**GOAL:** The goal of this course is to create an awareness in the student of community needs as related to dental health, and the personal and professional responsibilities of dental hygienists to assist in meeting these needs.

**Note:** All assignments are to be completed prior to class. Group participation is mandatory and will be evaluated. All final projects and notebook will be word processed.

**Course Objectives: The student will be able to:**

1. Define community, the role of the dental hygienist in the community and how philanthropy in American Life affects community health programs.
2. Conduct an assessment of need for funds by community groups and analyze who best could benefit from the "Pay It Forward" Grant funds.
3. Assess the community's oral health needs and the quality and availability of resources and services to address those needs.
4. Develop critical thinking skills while planning a community program that will improve the health of the participants.
5. Analyze current trends in the provision and financing of dental care.
6. Demonstrate the ability to promote the dental hygiene profession through service activities and affiliations with community groups.
7. Conduct a needs assessment using a dental indices or survey as part of the program planning cycle.
8. Demonstrate the ability to determine goals and objectives based on the assessment data collected from a community group.
9. Plan a community oral health program including an evaluation to determine the outcomes.
10. Provide screening, referral and education to bring consumers into the health care delivery system.
11. Communicate effectively with individuals and groups from diverse populations.

**REQUIREMENTS:** **Academic Service Learning Projects -30 Labs (15 Fall and 15 Spring)**  
Failure to complete will result in an incomplete grade for DHYG 227/239.

**I. DHYG 217 Community Dentistry 2 – Community Health Project**

**Community Health Access to Care Project – 3 Lab (Due September 15)**

- A. Health Department directory and services
- B. Fluoridation History
- C. Educational institution dental programs and vending machines
- D. Local cancer society activities
- E. Local dental hygiene society

**II. Women, Infants and Young Children Educational Project –Each Student is required 3 Labs visits during Fall Semester. ( WISE, Health Dept. WIC Program, Head Start, DayCares)**

**III. DHYG 227 Community Service Learning Projects: 5 Labs**

- A. Pay It Forward : Student Led Philanthropy Project. The students will participate in the Pay It Forward Grant if awarded to FSU. (Fall Semester)
  - a. The students will:
    - i. Identify and evaluate a community need
    - ii. Solicit an assess funding requests from appropriate non-profit organizations which are positioned to address that need.
    - iii. Select an organization
    - iv. Award funds to one or more proposals
    - v. Monitor outcomes of the investment
- B. Nursing Home/Senior Centers/Veterans Home – Each student is required 3 Labs (visits) during the academic year (Fall and Spring semester).
- C. Community Health Activity-1 Lab (Student’s choice of site)
  - 1. Participate in one other community health activity such as a health fair, girl or boy scout dental health activity, dental health career day, etc., will be required during the academic year (Fall or Spring semester).
- D. Special Needs Population MOISD/Hope Network/Community Mental Health-3 Labs
  - 1. These assignments may be completed at any time during the year (Fall & Spring). Must be completed and submitted by April 15th.
- E. Diversity Project (Fall /Spring semester) 2 Labs
  - 1. Develop a respect for diversity, an understanding of different cultures, and the ability to work constructively and effectively with others who have different backgrounds, goals, and priorities.
  - 2. Describe the different factors that must be considered when providing health services to culturally diverse populations.
- F. Screening Clinic – (Fall/Spring Semester) 2 Lab
  - 1. Student will participate in a screening assessment clinic to gather data, i.e., MOARC, Early Success, Pre-school Mecosta County Project. **Due April 15<sup>th</sup>**.

III. Behavioral Change Project- Fall Semester -2 Labs

IV. Dental Table Clinic (Proposal and Research – Abstract) 5 Labs  
(Table Clinic Spring Semester (Children’s Dental Health Month Day – Feb)

- A. Proposal (Due November 15). Use proposal form in DHYG 217-227 Manual, pp. \_\_\_\_ .
  - 1. Statement of purpose of the table clinic.
  - 2. Specific dental health concepts, in sentence form, to be emphasized in exhibit.
  - 3. Learning activities and audiovisual equipment needed for each of the concepts.
  - 4. Each member's responsibility (Chair selected by group).
  - 5. Three abstracts – each member of groupj
  - 6. Evidenced-Based Litature Review
- B. Rehearsal – (January)

1. Construction of Props
  - a. Accuracy of information
  - b. Neatness, durability, and artistic quality – all lettering must be word processed
  - c. Complete
2. Accuracy of verbal information
3. Verbal delivery: Reference 3" x 5" cards may be used, but may not be read.
4. Timing of presentation

C. Feb. – April Presentations – Grade received from judges – see evaluation form sample.

V. Educational Program Plan – Final written paper due April 20<sup>th</sup>.

Receive assignment in January. 4 Labs

Statistic gathering instrument questionnaire with responses – (15 points)

Grouping of statistics into classes or categories – (5 points)

Concepts – (5 points)

Goals – (10 points)

Objectives – (20 points)

Media – (5 points)

Learning activities – (20 points)

Evaluation instrument for Learners – (15 points)

Program effectiveness summary – dental hygiene student opinion/evaluation – (5 points)

**NOTE:** After instructor evaluation, students will be given the opportunity to resubmit papers with corrections. Educational and special programs will be carried out Fall/Winter Semester during lab times. Completion by April 20th.

### **Professional Responsibility**

Professionalism is expected when interacting with patients, staff and peers. Deduction of professional responsibility points for inappropriate behavior will be determined by the course and laboratory instructors. Professional responsibility is defined within the following documents: The Dental Hygiene Policy and Procedure Manual, the American Dental Hygienists' Association (ADHA) Code of Ethics and the Ferris State University Student Handbook (located on the Ferris State University website ([www.ferris.edu](http://www.ferris.edu))).

Responsibility of a dental hygiene student is to be familiar with the rules and regulations that govern the profession. In addition each student must be familiar with the above mentioned documents that will apply to all students while enrolled at Ferris State University. As a professional, our actions, behaviors, and attitudes have consequences based on the response to a given situation. The mentioned documents are provided to influence expected and new behaviors as students continue to learn how to become a dental hygienist.

Violations of the Dental Hygiene Policy and Procedure Manual, the American Dental Hygienists' Association (ADHA) Code of Ethics and the Ferris State University Student Handbook may result in a deduction of five (5) professional responsibility points.

If a professional responsibility violation occurs, the instructor will document the violation on a Professional Responsibility Infraction Form (PRIF). The instructor will discuss the violation with the student, and he/she will receive the yellow copy of the PRIF that documents the violation. The white copy of the PRIF will remain with the course instructor.

A violation may result in a conference with the Program Coordinator, Course Instructor, and or the Ferris State University Judicial Services.

A sample list of potential violations are listed below, this list is by no means complete.

- Late arrival to laboratory sessions
- Leaving the laboratory without permission (which is a safety issue)
- Violation of laboratory attire criteria
- Inappropriate behavior while interacting with course and laboratory instructor
- Unexcused absences from laboratory sessions
- Failure to follow clearly defined directions by the course instructor

### **ATTENDANCE:**

Attendance is mandatory for all laboratory and classroom sessions. Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course instructor. It is understood that students do at times have personal issues (illness, family emergencies, etc.) that cause them to be away from class. However, since lab attendance is crucial to successful completion of this course, students should be aware that only issues that are clearly beyond their control might be accepted as excused absences. In some cases several excused absences may result in a student not being able to successfully complete this course, because a minimum number of hours to develop and learn clinic skills are required. **You must attend lab sessions each week. Due to the Dental Hygiene Course schedule, the lab is committed to other courses beyond our lab times. Missed labs result in 5 pt deduction and student may risk not completing the course.**

### **The only acceptable reasons for excused absences are:**

6. Personal illness (or your child's illness) that require a physician's attention (written documentation)
7. A death in the immediate family or significant other (with documentation)
8. University Sponsored Events (with authorized form-athletics, debate etc.)
9. Subpoena requiring you to be in court for testimony
10. Inclement weathers that in the opinion of the local law enforcement makes it too dangerous to drive (for commuters only-greater than 50 miles in one direction).

\*Each unexcused absence will result in a 5 point deduction in the final grade.

### **Religious Holidays:**

Ferris State University will make reasonable accommodations for students who are absent from the University in observance of religious holidays. It is the responsibility of the student to notify the faculty in writing during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Upon formal notification, the faculty will excuse the student from the class, labs, and/or clinics for the holiday(s) and allow the student to make up missed exams; however, the student is responsible for completion of all missed work within a reasonable time as determined by the faculty.

Requests for absence to participate in religious activities other than recognized religious holidays are not recognized by the University as excused absences. The student may present such a request to the faculty during the first week of the semester, and the faculty may approve such an absence at his or her discretion. If the instructor approves the absence, the student is responsible for completion of all missed work within a reasonable time as determined by the faculty.

If a student disagrees with the faculty member's determination, the student may make a written appeal to the Dean of the student's college. The decision of the Dean is final.

### **Unacceptable reasons for Absence**

6. Day Care coverage
7. Employment-having to work
8. Incarceration or court appearances related to violations of the law

9. Illness not requiring a physician's attention

**Missed Assignments, lab exercises, and exams:**

*Documented excused absences* will be the only reason for allowing a make-up of an assignment, lab exercise, and examination. See acceptable excused absences. The assignments, lab exercises, and tests must be made up within 24 hours of returning. It is the student's responsibility to contact the instructor to arrange for make up of assignments, lab exercised or tests within the 24-hour time frame.

**Late Arrival to Class**

"Theater late style" will be used for late student arrivals to class. Theater late style is as follows: The class door is closed (locked) at the beginning of class, at 10 minutes after the hour; the instructor will open the door and let students that arrived late to enter. This is the only time late students can disrupt class.

The College of Allied Health Sciences strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behavior which obstruct or disrupt the learning environment of the classroom or other educational facilities will be addressed.

1. The instructor is in charge of the course. This includes assignments, due dates, methods and standards of grading, and policies regarding attendance, tardiness, late assignments, outside conferences, etc.
2. The instructor is in charge of the classroom. This includes the times and extent to which they allow questions or discussion, the level of respect with which they and other students are to be treated, and the specific behaviors they will allow within their classes. Open discussion of an honest opinion about the subject of a course is encouraged, but the manner in which the class is conducted is a decision of the instructor.
3. An instructor is entitled to maintain order in his/her class and has an obligation to other students to do so. Toward that end, an instructor is authorized and expected to inform a student that his/her behavior is disrupting a class and to instruct the student to stop that behavior. If the student persists, the instructor is authorized to direct the student to leave the class. If the student fails to comply with a directive to leave the class, the instructor may call Public Safety to assist with the student's removal.
4. If a student persists in a pattern of recurrent disruptive behavior, then the student may be subject to administrative action up to and including an involuntary withdrawal from the course, following administrative review by the Allied Health Sciences Dean's Office, and/or University disciplinary proceedings.
5. Disruptive behavior cannot be sanctioned by a lowered course grade (e.g., from a B to a C) except insofar as quality of classroom participation has been incorporated into the instructor's grading policy for all students. (Note: Academic misconduct, which is covered by other regulations, can be a legitimate basis for lowering a grade or failing the student.)
6. Students as well as employees are bound by the University's policy against harassment in any form. Harassment will not be tolerated.
7. The office of the student's dean will be notified of any serious pattern or instance of disruptive behavior.

**Disruptive Behavior:**

The primary responsibility of all instructors is to maintain the learning environment of the lab or classroom in such a way as to promote opportunity for all students to learn with out unneeded or unwanted disruptions. Any student behaviors that interfere with student learning will be unacceptable. Lists of the behaviors that clearly cause disruption and therefore will be unacceptable include:



1. All personal communication devices must be turned to vibrate or other silent features during class/lab sessions. If you must take a call, you will be required to leave the classroom.
2. Use of headphones or other listening devices
3. Eating any type of food/drinks such as water, soda pop, coffee etc. in lab (food and drink are allowed in lecture)
4. Failure to follow instructions or directions related to learning activities (example forming groups, making presentation)
5. Talking with other students about things unrelated to the learning process of the class
6. Failure to respond to an instructor's request to speak with them (example: make an appointment with me, visit my office, speak with me after class)
7. Other yet undefined behaviors that interfere with the learning process of the students

**A violation of the above listed disruptive behaviors may result in a loss of Professionalism Points.** In addition, a student may be referred to FSU Judicial Services for significant behavioral problems as determined by the course instructor. (IE. classroom behavior, cheating, etc.).

**FSU GENERAL POLICIES:**

**SPECIFIC COURSE POLICIES ARE ESTABLISHED BY THE INSTRUCTOR**

**Students are referred to the College of Health Professions for standard academic policies established by Ferris State University.**

**<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>**

**Students are referred to the Handbook for Dental Hygiene Students academic policies established by the Dental Hygiene Program.**

**<http://www.ferris.edu/HTMLS/colleges/allied/DentalHygiene-medicalimaging/dentalhygiene/DHYGStudentHandbookS11FINAL.pdf>**

**DHYG 217 - 227 Community Dentistry**

Schedule Fall 2012

**Student is responsible to complete all reading and internet assignments prior to class time.**

**Ferris Connect Calendar Sites – Student is responsible to check calendar for assignments.**

NOTE: Specific learning objectives for each class or lab will be found within the tabbed agenda section in your course pack. Assignments are subject to change with notification by Instructor.

<b>WEEK Activity</b>	<b>Lecture Content</b>	<b>Lec/Lab Objectives Student will be able to:</b>	<b>Lab</b>
Aug 30	Course Orientation Dental Public Health	identify requirements in course syllabus. define terms related to Dental Public Health.	
Aug 28/30	Community Lab Preg/Infant/Preschool	to do literature search at the Library/Internet using EB resources.	Evidence Based Data- Group Assignment

Sept. 6	Dental Care Delivery	identify government agencies related to oral health.	
Sept.4/6	Community Lab	will be able to compare	Group
	analysis of Gov't Reports		
		National Reports: CDC NOHSS Healthy People 2020. Surgeon General Report	
Sept. 13	Global Oral Health	identify global oral health challenges: CDC/ WHO International Federation of DH (IFDH.org) ASTDD.org	
Sept. 11/13	Community Lab	create and present group educational programs relating to Preg/Inf/Preschool.	Group Presentations:
Sept. 20	Comm. Health Projects	Analysis of data from Community Health Project from the State of Michigan/home town.	Group
Sept. 18/20	Community Lab	assess oral health needs of assigned group and create/implement educational program.	
	Preg/Infant/Preschool Visit		
Sept. 27	State/Local Oral Health	read and analysis the Michigan Department of Community Health Oral Health Program Plan. <b>Speaker: Chris Farrell mi.gov/ Oral Health</b>  Page 102 -Michigan Department of Community Health Page 105- Michigan Oral Health Program Directory Page 106 –Michigan Oral Health Plan	
Sept. 25/27	Community Lab	assess oral health needs of assigned group and create/implement educational program.	
	Preg/Infant/Preschool Visit		
Oct. 4	Dental Health Ed	define oral health education	Changing Patient
	Behavior		
	Health Promotions	and health promotions.	
	Learning Theories	describe different learning and motivational theories.	
	Exam 1		
Oct. 2/4	Community Lab	assess oral health needs	
	Preg/Infant/Preschool Visit	of assigned group and	

and create/implement educational program.

Oct. 11	Lesson Plan Target Populations	identify and create lesson plans for oral health.	School Age/Index
Oct.9/11	Community Lab	assess oral health needs of assigned group and and create/implement educational program.	Geriatric/Special
Needs Visit			
Oct. 18	Program Plan Evaluation	define oral health program plan and evaluation tool	Index Review
Oct. 16/18	Community Lab	assess oral health needs of assigned group and and create/implement educational program.	Geriatric/Special
Needs Visit			
Oct. 25 Presentations	School-Age/Index	present oral health programs.	Group
Oct. 23/25	Community Lab	assess oral health needs of assigned group and and create/implement educational program.	Geriatric/Special
Needs Visit			
Oct. 30/Nov. 1	Community Lab	assess oral health needs of assigned group and and create/implement educational program.	Geriatric/Special
Needs Visit			
Nov. 8	Cultural Diversity	define cultural competency and its significance in caring for clients.	
Nov. 6/8	Community Lab	Communicate effectively with individuals and groups from diverse populations.	Jim Crow Museum Visit
Nov. 15 <b>Due Dec.6)</b>	<b>Table Clinic Proposal</b>	<b>P. 31 Manual</b>	<b>(Research Articles 3 each</b>
		<b>*****DUE*****</b>	
Nov. 15	Prevention	Provide screening, referral and education to bring consumers into the health care delivery system.	
Nov. 13/15	Community Lab	assess oral health needs of assigned group and and create/implement educational program.	Geriatric/Special
Needs Visit			
Nov. 21-25	Thanksgiving	No Lab	
Nov. 27/29	Community Lab	assess oral health needs of assigned group and	

and create/implement educational program. Geriatric/Special

Needs Visit

Nov. 29

Prevention  
Sealants/Diet  
Tobacco Cessation

Demonstrate the ability to determine goals and objectives based on the assessment data collected from a community group. Plan a community oral health program including an evaluation to determine the outcomes.

Dec. 4/6

Community Lab

Demonstrate the ability to promote the dental hygiene profession through service activities and affiliations with community groups.

Behavioral Change Due

Dec. 6

Student Presentations

Conduct an assessment of need for funds by community groups and analyze who best could benefit from the "Pay It Forward" Grant funds.

Community Group Presentations  
Play It Forward

Table Clinic Articles Due  
Assignment Tab

Three Articles per Student

Submit on Internet-

\*\*\*\*\***Must be Evidence-Based Peer Reviewed**  
articles\*\*\*\*\*

Dec.10-14 Final - Examination Week

**FERRIS STATE UNIVERSITY  
COLLEGE OF ALLIED HEALTH SCIENCES  
DENTAL HYGIENE PROGRAM**



**COURSE TITLE:**

**DHYG 218 – PHARMACOLOGY FOR DENTAL HYGIENE**

**Fall 12**

**CREDIT HOURS:**

**2 Credits (2+0) Fall**

**INSTRUCTOR:**

Sandra Burns  
Office: VFS 301  
Phone: 591-2276  
E-mail: burnss@ferris.edu

**PREREQUISITIES :**

2<sup>nd</sup> year Dental Hygiene

**COURSE DESCRIPTION:**

DHYG 218 will be a mixed delivery course. Semester will be a mix of lecture and online coursework. This course is concerned with the actions and fate of drugs commonly used in dentistry, as well as their possible interactions with drugs being taken by the patient. Ferris Connect will be used for calendar, course work, quizzes and assignments( internet). You will be required to post assignments on Ferris Connect such as case studies and

PowerPoint's, and participate in discussion groups. Major examinations will be done in class (same day). DHYG 218 will be taught using the SLA format in classroom and on Ferris Connect.

### DHYG 218 Pharmacology

Course Learning Outcomes / Dental Hygiene Program Competencies	Measure of Learning	Criteria for Success
6. The student will be able to discuss the scope of pharmacology as it relates to dental hygiene care. PC. 1,2,3,4,5	Completion of written exams.	90% of students will earn a score of 75% or higher on the written exams.
7. The student will be able to read and interpret professional literature related to pharmacology and dental hygiene care. PGD. 1	Self Assessment within drug profile worksheets.	90% of students will be deemed competent when drug profile worksheets criteria has been demonstrated correctly.
8. The student will be able to list and describe the most common medications used to address cardiovascular, endocrine, neurological and psychological conditions. PC 1,2,3,4,5	Completion of written exams and case studies.	90% of students will earn a score of 75% or higher on the written exams and case studies.
9. The student will be able to describe the mechanism of action of local anesthetic as applied to dentistry. PC.1,2,3,4,5	Completion of written exams.	90% of students will earn a score of 75% or higher on the written exams.
10. The student will be able to apply knowledge of pharmacology while evaluating a client's medical history as it relates to current and past drug use. PC.1,2,3,4,5	Completion of case studies on clients medical and drug history on a variety of ages.	90% of students will earn a grade of 85% or higher on a case studies.
6. Students will be able to discuss potential adverse and side effects of drug usage (prescribed, OTC and illicit). PC.1,2,3,4,5	Completion of written exams and case studies.	90% of students will earn a score of 75% or higher on the written exams and case studies.
7. The student will be able to discuss the rights and limitations of the RDH license as it relates to dispensing or administration of drugs. C. 1,2,3,4,5	Completion of written exams on state laws	90% of students will earn a score of 75% or higher on the written exams.

### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will continue the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

**[http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)**

**<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>**

### **REQUIRED TEXT:**

Oral Pharmacology for the Dental Hygienist, Weinberg, Theile & Burke, 2<sup>nd</sup> Edition, Pearson 2013

Bookstore

**ADDITIONAL REQUIRED READING ASSIGNMENTS:**

P & G Dental Resource Net – <http://www.dentalcare.com> (specific sections to be assigned in each module’s reading list).

- Continuing education courses
- Case studies
- Learning center

American Dental Hygienists’ Association, website [www.adha.org](http://www.adha.org), ADHA online.  
Textbook website: [www.myhealthprofessionskit.com](http://www.myhealthprofessionskit.com)

**SUGGESTED SUPPLEMENTAL MATERIAL:**

Dental Hygiene Theory and Practice, Michele Darby and Margaret M. Walsh, W. B. Saunders Co.

Clinical Practice of Dental Hygiene, Lippincott, Williams, & Wilkins.

Oral Pathology for the Dental Hygienist, Olga Ibsen and Joan Anderson Phelan, W. B. Saunders Co., 4<sup>th</sup> edition.

**GRADING:**

Exam 1	50 points
Exam 2	50 points
Quizzes	100 points
P&G /CE	25 points
Case Studies*	50 points
Drug References	50 points
Final Exam	<u>75 points</u>
	400 points

\* Continuing Education Courses – found on the Proctor and Gamble Dental Resource Net Web page and course manual.

Students will be responsible for all assigned readings, workbook, lecture materials, P&G CE course material, Drug Notebook, web site reading assignments, PowerPoint presentations, slides shown in class and on Ferris Connect, quizzes and examinations. Self-study is a strong component of this class; students are expected to complete all readings and workbook assignments prior to Ferris Connect assignments and SLA.

## **GRADING SCALE:**

A	100 – 94	C	76 – 75
A-	93 – 90	C-	74 – 70
B+	89 – 87	D+	69 – 67
B	86 – 83	D	66 – 63
B-	82 – 80	D-	62 – 60
C+	79 – 77	F	59 and below

**ATTENDANCE:** Class attendance is mandatory. It is expected that all students will attend and be prompt for all classes. One point will be deducted for each unexcused absence.

**STRUCTURE LEARNING ASSISTANCE (SLA):** DHYG 218 will be taught using the SLA format. There will be one lecture and one online session per week. In addition there will be two SLA workshop sections. A facilitator will run the SLA workshops. All students will be required to attend the first 2-3 SLA workshops. Thereafter only those **with less than a cumulative grade of 80%** will be required to attend the workshops. Those students not meeting the attendance policy of the workshops will automatically fail this course. Any student taking DHYG 218 may avail themselves to the SLA workshops. The workshops will be in classroom and online.

**Missed Assignments,** Documented excused absences will be the only reason for allowing a make-up of an assignment, quiz, and test. The assignments, quizzes, and tests must be made up within 24 hours of returning.

## **DHYG 218 COURSE OBJECTIVES:**

After reading this chapter, attending lecture, completing course work and taking examinations, the student should be able to:

### Chapter 1 Introduction to Clinical Pharmacology

1. Describe the role of pharmacology in the dental hygiene process of care.
2. Discuss various federal drug laws and their impact on drug regulation.
3. Identify the various parts of a written prescription.
4. Discuss generic versus brand names.

### Chapter 2 Fundamentals of Drug Action

1. Compare the differences between pharmacodynamics and pharmacokinetics.
2. Describe common routes of drug administration.
3. Describe the mechanisms of drug absorption.
4. Describe absorption through the different routes of drug administration.
5. List and discuss different types of drug effects.

### Chapter 3 Autonomic Nervous System Drugs

1. Understand the difference between sympathetic and parasympathetic divisions of the ANS.
2. Identify drugs affecting the ANS.
3. Understand the differences between adrenergic and cholinergic drugs.
4. Describe the role of Autonomic nervous system drugs in dentistry.
5. Explain the use of vasoconstrictors (Local anesthetics) in dental patients.

## Chapter 4 Local Anesthetics

1. Discuss the mechanism of action of local anesthetics.
2. Describe adverse effects of local anesthetics.
3. Describe the signs and symptoms of anesthetic toxicity.
4. Discuss the use of vasoconstrictors in medically compromised patients.

## Chapter 5 Sedation and General Anesthetic

1. Summarize the concepts of minimal, moderate and deep sedation.
2. List various pharmacological agents used for moderate sedation.
3. List the objectives in using sedation to manage dental patients.
4. Discuss the role of nitrous oxide in the dental office.

## Chapter 6 Drugs for Pain Control

1. Discuss the concepts of pain.
2. Discuss the commonly used pharmacological agents used for the treatment of orofacial pain.
3. Identify drug-drug interactions that pertain to dental treatment.
4. Describe the classification of narcotic analgesics.
5. Discuss when a narcotic versus a non-narcotic analgesic is indicated for dental patients.
6. Discuss screening methods to detect potential patients with a chemical dependency.

## Chapter 7 Antibacterial Agents

1. List the classifications of the different anti biotics including penicillins, cephalosporins, tetracyclines, macrolids, Fluoroquinolones, and nitroimidazoles.
2. Understand the concept of bactericidal versus bacteriostatic antibiotics.
3. Describe adverse effects of the various antibiotics.
4. Explain the use of antibiotics in periodontics, implants, oral surgery and endodontics.
5. Discuss the rationale for use of topical agents used in dentistry.
6. List the various antimycobacterial drugs.
7. Discuss the dental adverse side effects of antimycobacterial drugs.

## Chapter 8 Antiviral and Antifungal Agents

1. Illustrate the pathophysiology of herpes simplex viruses.
2. List various anti-herpetic drugs.
3. Describe the appropriate dental management of patients with herpes labialis.
4. Describe the pharmacology of currently approved drugs used in the treatment of HIV infection.
5. Describe selected drugs with adverse side effects related to dentistry and how to manage them.
6. Explain dental implications of patients taking anti-HIV drugs.
7. List the patients that are higher risk for fungal infections.
8. List common antifungal agents used to treat oral infections.
9. List common drug interactions of system antifungal agents.

## Chapter 9 Antineoplastic, Immunosuppressant, and Bisphosphonate Drugs

1. Discuss the role of antineoplastic agents in the treatment of neoplasms.
2. List the commonly used antineoplastic agents.
3. Discuss the common oral adverse effects of antineoplastic agents.
4. Describe the adverse effects and drug interactions of immunosuppressant drugs.
5. Review recommendations and guidelines for dental patients taking bisphosphonates .
6. Name common oral conditions and summarize the treatment for each.



7. Describe immune reactions resulting in canker sores and lichen planus and discuss the treatment of each.

## Chapter 10 Fluorides

1. Describe the chemical composition, metabolism, and systemic intake of fluoride.
2. Describe various types of fluoride.
3. Explain acute and chronic fluoride toxicity and how it relates to systemic and topical use.

## Chapter 11 Cardiovascular Drugs

1. Describe the different types of heart diseases.
2. List the different categories of drugs used in the treatment of heart conditions.
3. Discuss the adverse side effects of these drugs that are important in the dental office.
4. Describe steps used to monitor a cardiac patient who is being administered a local anesthetic with a vasoconstrictor in the dental office.

## Chapter 12 Gastrointestinal Drugs

1. Describe the current theory of the etiology of peptic ulcer disease.
2. Explain the differences in treatment between peptic ulcer disease and gastroesophageal reflux disease (GERD).
3. Discuss any contraindication or precautions in dental patients with gastrointestinal disorders.
4. Discuss the pharmacologic theory for GERD.
5. Discuss the treatments for constipation and diarrhea.

## Chapter 13 Respiratory Drugs

1. Classify asthma into different categories.
2. Explain the management of asthma in relation to dental treatment.
3. List and describe current medications used in asthma.
4. Discuss the management of COPD.
5. Describe the management of rhinitis.
6. Discuss drugs used for a cough.
7. Discuss adverse effects of antihistamines as they relate to dentistry.

## Chapter 14 Neurological Drugs

1. List the different types of epilepsy.
2. Describe the management of a patient undergoing an epileptic seizure in the dental chair.
3. List and discuss drug-drug interactions with anti-epileptic drugs.
4. Discuss the drugs used in the treatment of Parkinson's disease.
5. Discuss the drug management of headaches.

## Chapter 15 Psychiatric Drugs

1. Discuss the biochemical etiology of the various psychiatric disorders.
2. Describe the major classes of psychotherapeutic medications.
3. Discuss the adverse effects of psychiatric medications.
4. Discuss the impact of these adverse effects during dental treatment.
5. Discuss treatment options for xerostomia and name drugs that cause it.

## Chapter 16 Endocrine and Hormonal Drugs

1. Illustrate the pathogenesis of diabetes mellitus.
2. Compare the indications and effects of available medications used to treat diabetes mellitus.

3. Explain the dental management of diabetic patients.
4. Describe the various drug-drug interactions of diabetic medications.
5. State the dental management of patients with thyroid disorders.
6. State the management of dental patients taking corticosteroids.
7. Describe the dental indications of topical corticosteroids.
8. Describe important dental concerns of corticosteroids.
9. Summarize the components of oral contraceptives and dental concerns.
10. Describe oral signs and symptoms of ONJ.
11. Discuss the guidelines for dental patients taking Bisphosphonates.
12. List dental risk factors for ONJ.

#### Chapter 17 Nutrition /Herbal and Natural Remedies

1. Explain the body's need for vitamins and minerals.
2. Name and describe the water and fat soluble vitamins (sources, RDA, roles, deficiencies, adverse reactions and clinical considerations).
3. Describe the sources, RDA, roles, deficiencies and toxicity of the minerals iron, zinc and calcium.
4. Discuss the clinical considerations of vitamins and minerals and provide several examples of their relevance to dental treatment.
5. Discuss the views of complementary and alternative medicine.
6. Describe the actions of various herbal products used in dentistry
7. List common adverse side effects and drug-herb interactions.
8. Discuss the role of herbal medicine in dentistry

#### Drugs in Dentistry

1. Topicals –Mucous membrane diseases
2. Local Anesthesia
3. Pain medications
4. Antifungal/Anitbacterial/Antiviral
5. Drugs used in treatment of Periodontal disease
6. Drugs Induced Gingival Hyperplasia

**PLEASE NOTE:** Objectives follow the outline of the textbook and workbook. Please consult the Lecture Schedule for specific lecture topics and dates that they will be covered in this course.

#### **FSU GENERAL POLICIES:**

#### **SPECIFIC COURSE POLICIES ARE ESTABLISHED BY THE INSTRUCTOR**

**Students are referred to the College of Health Professions for standard academic policies established by Ferris State University.**

**<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>**

**Students are referred to the Handbook for Dental Hygiene Students academic policies established by the Dental Hygiene Program.**

**<http://www.ferris.edu/HTMLS/colleges/allied/DentalHygiene-medicalimaging/dentalhygiene/DHYGStudentHandbookS11FINAL.pdf>**

**DHYG 222 DENTAL HYGIENE CLINIC 3  
COURSE SYLLABUS FALL 2012**

**COURSE DESCRIPTION:**

This course is a continuation of DHYG 126 with students providing oral services to clients in a supervised clinical setting. Students will demonstrate skills in advanced instrumentation client treatment methods.

4 credit hrs. Prerequisites: DHYG 124 & 126.

**COURSE OUTCOMES AND ASSESSMENT PLAN:**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1) Apply a comprehensive periodontal patient assessment to clinical patient treatment.  <b>PC.1*</b>	Students will complete a minimum of 5 comprehensive periodontal assessments on clinic patients; accuracy will be confirmed by instructor and graded on student performance form.	90% students will earn an average of 80% or higher on at least 5 student performance forms.
2) Apply the concept of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy and chemotherapeutic agents on clinic patients.  <b>PC.4*</b>	Students will complete 6 process evaluations on clinic patients with instructor observation and evaluated with a grading rubric.	100% students will pass the 6 process evaluations at 80% or higher; if the student scores below 80%, the process evaluation must be retaken until 80% is achieved.
3) Develop patient treatment/care plans and patient evaluations using critical thinking skills and the dental hygiene process of care for a variety of patients in clinic.  <b>PC.1 thru PC.13*</b>	Students will create a minimum of 15 patient treatment/care plans on a variety of clinic patients which are critiqued by a clinic instructor and graded on student performance form.	90% students will earn an average of 80% or higher on the 15 clinic student evaluation forms which include the patient treatment/care plan.
4) Demonstrate satisfactory radiology skills in exposing, developing, mounting, and interpreting different types of radiographic films on a variety of patients using both digital and traditional technology.  <b>PC.1, PC.4, PC.5, PC.6, PC.10*</b>	Students will take a variety of radiographs on a minimum of 6 patients using the ALARA philosophy of exposing, developing, mounting, interpreting, and proper documentation in the dental record, all evaluated with a grading rubric.	90% students will earn 80% or higher on at least 6 sets of radiographs (scores below 80% will not be accepted as a completed course requirement and another set must be taken until 80% is achieved).
5) Participate in service learning activities that benefit the community.  <b>C.8, HP.1, HP.4, CM.3</b>	Students will participate in community-driven service-learning clinic activities by providing documentation.	100% students will participate in service-learning activities which are mandatory to complete the course.

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will continue the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

**[http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)**

**COURSE COORDINATOR:**

Susan Wancour, RDH, MS, Assistant Professor  
Office Hours: Posted on office door.

Office: VFS 312, Office phone: 231-591-2398

E-mail: [wancours@ferris.edu](mailto:wancours@ferris.edu)

**COURSE SCHEDULE:**

*Clinic Section 211-214:* Monday & Wednesday 1:00pm-4:50pm and Tuesday 5:00-8:50pm.

*Clinic Section 215-218:* Monday & Wednesday 8:00am-11:50am and Thursday 5:00-8:50pm.

**Clinic issues will also be discussed in DHYG 212 Clinic Theory class.**

**REQUIRED BOOKS:**

DHYG 222 Course Manual, S. Wancour, Fall 2012, Rankin Bookstore.

Dental Hygiene Theory and Practice, Darby & Walsh, 3<sup>rd</sup> Edition (2010).

Clinical Practice of the Dental Hygienist, Wilkins, 10th Edition (2008).

Dental Drug Reference, latest edition.

Foundations of Periodontics for the Dental Hygienist, Nield-Gehrig & Willman.

Radiographic Interpretation for the Dental Hygienist, Haring & Lind.

**REQUIRED INSTRUMENTS/SUPPLIES/MATERIALS:**

- ✓ *Required new instruments* will be purchased on first day of clinic from Hu-Friedy.
- ✓ *Ultrasonic inserts (2)* – will be purchased the first day of clinic.
- ✓ *An appointment book.*
- ✓ *Scrubs/lab coats/clinic shoes/safety glasses.*
- ✓ *Current CPR card*—Students must maintain current certification at the **professional** level of cardiopulmonary resuscitation. This training should include use of face mask, the automated external defibrillator (AED), and 1-2 person CPR. *See Attachment 1 of the DHYG Clinic Policy & Procedure Manual for the DHYG Program's policy on Basic Life Support Training.* A student without current professional CPR certification will be denied access to patient treatment. Students are encouraged to check on CPR card expiration date at the beginning of the semester to allow for recertification prior to expiration date.
- ✓ *Immunization and Immunity Form* including a negative TB skin test or chest x-ray performed within the last six months, to be kept with your medical history in your clinic chart.

**Clinic Assessment Portfolio: Your clinic grade is based on the information in your portfolio!**

The clinic portfolio will play great role in second year clinic due to the large amount of grades and patients treated. *The student is ultimately responsible for keeping the Portfolio up-to-date, in order, neat, signed at least once weekly by their clinic instructor, and having it ready for final grading day.*

The **Clinic Assessment Portfolio** will be a three-ring notebook with page dividers as follows:

- ✓ **Tab 1: CLINIC TRACKING FORM** - must be kept up-to-date, which is both the student's and the clinic instructor's responsibility.
- ✓
- ✓ **Tab 2: PROCESS EVALUATIONS & COMPETENCY FORMS** - completed and incomplete process evaluation forms in chronological order according to the due dates, followed by competency forms.

- ✓ **Tab 3: STUDENT PERFORMANCE FORMS** (patient tx yellow carbons) – keep in order by Pedo, Adult, Case Type I, Case Type II, III, and IV. Be sure to highlight geriatric, medically compromised, special needs, or adolescent.
- ✓ **Tab 4: RADIOLOGY** – all rad forms will be transferred from your Radiology file to the portfolio at the end of the semester for final grading.
- ✓ **Tab 5: MISCELLANEOUS** – clinic, sterilizing, and rad assistant forms, leader forms, professional responsibility forms, etc.
- ✓ You may keep other clinic-related forms in the back of your Portfolio, but don't make it so thick that it does not fit in the "cubbies" above the instructor's desks in clinic.
- ✓ The portfolio is due when patient treatment begins and you must bring it to every clinic. **Failure to present your portfolio during every clinic and/or keeping your Assessment Portfolio up to date may result in Professional Responsibility deductions.**

**COURSE EVALUATION:**

The final course grade will be determined by the following assessments:

- ✓ Midterm Clinical Exam: 100 points
- ✓ Final Clinical Exam: 100 points
- ✓ Student Performance Form scores 100 points
- ✓ Radiology Patient Competencies 100 points
- ✓ Process Evaluations (6) 120 points
- ✓ Patient Completions (15) complete/incomplete
- ✓ Sealants (2) complete/incomplete
- ✓ Periodontal Assessment Exercise complete/incomplete
- ✓ Rad Non-Patient Requirements complete/incomplete
- ✓ Oral Irrigation Competency pass/retake
- ✓ Ultrasonic Competencies (2) pass/retake
- ✓ Air Polishing Competency pass/retake
- ✓ Gracey 15/16 & 17/18 Competency pass/retake
- ✓ Sealant Competency pass/retake
- ✓ Professional Responsibility 5 or more points may be deducted for infractions of clinic policies or 5 points may be awarded for significant professionalism.

**Total Points: 540 + or - professional responsibility**

**Program Grading Scale (in percentage):**

94 -- 100 = A

75 -- 77 = C

90 -- 93 = A-

70 -- 74 = C-

87 -- 89 = B+

67 -- 69 = D+

84 -- 86 = B

65 -- 66 = D

80 -- 83 = B-

63 -- 64 = D-

78 -- 79 = C+

62 and below = F

**SPECIFIC LEARNING EXPERIENCES & MANDATORY CLINIC REQUIREMENTS:**

**Accreditation Standards:** students must be competent in providing dental hygiene care for a variety of patients. To accomplish this standard, students will be expected to see a variety of patient case types and to fulfill the following *minimum* learning experiences in DHYG 222. **Students need to recruit as many patients as possible.** Students are encouraged to complete as many patient experiences as possible. If clinical teaching staff determines inadequate mastery of skills, the clinic coordinator will be consulted and may require additional learning experiences and/or remediation.

Clinic competencies are based on the **American Dental Education Association (ADEA)** recommendations set forth in "Competencies for Entry into the Profession of Dental Hygiene" updated in 2011. This document is included in this section of the DHYG 222 Clinic Manual for referral to said competencies.\*

**A minimum of 15 patients must be completed. These patients must consist of the following:**

- ✓ **Five (5) case type II or greater (case type III or IV) patient completions.\***
- ✓ **One (1) pedo patient completion (age 1-11) (only one pedo grade may be used toward final grade).\***
- ✓ **One (1) adolescent (age 12-18) patient.\***
- ✓ **One (1) medically compromised patient.\*** (can use the same patient as geriatric, but only one grade will be used to calculate the final grade).
- ✓ **One (1) geriatric patient (age 65 and older).\*** (can use the same patient as medically compromised). If the student performs a prophylaxis on a geriatric patient at Metron, that experience can fulfill the geriatric patient clinic requirement, with documentation.
- ✓ **Six (6) any variety of pedo, adolescent, adult, case type I, II, III, or IV patient completions.**

**\*Grades received on these patients must be used toward final grade. ANY GRADE BELOW 80% WILL NOT BE CONSIDERED A REQUIREMENT AND ANOTHER PATIENT TYPE MUST BE SEEN UNTIL AT LEAST 80% IS ACHIEVED.**

- ✓ *Difficult patients may be shared by two students w/instructor and patient consent. Each student completes all services by quadrant, example: a student perio charts, scales, polishes and applies fluoride per quad. Each student should complete a max/mand quad for the best experience. Each student should have their own carbon form.*
- ✓ Students must monitor patient load and work with clinic receptionists and classmates to meet their requirements.
- ✓ Progress will be reviewed at midterm.
- ✓ On final grading day, students will show documentation of patient completions. These scores will be averaged to determine the final 100 points toward the final clinic grade. If a student sees more than 15 patients, they will be able to pick the highest 15 scores (but must include the scores for all of the above requirements).
- ✓ *Dental hygiene students may be patients in the clinic if they have not had a prophylaxis completed within the last 3 months. If a student is in their regularly scheduled clinic time and they sit as a patient for another student, they will receive no patient time. The grade from a dental hygiene student sitting as a patient may NOT be used toward the operator's final grade, but may count as a patient requirement.*

**Two (2) pit and fissure sealants and sealant competency:**

The sealants must be placed in clinic. This could be accomplished on one or two patients. All sealant placement must be approved by the patient's dentist or the FSU clinic dentist. Dental hygiene students may be used as sealant patients. *The 2 sealants are due by the end of the semester. It is recommended that the Sealant Competency is also done while completing this requirement.*

**Hope House and Metron Rotations:**

All students must rotate to these facilities during their scheduled time (see Clinic Calendar). Hope House is a free medical clinic at which the student will be doing dental screenings. Metron is a long-term care facility at which you may do dental screenings, radiographs, and prophylaxis. Be sure to take your Clinic Manual and fill out a Student Performance Form for services completed at Metron.

**Six Process Evaluations worth 20 points each:**

- Must be performed on an adult patient Case Type II or greater (completed during partner pairs):
  - ✓ ODU 11/12 explorer, subgingivally on one quadrant
  - ✓ Periodontal probing (Williams probe) on one quadrant

- Must be performed on an adult patient with **discernible** calculus:
  - ✓ Gracey 1/2--scaling on all surfaces of 2 anterior teeth
  - ✓ Ultrasonic instrumentation on one quadrant
  - ✓ Gracey 15/16, 17/18--scaling on all surfaces of one posterior tooth
- Must be performed on a patient with orthodontia, stain, and/or disclosed plaque:
  - ✓ Air Polishing with the Prophy-Jet.

16 points (80%) must be obtained to pass the evaluations and the retake evaluations. If the student does not pass the retake evaluation, they must continue to retake it until they pass, but will receive 0 points.

**Note: Each process evaluation not complete by the due date will result in a two (2) point deduction from that process evaluation score. All process evaluations must be completed by the end of the semester to avoid an incomplete (I) grade in clinic.**

**Assessments (tutoring may be required):**

- ✓ MidTerm Clinical Exam—100 points
- ✓ Final Clinical Exam—100 points

**Clinic Competencies:**

The following competencies will be completed with instructor observance:

- |  |             |  |
|--|-------------|--|
| ✓ Oral Irrigation Competency             | pass/repeat | } <div style="border: 1px solid black; padding: 5px; display: inline-block;">Will be completed<br/>in clinic</div> |
| ✓ Magnetostrictive Ultrasonic Competency | pass/repeat |  |
| ✓ Graceys 15/16 & 17/18                  | pass/repeat |  |
| ✓ Piezo Ultrasonic Competency            | pass/repeat |  |
| ✓ Air Polishing Competency               | pass/repeat |  |
| ✓ Sealant Competency                     | pass/repeat | - will be completed on a patient in clinic   |

**Radiology Requirements See “Radiology” section of Clinic Manual for specific details**

- ✓ Patient requirements (includes traditional film and digital technology)
- ✓ Radiographic Interpretations
- ✓ Blackboard Online Radiology Exercise

**Disclaimer:** *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.*

**ATTENDANCE POLICY:**

Attendance is mandatory for **all** clinic sessions. Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course coordinator. It is understood that students do at times have personal issues that cause them to be away from class. However, since clinic attendance is crucial to successful completion of this course, students should be aware that only issues that are beyond their control may be accepted as excused absences. Also, even having excused absences (if there are several) may result in a student not being able to successfully complete this course, as too much experience will have been missed.

**All clinic absences, excused or unexcused must be made up.** You must show any excused absence documentation to the course coordinator so as not to receive an infraction. The front desk informs the course coordinator of all clinic absences.

**The only reasons that may be accepted as excused absences are:**

- ✓ Personal illness (or your child’s illness) that requires a physician’s attention (written documentation),
- ✓ A death in the immediate family or significant other (with documentation).
- ✓ University sponsored events, with authorization form (athletics, debate, etc.)
- ✓ Subpoena requiring you to be in court for testimony

- ✓ Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters only)
- ✓ Attending a Board Review Session – MUST ARRANGE IN ADVANCE.

**Unacceptable reasons for absence:**

- ✓ Day Care coverage
- ✓ Employment—having to work
- ✓ Incarceration (jail) or court appearances related to violations of the law
- ✓ Illness not requiring a physician's attention

**You MUST notify the front desk if you will be late or absent for your scheduled clinic session. Contact the dental receptionist at extension 2260, or leave a message if a person does not answer the phone. Failure to do so will result in an automatic deduction of at least five (5) professional responsibility points.** Late arrivals to clinic sessions without a valid excuse will result in a violation of Professional Responsibility, and will result in deduction of 5 points. Leaving clinic *prior to instructor dismissal* will result in 5 point deduction in Professional Responsibility.

**NOTE:** When faced with a patient cancellation or no show, you must remain in clinic, however every attempt should be made to locate a patient. For example, call a patient scheduled at a later date to come in early, contact a friend, take a walk-in patient, etc. Instructors will assign duties to be performed when you do not have a patient. **No more than two clinic sessions (8 hours) without a patient will be allowed.** Students should maintain a list of patients who can come at short notice.

**Assignment of “No Patient Time”:**

Clinic instructors will scan 4 hours "no patient time" or absent hours for each clinic session that a student does not have a patient or is absent. At least one patient should be treated per each clinic time.

- ✓ No partial time will be deducted for completion of patient earlier than the dismissal time or for patients arriving late.
- ✓ The student will not be penalized no patient time if the patient is endentulous.
- ✓ The student will not be penalized no patient time if your patient is a child and you finish early.
- ✓ The student must, however, remain in clinic and be constructive, i.e. assisting another student with a difficult patient or charting, working on radiographic interpretations, practice scaling/lateral pressure on your typodont, etc. Do not just stand around and talk – there is always something that needs to be done.
- ✓ You also may be clinic assistant or radiology assistant with permission from the **lead instructor** if there is not already a clinic assistant or another radiology assistant is needed per the radiology instructor. You must then rotate out of one of your future scheduled clinic or radiology assistant rotations. **You must inform your section instructor of your whereabouts at all times! Failure to do so could result in professional responsibility deduction.**

**What Constitutes “Make Up Time?”**

***You cannot make up clinic time unless you have a patient in clinic or radiology, or are assigned as clinic or radiology assistant.*** Clinic make up time is the amount of hours you spend in an opposite clinic, i.e. you attend an opposite clinic from 5-7:30, you will receive 2 1/2 hours make up time. If your patient is completed early but you need all four hours make up time, you may stay in clinic as long as you check with your section instructor and receive a clinic task to accomplish, such as: assisting another student with a difficult patient or charting, working on radiographic interpretations, practice scaling/lateral pressure on your typodont, help the clinic assistant, help in sterilizing, etc.

- ✓ *One (1) hour will be given as make up time for the completion of a panelipse radiograph.*
- ✓ *Two (2) hours will be given for the completion of BWX radiograph.*
- ✓ *Four (4) hours will be given for the completion of FMX radiographs.*



- ✓ **Sealants:** *You will be not be penalized no patient time if the front desk schedules you a patient who is receiving sealants only. If your sealant patient is another dental hygiene student or you decide to place sealants on another student's patient, you will receive the following:*
- ✓ *1 sealant you will receive 1 hour make-up time; 2, 3, or 4 sealants, you will receive 2 hours make up time. If you spend more than 2 hours on sealants due to placing more than 4 sealants or experiencing a difficult child, than you will receive the amount of hours you actually spent on placing the sealants.*
- ✓ *You may receive patient time by performing a prophylaxis on a DHYG student currently in clinic as long as that student has not had a prophy in at least 3 months, but that patient/student will receive no patient time.*

### **Assigned Clinic Rotations (Clinic and Radiology Assistant):**

Students are expected to be present and on time in proper clinic attire for assigned rotations. The same rules apply to late arrival, clinic attire infractions, and professionalism during these assigned times. It is expected that students will be prepared for assigned rotations by reviewing the duties required for the rotation in *advance of clinic*. Students are required to be actively involved in assigned duties during their rotations and are not to leave their assigned area. If you would like to change an assigned duty, you will need to receive approval from the clinic instructor leader.

### **Opposite Clinic Rotations:**

Students will be allowed to come into an unassigned clinic to make up missed clinic time, or to accommodate patient needs. This will be managed by the front desk on a first come, first serve basis.

### **PROFESSIONAL RESPONSIBILITY:**

Becoming proficient in the area of professional responsibility is an ongoing process. It includes your professional demeanor and appearance. For in depth information, please refer to the *Professional Responsibility* section of the *Policies and Procedures Manual*. Professional Responsibility deductions or additions are determined by the clinical instructors and clinic staff. **All professional responsibility forms must first be given to the clinic coordinator before the student receives a copy.**

### **CLINIC TEAMS – TEAM LEADER:**

Each of the five students in a team is responsible for each team member. A team leader will be appointed for each team each clinic. If the team leader is absent, the team must appoint another team leader for that clinic. The team leader is responsible to be sure all students on their team have signed in, have their process evaluations up to date, and to collaborate with team members on patient requirement needs. It is also the team leader's responsibility to see that each student utilizes the patient types in their team to be able to complete their process evaluation that is due that week. It is recommended that the team leader plan to arrive early to clinic and they must stay until the end of clinic. The team leader is responsible to delegate responsibilities at the end of clinic, i.e. helping other students clean units, helping in the sterilizing room, etc. The team leader must also initiate the team huddle at the end of clinic to discuss student needs, experiences, feedback, etc. with the observance of the clinic instructor. **The clinic instructor will evaluate the team leader each clinic.**

**REMEMBER THAT TEAM WORK IS A VERY IMPORTANT ASPECT OF WORKING IN A DENTAL OFFICE AND IS CONSIDERED A VERY IMPORTANT PROFESSIONAL RESPONSIBILITY. PLEASE WORK WITH AND HELP OTHERS WITH A POSITIVE ATTITUDE!**

### **METRON and HOPE HOUSE**

See the Clinic Calendar for rotation dates for Teams. Metron is a local nursing home where we will be performing screenings and other services to the residents on site. Hope House is a medical clinic for the uninsured where we will screen patients before they visit the DHYG clinic. A clinic instructor will always accompany you to these rotation sites. If performing a dental prophylaxis at Metron, take

clinic forms (grading carbon and patient treatment/care plan) as these patients may be used for clinic requirements.

**SADHA Day:**

Attendance is highly recommended for this annual event. This day is recognized as a valuable learning experience. Students from all the Michigan dental hygiene programs meet for a day of professional development, tours of the hosting school's clinic, lunch, conversation, and fun! You do not need to be a member of SADHA to attend.

**CLINIC DRESS POLICY:**

The Clinic Dress Policy in the Policy & Procedures Manual will be used the same as in first year clinic. Remember, you will be treating patients and must look neat, clean, and professional at all times! ANY VIOLATION OF THESE POLICIES MAY RESULT IN A PROFESSIONAL RESPONSIBILITY POINTS.

**ALCOHOL AND DRUG POLICY:**

- ~ Any student arriving to a clinic session who is believed by instructors to be: intoxicated, smelling of intoxicants, and/or under the influence of drugs will be **immediately** dismissed from the clinical session. That student will forfeit their patient time for the session and will **NOT** be allowed to make up the time. A student who arrives to clinic in this manner demonstrates a lack of professionalism and error in judgment and their peers, faculty, and clinic staff will not accommodate their behavior.
- ~ A ride will be arranged for the student who presents in this manner with Dial-a-Ride of Big Rapids to transport the student home or to an alternative location. The student will also have the option of contacting a designated driver for transport. The student will not be allowed to operate their own motor vehicle. Dial-a-Ride will provide transportation within the city limits or to within approximately 3 miles of the city limits at a nominal fee (subject to change). Current fees are posted below and will be the student's responsibility:

**Dial-A-Ride (Curb to Curb Service):**

HOURS: 6:30-6:30 Monday-Friday, 9:00-2:00 Saturday, closed Sundays and holidays.  
231-796-8675, 1829 North State Street, Big Rapids, MI 49307 (*Last calls must be made to the office 30 minutes before closing*).

**Fares:** In City One Way: Regular \$2.00, Age 16 & under \$1.00, Senior Citizens \$1.00, Disabled \$1.00.

**DHYG 229 PAIN MANAGEMENT  
DHYG 231 PAIN MANAGEMENT LAB  
COURSE SYLLABUS FALL 2012**

**COURSE DESCRIPTION:**

Concepts in the administration of local anesthesia and nitrous oxide/oxygen sedation as methods for pain management. Anatomy, physiology, pharmacology, client assessment, indications and contraindications, selection of anesthetic agents, complications and emergency management will be discussed.  
1 credit hour.

**DHYG 231 Pain Management Lab:** Clinical application of local anesthesia (L/A), topical anesthetics, and nitrous oxide/oxygen sedation (N2O) as pain management techniques. 1 credit hour.

**DHYG 229 COURSE OUTCOMES AND ASSESSMENT PLAN:**

COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES	MEASURE OF LEARNING	CRITERIA FOR SUCCESS
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1. Identify the chemical, pharmacological, and physiological properties of local and topical anesthetics, vasoconstrictors, and N <sub>2</sub> O and assess clinical situations which indicate the use of these agents. <b>C-5, PC-5, PC-6*</b>	Written exams.	90% of students will earn 75% or higher on exams.
2. Name anatomical landmarks associated with L/A administration for all maxillary/ and mandibular injections and the areas that will be anesthetized. <b>C-5*</b>	Written exams.	90% of students will earn 75% or higher on exams.
3. Identify anatomy and physiology of respiration and airway management in relation to N <sub>2</sub> O sedation. <b>C-5*</b>	Written exam.	90% of students will earn 75% or higher on exam.
4. Discuss patient assessment and recognize signs/symptoms of local and systemic complications associated with administration of L/A agents and N <sub>2</sub> O; describe proper techniques for managing these complications. <b>PC-4, C-14*</b>	Written exams.	90% of students will earn 75% or higher on exams.

### **DHYG 231 LAB COURSE OUTCOMES AND ASSESSMENT PLAN:**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1. Demonstrate the correct handling of L/A armamentarium, safe needle capping technique, and proper disposal of needles and cartridges. <b>C-2, C-9, HP-6*</b>	Demonstrate in lab with instructor observance and competency forms.	100% students will demonstrate correct handling of L/A armamentarium. (must redo until correct)
2. Demonstrate all maxillary/mandibular L/A injections in a safe and effective manner and document appropriately in the dental record. <b>PC-10, C-11*</b>	Lab quiz; Demonstrate on lab partner w/instructor observance and competency form.	90% students will earn 75% or higher on lab quiz; 100% students will administer/document all L/A injections effectively. (must redo until correct)
3. Administer N <sub>2</sub> O in a safe and effective manner in the clinical setting utilizing titration, signs and symptoms of N <sub>2</sub> O sedation and recovery, and document appropriately in the dental record. <b>PC-10, C-11*</b>	Lab quiz; Demonstrate on lab partner w/instructor observance and competency form.	90% students will earn 75% or higher on lab quiz; 100% students will administer/document N <sub>2</sub> O effectively. (must redo until correct)
4. Recognize signs/symptoms of local and systemic complications associated with L/A agents and N <sub>2</sub> O and demonstrate the proper technique for managing these complications. <b>PC-4, C-14*</b>	Lab quiz; Demonstrate managing complications w/instructor assistance/ observance.	90% students will earn 75% or higher on lab quiz; 100% students will manage complications effectively when they occur.

### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will CONTINUE the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>

[http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**INSTRUCTOR:**

Susan Wancour, RDH, MS, Assistant Professor  
Office #: VFS 312  
Phone #: (231) 591-2398  
E-mail: wancours@ferris.edu  
Office hours: posted on office door

**COURSE SCHEDULE (double-paced, 8 weeks):**

**DHYG 229 Lecture:** Tuesday and Thursday 4:00 – 4:50pm, Room VFS 103, 8/27/12 thru 10/18/12.

**DHYG 231 Lab:** Mon or Wed, 8-11:50am or 1-4:50pm, VFS 203 (small clinic), 8/27/12 thru 10/17/12.

**REQUIRED COURSE MATERIALS:**

DHYG 229 & 231 Pain Management Manual (required), S. Wancour, 2012.

Local Anesthesia for the Dental Hygienist (required), Demetra Daskalos Logothetis, 1<sup>st</sup> edition.

Dental Hygiene Theory and Practice (required), Darby/Walsh, 3<sup>rd</sup> edition.

One (1) local anesthesia syringe, safety glasses (required).

Current CPR certification at the professional level (required).

Handbook of Nitrous Oxide and Oxygen Sedation (optional), Clark/Brunick, 3<sup>rd</sup> edition.

**DHYG 229 COURSE ASSESSMENT:**

- Four (4) examinations will be administered, see course calendar for dates. The exams will be multiple choice, true/false, and matching worth 50 points each.  
**Total points = 200.**

**DHYG 231 COURSE ASSESSMENT:**

- Seven (7) Pain Management Labs: 5 points for each lab attended = 35 points.
- Five (5) quizzes worth 10 points = 50 points.  
(Quizzes will be given in Labs 2-6 (see course calendar). The quizzes will be multiple choice, T/F, fill-in-the-blank, based on reading assignments and the lab practice for that day. It is recommended to read assigned chapters and study the lab competencies to be successful on the quizzes.
- Thirteen (13) lab competencies worth 5 points each if successfully completed = 65 points.  
(All lab competencies must be completed – injections: ASA, MSA, PSA, NP, GP, M/I, IA, BNB, Infiltration, PDL, and Intraseptal; Oraqix application; Nitrous oxide/oxygen sedation. *Lab competencies are not graded, but deemed as “pass” if the procedure is done correctly and safely, or “repeat” due to lab instructor discretion.*  
**Total points = 150.**

**PROGRAM GRADING SCALE (in percentage):**

94 – 100 = A	80 – 83 = B-	67 – 69 = D+
90 – 93 = A-	78 – 79 = C+	65 – 66 = D
87 – 89 = B+	75 – 77 = C	63 – 64 = D-
84 – 86 = B	70 – 74 = C-	62 and below = F

An (I) Incomplete will be earned if any of the requirements are not completed by the end of semester. Incompletes must be made up by the end of the next registered semester or an “F” will be issued.

## **PREPAREDNESS:**

*Reading assignments must be studied prior to class and lab sessions to expedite the learning of concepts and procedures, as this course is double-paced (8 weeks). It is also imperative to know the material in order to practice safely on your lab partner.*

## **ATTENDANCE:**

Attendance will be taken at every class. Each student is allowed **one unexcused absence**. Two points will be deducted for each **unexcused** absence thereafter, as attendance is crucial for this course.

### **The only acceptable reasons for excused absences are:**

11. Personal illness (or your child's illness) that require a physician's attention (written documentation)
12. A death in the immediate family or significant other (with documentation)
13. University Sponsored Events (with authorized form-athletics, debate etc.)
14. Subpoena requiring you to be in court for testimony
15. Inclement weathers that in the opinion of the local law enforcement makes it too dangerous to drive (for commuters only-greater than 50 miles in one direction).

### **Unacceptable Reasons for Absence**

10. Day Care coverage
11. Employment-having to work
12. Incarceration or court appearances related to violations of the law
13. Illness not requiring a physician's attention

***\*The student must attend all of their DHYG 231 Pain Management Labs. Missed local anesthesia/nitrous oxide practice time cannot be made up during regular patient treatment clinics; they must be made up during other labs where there is a unit available. If you do miss a lab due to an excused absence, you must contact the course coordinator immediately.***

### **Missed Labs, Quizzes, and Tests:**

*Documented excused absences will be the only reason for allowing a make-up of a lab, quiz, or examination. See acceptable excused absences above. The labs, quizzes, and exams must be made up as soon as possible. It is the student's responsibility to contact the instructor to arrange for make-up of labs, quizzes or exams as soon as possible.*

**DISCLAIMER:** *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.*

## **SPECIFIC UNIT OBJECTIVES/COURSE OUTLINE:**

### **Introduction; Pain Management**

1. Identify factors influencing pain perception and response.
2. Discuss principles of pain and stress management.
3. Demonstrate communication and management techniques which alleviate fear and anxiety associated with dental hygiene treatment.

### **Local Anesthesia Armamentarium and Preparation**

1. Identify all components of an aspirating syringe and their function.
3. List the structural components and ingredients of a local anesthetic cartridge.
4. Name the parts of a local anesthetic needle and common sizes used.
5. Describe the care and safe handling of the syringe, cartridges, and needles.

6. Recognize problems associated with improper care and handling of L/A armamentarium.
7. **IN LAB:** Demonstrate the correct steps in loading/unloading the syringe, a safe needle capping technique, and proper disposal of needle and cartridge.

### **Dental Anatomy Review**

1. Name and number the 3 primary divisions of the Trigeminal nerve and identify points of cranial exit, pathways, and structures innervated for the three divisions.
2. Identify blood vessels associated with local anesthesia target areas.
3. Name muscles and salivary glands of the head which may become involved with the administration of local anesthesia injections.
4. **IN LAB:** Locate on a skull and lab partner the anatomical structures associated with the maxillary and mandibular divisions of the Trigeminal nerve as they relate to local anesthesia injections.

### **Basic Injection Techniques**

1. Provide rationale and discuss each step in giving an atraumatic, successful injection.
2. **IN LAB:** Demonstrate a successful injection technique on lab partner.

### **Maxillary Injection Techniques: ASA, MSA, PSA, NP, GP, Supraperiosteal, IO**

1. Identify the nerves, teeth, and tissues anesthetized by the ASA, MSA, PSA, NP, GP, IO and an infiltration (supraperiosteal) injections.
2. **IN LAB:** Locate on a skull and lab partner the penetration and terminal deposition sites for the ASA, MSA, PSA, NP, GP, and IO nerve blocks, as well as an infiltration injection.
3. **IN LAB:** Demonstrate correct and safe technique for the ASA, MSA, PSA, NP, GP, infiltration injections.
4. **IN LAB:** Document correctly in the dental record the use of local anesthesia on lab partner.

### **Mandibular Injection Techniques: M/I, PDL, IA, BNB, Intraseptal, and GG**

1. Identify the nerves, teeth, and tissues anesthetized by the M/I, IA, BNB, GG, PDL injections.
2. **IN LAB:** Locate on a skull and lab partner the penetration and terminal deposition sites for the M/I, IA, BNB, and GG nerve blocks, as well as PDL and intraseptal supplemental injections.
3. **IN LAB:** Demonstrate correct and safe technique for the M/I, IA, BNB, PDL, and intraseptal injections.

### **Summary of Local Anesthetic Agents**

1. List the local anesthetics available in North America and the duration time of each.
2. Name the generic and brand names of each of the available local anesthetics.
3. Discuss the factors that affect the duration of action of local anesthetics.
4. Identify the maximum recommended doses (MRDs) for a patient.
5. Given a clinical situation requiring local anesthesia, select the appropriate type of local anesthetic agent and volume for each patient.

### **Neurophysiology/Pharmacology of L/A Agents, Vasoconstrictors, and Topical Anesthetics**

1. Outline the steps in the process of nerve impulse conduction.
2. Describe the levels and permeability of sodium, potassium, and chloride ions in the resting state of a nerve cell, and during depolarization and repolarization.
3. Discuss the role of membrane channels.
4. Define absolute and relative refractory periods.

5. Compare the anatomy and impulse transmission between myelinated and non-myelinated nerve fibers.
6. Describe the effects of L/A's on membrane permeability, depolarization, and nerve conduction.
7. List the ideal properties of a local anesthetic agent.
8. Discuss the significance of pH and pKa on the clinical action of local anesthetics.
9. Compare the biotransformation and excretion of ester anesthetics with amide types.
10. Describe the systemic actions of local anesthetic agents on the CNS and CVS.
11. Identify commonly used local anesthetic agents according to general chemical name, properties, metabolism, excretion, and maximum safe dosage.
12. Discuss how pH of the tissues, edema, and vascularity influence the effectiveness of L/A.
13. List the reasons vasoconstrictors are important additions to the local anesthetic solution.
14. Discuss the properties and use of Oraquix, benzocaine, lidocaine, and dyclonine hydrochloride as topical anesthetic agents.
15. Describe the properties and use of the lidocaine transoral patch.

### **Preanesthetic Patient Assessment**

1. Identify, discuss, and evaluate essential components of the client's medical/dental history prior to local anesthesia administration.
2. List relative contraindications to L/A's, and discuss management of these conditions.
3. List absolute contraindications to L/A's, and discuss management of these conditions.
4. Define types I-VI of the ASA physical status classification system.
5. List groups of drugs which may influence the selection of the L/A, and give examples.
6. Identify factors which determine the maximum safe dose for a client.
7. Determine the appropriate L/A agent when given a sample clinical situation.
9. **IN LAB:** Document correctly, in the dental record, the use of local anesthesia on a patient.

### **Local and Systemic Complications with Local Anesthesia**

1. Identify the causes, problems, prevention, and management of local complications in the administration of L/A.
2. Discuss overdose reaction to local anesthetic agents describing predisposing factors, causes, prevention, clinical manifestations, and management.
3. Discuss the clinical manifestations and management of epinephrine overdose.
4. Compare an allergic reaction to local anesthetics with an overdose reaction.
5. Identify steps in the prevention, recognition, and management of allergic reactions to L/A's.
6. **IN LAB:** Demonstrate effective management of local and systemic complications from L/A's.

### **Nitrous Oxide/Oxygen Sedation**

1. Discuss the history of use and physical properties of N<sub>2</sub>O.
2. Discuss anatomy and physiology of respiration and airway management.
3. Discuss how N<sub>2</sub>O interacts with the body (pharmacokinetics).
4. Assess client conditions which may indicate or contraindicate the use of N<sub>2</sub>O.
5. Discuss N<sub>2</sub>O equipment: types, storage, use, maintenance.
6. Discuss the potential biohazards for health personnel associated with chronic exposure to nitrous oxide, and nitrous oxide abuse issues.
7. **IN LAB:** Administer N<sub>2</sub>O in a safe and effective manner in the clinical setting.
8. **IN LAB:** Identify signs and symptoms of nitrous oxide sedation and recovery.
9. **IN LAB:** Document the administration of N<sub>2</sub>O appropriately in the dental record.

## DHYG 232 DENTAL HYGIENE THEORY 4 COURSE SYLLABUS SPRING 2013

### **COURSE DESCRIPTION:**

A continuation of DHYG 212 Dental Hygiene Theory 3 which introduces the student to management of the advanced periodontal patient, legal and ethical issues, job-seeking skills, professional organizations, practice management, and case studies. 3 credit hours. Prerequisites: DHYG 212 and DHYG 222.

### **COURSE OUTCOMES AND ASSESSMENT PLAN:**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1) Determine appropriate dental hygiene care plans and patient education for patients with eating disorders, alcohol and substance abuse issues, and tobacco use. <b>C.3, C.12, C.13, HP.3, PC.1*</b>	Completion of written exam.  Complete "Meal Planning" assignment.	80% students will earn a 75% or higher on exam.  80% students will earn a 75% or higher on meal planning assignment.
2) Discuss practice management issues faced in a dental office setting, as well as various types and technologies for patient recare systems. <b>PGD.2*</b>	Completion of written exam.	80% students will earn a 75% or higher on exam.
3) Identify resources for preparing a job search, various alternative dental hygiene career options, the development of an effective resume, and effective job interviewing. <b>PGD.1, PGD.3*</b>	Completion of written exam.  Write an appropriate resume and cover letter using correct spelling, punctuation, and grammar.	80% students will earn a 75% or higher on exam.  100% of students will write an appropriate resume and cover letter (must redo until acceptable).
4) Define and discuss jurisprudence and the rules of the state board of dentistry including continuing ed. requirements. <b>C.2*</b>	Completion of written exam.	80% of students will earn a 75% or higher on examination.
5) Recognize the role of professional ethics in dental hygiene and engage in critical thinking to solve ethical dilemmas. <b>C.1, C.5*</b>	Completion of written exam.	80% of students will earn a 75% or higher on examination.

### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>

[http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)



**COURSE INSTRUCTOR:**

Susan Wancour, RDH, MS, Assistant Professor  
Office Hours: Posted on office door.

Office: VFS 312, Office phone: 231-591-2398

E-mail: [wancours@ferris.edu](mailto:wancours@ferris.edu)

**COURSE SCHEDULE:**

Tuesday and Thursday, 2:00 – 3:15 PM in VFS 325.

**REQUIRED COURSE MATERIALS:**

- ✓ *DHYG 232 Manual, DHYG 233 Manual*, Wancour (2011), FSU Rankin Center Bookstore.
- ✓ *Dental Hygiene Theory and Practice*, 3rd Edition, Darby & Walsh (2010)

**COURSE ASSESSMENT:**

EXAM 1 (50 questions--1 point each)	50
EXAM 2 (50 questions--1 point each)	50
EXAM 3 (50 questions--1 point each)	50
Dental/Medical Current Event - <i>must be shared in class</i>	10
Dental Hygiene Job Resume	10
Cultural Diversity Meal Planning	30
<b>TOTAL</b>	<b>200</b>

**PROGRAM GRADING SCALE: (in percentage)**

94 -- 100 = A	75 -- 77 = C
90 -- 93 = A-	70 -- 74 = C-
87 -- 89 = B+	67 -- 69 = D+
84 -- 86 = B	65 -- 66 = D
80 -- 83 = B-	63 -- 64 = D-
78 -- 79 = C+	62 and below = F

**INFORMATION REGARDING EXAMS-** DHYG 232 exams will be based on:

- *Specific course objectives.*
- Objectives published in the textbooks at the beginning of each chapter reading assignment.
- Reading assignments including web page reading assignment and supplemental material.
- Classroom discussion.
- Videos viewed in class.
- Guest speaker presentations.

**ASSIGNMENTS:**

- **Dental/Medical Current Event** - Each student will be expected to bring in an article (newspaper, magazine, Internet, etc.) from a reliable source to discuss with the class and hand in to the instructor. **This assignment will NOT be accepted outside of class as it is meant to be a class discussion.**
- **Dental Hygiene Job Resume** – Students will create a cover sheet and job resume focusing on education, past accomplishments (SADHA member, Class president, community dentistry, church work, mission trip, etc.), and job skills. This assignment is due Thursday, February 17, 2013, by e-mail or hard copy to Ms. Wancour.
- **Cultural Diversity Meal Planning** – see directions under “Nutrition Counseling” in DHYG 232 Manual.

**DISCLAIMER:** *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are*

due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.

**COURSE OUTLINE:**

1. The Patient w/Eating Disorders
2. Nutrition Review
3. Nutritional Counseling
4. Persons w/Alcohol & Substance Abuse
5. Tobacco Cessation
6. Bisphosphonates and ONJ
7. Practice Management/Recare Systems
8. Professional Organizations
9. Professional Development
10. Professional Credentialing/ Board of Dentistry Rules/CE Requirements
11. Michigan DH License Applications
12. Sexual Harassment in the Healthcare Workplace
13. Ethics and Jurisprudence
14. National Board Review

**ATTENDANCE POLICY:**

Attendance is mandatory for all DHYG 212 course sessions and attendance will be taken. Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course instructor. It is understood that students do at times have personal issues that cause them to be away from class. *Each student will, therefore, be allowed one unexcused absence for the semester. Any other unexcused absence will result in a two point grade deduction.*

**The only reasons that may be accepted as excused absences are:**

- ✓ Personal illness (or your child's illness) that requires a physician's attention (with written documentation).
- ✓ A death in the immediate family or significant other (with documentation).
- ✓ University sponsored events, with authorization form (athletics, debate, etc.)
- ✓ Subpoena requiring you to be in court for testimony.
- ✓ Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive
- ✓ Attending a Board Review Session

**Unacceptable reasons for absence:**

- ✓ Day Care coverage
- ✓ Employment—having to work
- ✓ Incarceration (jail) or court appearances related to violations of the law
- ✓ Illness not requiring a physician's attention

**DHYG 233 DENTAL HYGIENE CLINIC 4  
COURSE SYLLABUS SPRING 2013**

**COURSE DESCRIPTION:**

This course is a continuation of DHYG 222 with students providing oral services to clients in a supervised clinical setting. Students will demonstrate advanced skills in non-surgical periodontal therapy including ultrasonic instrumentation and subgingival chemotherapy, pain management, and utilizing the dental hygiene process of care to focus on client needs.

**COURSE OUTCOMES AND ASSESSMENT PLAN:**

<b>COURSE OUTCOMES / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1) Counsel patients regarding their nutritional status and how it affects the oral cavity; counsel a patient on tobacco cessation methods.  <b>C.1, PC.1, PC.2, PC.3, PC.8*</b>	Students will counsel at least 1 patient on nutritional issues evaluated by instructor for satisfactory form completion. Students will counsel at least 1 patient on tobacco cessation evaluated by instructor for satisfactory form completion.	90% of students will complete a satisfactory nutritional counseling form and tobacco cessation form on a clinic patient (must redo until satisfactory – clinic completion requirement).
2) Assess the need for and administer safe and effective pain management techniques to a variety of patients.  <b>PC.4, PC.10*</b>	Students will assess the medical/dental history to choose and apply the correct pain management technique to patients in need with instructor/DDS consultation.	90% students will choose and administer the correct type of pain management techniques for their patients as documented on student performance form.
3) Systemically collect, analyze, and document data on the general, oral, and psychosocial health status of a variety of patients in order to determine dental hygiene diagnoses and create, implement, and evaluate specialized care plans for a variety of patient types. <b>C.1--4, C.9--14, HP.1--6, PC.1--13*</b>	Students will utilize reflective judgment and critical thinking skills in developing a comprehensive patient dental hygiene care plan to treat a variety of at least 20 patients in the clinical setting; student skills evaluated on the student performance form.	90% of students will earn a 90% or higher on at least 20 student performance forms.
4) Apply the North East Regional Board Exam (NERB) procedures of patient screening, record keeping, patient selection, radiographs, and form documentation. <b>C.11, PC.1*</b>	Students will apply NERB procedures on a selected clinic patient and on the mock NERB clinical exam evaluated on the student performance form and with specific instructor feedback.	90% of students will demonstrate satisfactory performance on NERB procedures in clinic and on the Mock NERB exam.

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will CONTINUE the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

[http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

**COURSE COORDINATOR:**

Susan Wancour, RDH, MS, Assistant Professor  
Office Hours: Posted on office door.

Office: VFS 312, Office phone: 231-591-2398

E-mail: [wancours@ferris.edu](mailto:wancours@ferris.edu)

**COURSE SCHEDULE:**

Clinic Section 211-214: Monday 8-11:50am and 1-4:50pm, and Tuesday 5:00-8:50pm  
Clinic Section 215-218: Wednesday 8-11:50am and 1-4:50pm, and Thursday 5:00-8:50pm  
**Clinic issues will also be discussed in DHYG 232 Clinic Theory class.**

**REQUIRED BOOKS:**

DHYG 233 Course Manual, S. Wancour, Spring 2013, Rankin Center Bookstore.

Dental Hygiene Theory and Practice, Darby & Walsh, 3<sup>rd</sup> Edition.

Dental Drug Reference, latest edition.

**REQUIRED INSTRUMENTS/SUPPLIES/MATERIALS:**

- ✓ *An appointment book.*
- ✓ *Clinic Assessment Portfolio – same set up as DHYG 222.*
- ✓ *Scrubs/lab coats/clinic shoes/safety glasses.*
- ✓ *Current CPR card—*
- ✓ *Immunization and Immunity Form including a negative TB skin test or chest x-ray performed within the last six months, to be kept with your medical history in your patient chart.*
- ✓ *The portfolio is due when patient treatment begins and you must bring it to every clinic. **Failure to present your portfolio during every clinic and/or keeping your Assessment Portfolio up to date may result in Professional Responsibility deductions.***

**COURSE EVALUATION:**

The final course grade will be determined by the following assessments:

- |  |  |
|--|--|
| ✓ Student Performance Form scores                                    | 100 points   |
| ✓ Radiology Patient Experiences                                      | 100 points   |
| ✓ Process Evaluations (3)  | 60 points  |
| ✓ Patient Completions (20)   | complete/incomplete  |
| ✓ Sealants (4)   | complete/incomplete  |
| ✓ Nutritional Counseling   | complete/incomplete  |
| ✓ Tobacco Cessation Counseling                                       | complete/incomplete  |
| ✓ Eaglesoft Paperless Charting                                       | complete/incomplete  |
| ✓ Local Anesthesia practice  | complete/incomplete  |
| ✓ Clinic Self-Assessment   | complete/incomplete  |
| ✓ Mock NERB  | complete/incomplete  |
| ✓ Professional Responsibility policies or exemplary professionalism. | 5 or more points may be deducted for infractions of clinic policies or points may be awarded for |

**TOTAL POINTS: 260**

### **Program Grading Scale (in percentage):**

94 -- 100 = A

75 -- 77 = C

90 -- 93 = A-

70 -- 74 = C-

87 -- 89 = B+

67 -- 69 = D+

84 -- 86 = B

65 -- 66 = D

80 -- 83 = B-

63 -- 64 = D-

78 -- 79 = C+

62 and below = F

### **SPECIFIC LEARNING EXPERIENCES & MANDATORY CLINIC REQUIREMENTS:**

**Accreditation Standards:** students must be competent in providing dental hygiene care for a variety of patients. To accomplish this standard, students will be expected to see a variety of patient case types and to fulfill the following *minimum* learning experiences in DHYG 233. **Students need to recruit as many patients as possible.** Students are encouraged to complete as many patient experiences as possible. If clinical teaching staff determines inadequate mastery of skills, the clinic coordinator will be consulted and may require additional learning experiences and/or remediation. Clinic competencies are based on the **American Dental Education Association (ADEA)** recommendations set forth in "Competencies for Entry into the Profession of Dental Hygiene" updated in 2011. This document is included in this section of the DHYG 233 Clinic Manual for referral to said competencies.\*

### **A minimum of 20 patients must be completed. These patients must consist of the following:**

- ✓ **Eight (8) case type II or greater (case type III or IV) patient completions.\***
- ✓ **Twelve (12) any variety of case type patient completions.**
- ✓ **Included in the above 20 patients must be at least two (2) patients with level 2/3 calculus on at least 4 teeth—1 of these teeth must be posterior (cannot be a pedo patient; patient can be shared with another student depending on difficulty level). If a patient has more than 4 teeth with level 2/3 calc, they may count as two patients. One of the patients may be a NERB patient as long as the required calculus teeth are completed in clinic.\***

**\*Grades received on these patients must be used toward final grade. ANY GRADE BELOW 90% WILL NOT BE CONSIDERED A REQUIREMENT AND ANOTHER PATIENT TYPE MUST BE SEEN UNTIL AT LEAST 90% IS ACHIEVED.**

- ✓ *Difficult patients may be shared by two students w/instructor and patient consent. Each student completes all services by quadrant, example: a student perio charts, scales, polishes and applies fluoride per quad. Each student should complete a max/mand quad for the best experience. Each student should have their own carbon form.*
- ✓ Students must monitor patient load and work with clinic receptionists and classmates to meet their requirements.
- ✓ Progress will be reviewed at midterm.
- ✓ On final grading day, students will show documentation of patient completions. These scores will be averaged to determine the final 100 points toward the final clinic grade. If a student sees more than 15 patients, they will be able to pick the highest 15 scores (but must include the scores for all of the above requirements).
- ✓ *Dental hygiene students may be patients in the clinic if they have not had a prophylaxis completed within the last 3 months. If a student is in their regularly scheduled clinic time and they sit as a patient for another student, they will receive no patient time. The grade from a dental hygiene student sitting as a patient may NOT be used toward the operator's final grade, but may count as a patient requirement.*

**Three Process Evaluations worth 20 points each:**

18 points (90%) must be obtained to pass the evaluations and the retake evaluations. If the student does not pass the retake evaluation, they must continue to retake it until they pass, but will receive 0 points.

- *Must be performed on a case type II or greater AND has level 2 or 3 calculus:*
  - ✓ Ultrasonic debridement on a quadrant.
- *Must be performed on a patient with moderate plaque, stain, or orthodontic bands:*
  - ✓ Air polishing on one quadrant.
- *Must be performed on a patient with active periodontitis:*
  - ✓ Patient education and care plan.

18 points (90% competency) must be obtained to pass the evaluations and the retake evaluations. If the student does not pass the retake evaluation, they must continue to retake it until they pass, but will receive 0 points. **Note: Each process evaluation not complete by the due date will result in a two (2) point deduction from that process evaluation score. All process evaluations must be completed by the end of the semester to avoid an incomplete (I) grade in clinic.**

**Four (4) pit and fissure sealants:**

The sealants must be placed in clinic. This could be accomplished on more than one patient. All sealant placement must be approved by the patient’s dentist or the FSU clinic dentist. Dental hygiene students may be used as sealant patients. *The 4 sealants are due by the end of the semester.*

**Metron Rotations and other Service-Learning Projects:**

All students must rotate to these facilities during their scheduled time (see Clinic Calendar). Metron is a long-term care facility at which you may do dental screenings, radiographs, and prophylaxis. Be sure to fill out a Student Performance Form for services completed at Metron. Students will be expected to participate in other service-learning projects that may arise over the course of the semester to be announced by the Course Coordinator.

**Clinic Competencies:**

- Nutritional counseling form on at least one patient in clinic
- Tobacco cessation counseling form on at least one patient in clinic
- EagleSoft paperless charting on at least one patient in clinic
- Radiology patient requirements (see Radiology section)
- Mock NERB Clinical Exam

**Local Anesthesia Competency:**

The student must complete the following ten injections **in clinic** (on a patient or another student) with instructor observance and signature. If you have to administer local anesthesia to another student, please use a different student than your partner(s) in Pain Management Lab for anatomical diversity.

ASA -- anterior superior alveolar nerve block	M/I -- mental incisive nerve block
MSA -- middle superior alveolar nerve block	BNB -- buccal nerve block
PSA -- posterior superior alveolar nerve block	IA -- inferior alveolar nerve block
GP -- greater palatine nerve block	
NP -- nasopalatine nerve block	

**Radiology Requirements See “Radiology” section of Clinic Manual for specific details**

- ✓ Patient requirements (includes traditional film and digital technology)
- ✓ Radiographic Interpretations
- ✓ Blackboard Online Radiology Exercise

### **INTERNSHIP EXPERIENCE OFF-CAMPUS (DHYG 291):**

Students will have the opportunity to participate in the clinical setting off campus during DHYG 233. The experience will be at selected sites across Michigan, or other states, that have diverse patient experiences. The students will more than likely treat a variety of patients: level 2/3 calculus, compromised medical histories, geriatric, adolescent, pedo, periodontally involved, and may take a variety of radiographs. This experience will enhance the patient experience that students receive on campus and is not required for completion of DHYG 233.

Students will not be considered absent from clinic while on location on their assigned internship dates.

Students will be allowed the following requirements to transfer from the internship experience to DHYG 233, but must present SIGNED documentation from the office (*copies of x-rays not needed*) on Clinic Final Grading Day:

- 2 FMX series digital or traditional film
- 2 sets of BWX digital or traditional film
- Panelipse digital or traditional film
- 1 Level 2/3 calculus patient
- 5 patient completions
- Paperless charting, both periodontal and hard tissue charting
- Local anesthesia injections

*Students on internship are responsible to complete all DHYG 233 clinic requirements and competencies as listed in the course syllabus. It is strongly recommended to have all process evaluations completed before going on an internship. **It is the discretion of the internship coordinator and the clinic coordinator to delay a student's internship experience if they feel the student is not prepared.***

**Disclaimer:** *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.*

### **ATTENDANCE POLICY:**

Attendance is mandatory for **all** clinic sessions. Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course coordinator. It is understood that students do at times have personal issues that cause them to be away from class. However, since clinic attendance is crucial to successful completion of this course, students should be aware that only issues that are beyond their control may be accepted as excused absences. Also, even having excused absences (if there are several) may result in a student not being able to successfully complete this course, as too much experience will have been missed.

**All clinic absences, excused or unexcused must be made up.** You must show any excused absence documentation to the course coordinator so as not to receive an infraction. The front desk informs the course coordinator of all clinic absences.

### **The only reasons that may be accepted as excused absences are:**

- ✓ Personal illness (or your child's illness) that requires a physician's attention (written documentation),
- ✓ A death in the immediate family or significant other (with documentation).
- ✓ University sponsored events, with authorization form (athletics, debate, etc.)
- ✓ Subpoena requiring you to be in court for testimony
- ✓ Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters only)
- ✓ Attending a Board Review Session – MUST ARRANGE IN ADVANCE.

Unacceptable reasons for absence:

- ✓ Day Care coverage

- ✓ Employment—having to work
- ✓ Incarceration (jail) or court appearances related to violations of the law
- ✓ Illness not requiring a physician's attention

**You MUST notify the front desk if you will be late or absent for your scheduled clinic session. Contact the dental receptionist at extension 2260, or leave a message if a person does not answer the phone. Failure to do so will result in an automatic deduction of at least five (5) professional responsibility points.** Late arrivals to clinic sessions without a valid excuse will result in a violation of Professional Responsibility, and will result in deduction of 5 points. Leaving clinic *prior to instructor dismissal* will result in 5 point deduction in Professional Responsibility.

**NOTE:** When faced with a patient cancellation or no show, you must remain in clinic, however every attempt should be made to locate a patient. For example, call a patient scheduled at a later date to come in early, contact a friend, take a walk-in patient, etc. Instructors will assign duties to be performed when you do not have a patient. **No more than two clinic sessions (8 hours) without a patient will be allowed.** Students should maintain a list of patients who can come at short notice.

### **Assignment of “No Patient Time”:**

Clinic instructors will scan 4 hours “no patient time” or absent hours for each clinic session that a student does not have a patient or is absent. At least one patient should be treated per each clinic time.

- ✓ No partial time will be deducted for completion of patient earlier than the dismissal time or for patients arriving late.
- ✓ The student will not be penalized no patient time if the patient is endentulous.
- ✓ The student will not be penalized no patient time if your patient is a child and you finish early.
- ✓ The student must, however, remain in clinic and be constructive, i.e. assisting another student with a difficult patient or charting, working on radiographic interpretations, practice scaling/lateral pressure on your typodont, etc. Do not just stand around and talk – there is always something that needs to be done.
- ✓ You also may be clinic assistant or radiology assistant with permission from the **lead instructor** if there is not already a clinic assistant or another radiology assistant is needed per the radiology instructor. You must then rotate out of one of your future scheduled clinic or radiology assistant rotations. **You must inform your section instructor of your whereabouts at all times! Failure to do so could result in professional responsibility deduction.**

### **What Constitutes “Make Up Time?”**

***You cannot make up clinic time unless you have a patient in clinic or radiology, or are assigned as clinic or radiology assistant.*** Clinic make up time is the amount of hours you spend in an opposite clinic, i.e. you attend an opposite clinic from 5-7:30, you will receive 2 1/2 hours make up time. If your patient is completed early but you need all four hours make up time, you may stay in clinic as long as you check with your section instructor and receive a clinic task to accomplish, such as: assisting another student with a difficult patient or charting, working on radiographic interpretations, practice scaling/lateral pressure on your typodont, help the clinic assistant, help in sterilizing, etc.

- ✓ *One (1) hour will be given as make up time for the completion of a panelipse radiograph.*
- ✓ *One (1) hour will be given for the completion of BWX radiograph.*
- ✓ *Two (2) hours will be given for the completion of FMX radiographs.*
- ✓ **Sealants:** *You will be not be penalized no patient time if the front desk schedules you a patient who is receiving sealants only. If your sealant patient is another dental hygiene student or you decide to place sealants on another student's patient, you will receive the following:*
- ✓ *1 sealant you will receive 1 hour make-up time; 2, 3, or 4 sealants, you will receive 2 hours make up time. If you spend more than 2 hours on sealants due to placing more*



than 4 sealants or experiencing a difficult child, than you will receive the amount of hours you actually spent on placing the sealants.

- ✓ You may receive patient time by performing a prophylaxis on a DHYG student currently in clinic as long as that student has not had a prophy in at least 3 months, but that patient/student will receive no patient time.
- ✓ NERB screening – you may receive the amount of hours you were in clinic screening as long as you are doing assessment: charting, radiographs, etc., and/or are scaling. If you screen a NERB patient that does not fit the requirement and dismiss the patient, you will NOT receive patient time.

### **Assigned Clinic Rotations (Clinic and Radiology Assistant):**

Students are expected to be present and on time in proper clinic attire for assigned rotations. The same rules apply to late arrival, clinic attire infractions, and professionalism during these assigned times. It is expected that students will be prepared for assigned rotations by reviewing the duties required for the rotation in *advance of clinic*. Students are required to be actively involved in assigned duties during their rotations and are not to leave their assigned area. If you would like to change an assigned duty, you will need to receive approval from the clinic instructor leader.

### **Opposite Clinic Rotations:**

Students will be allowed to come into an unassigned clinic to make up missed clinic time, or to accommodate patient needs. This will be managed by the front desk on a first come, first serve basis.

### **PROFESSIONAL RESPONSIBILITY:**

Becoming proficient in the area of professional responsibility is an ongoing process. It includes your professional demeanor and appearance. For in depth information, please refer to the *Professional Responsibility* section of the *Policies and Procedures Manual*. Professional Responsibility deductions or additions are determined by the clinical instructors and clinic staff. **All professional responsibility forms must first be given to the clinic coordinator before the student receives a copy.**

### **CLINIC TEAMS – TEAM LEADER:**

Each of the five students in a team is responsible for each team member. A team leader will be appointed for each team each clinic. If the team leader is absent, the team must appoint another team leader for that clinic. The team leader is responsible to be sure all students on their team have signed in, have their process evaluations up to date, and to collaborate with team members on patient requirement needs. It is also the team leader's responsibility to see that each student utilizes the patient types in their team to be able to complete their process evaluation that is due that week. It is recommended that the team leader plan to arrive early to clinic and they must stay until the end of clinic. The team leader is responsible to delegate responsibilities at the end of clinic, i.e. helping other students clean units, helping in the sterilizing room, etc. The team leader must also initiate the team huddle at the end of clinic to discuss student needs, experiences, feedback, etc. with the observance of the clinic instructor. **The clinic instructor will evaluate the team leader each clinic.**

**REMEMBER THAT TEAM WORK IS A VERY IMPORTANT ASPECT OF WORKING IN A DENTAL OFFICE AND IS CONSIDERED A VERY IMPORTANT PROFESSIONAL RESPONSIBILITY. PLEASE WORK WITH AND HELP OTHERS WITH A POSITIVE ATTITUDE!**

### **CLINIC DRESS POLICY:**

The Clinic Dress Policy in the Policy & Procedures Manual will be used the same as in first year clinic. Remember, you will be treating patients and must look neat, clean, and professional at all times! ANY VIOLATION OF THESE POLICIES MAY RESULT IN A PROFESSIONAL RESPONSIBILITY POINTS.

## ALCOHOL AND DRUG POLICY:

- ~ Any student arriving to a clinic session who is believed by instructors to be: intoxicated, smelling of intoxicants, and/or under the influence of drugs will be **immediately** dismissed from the clinical session. That student will forfeit their patient time for the session and will **NOT** be allowed to make up the time. A student who arrives to clinic in this manner demonstrates a lack of professionalism and error in judgment and their peers, faculty, and clinic staff will not accommodate their behavior.
- ~ A ride will be arranged for the student who presents in this manner with Dial-a-Ride of Big Rapids to transport the student home or to an alternative location. The student will also have the option of contacting a designated driver for transport. The student will not be allowed to operate their own motor vehicle. Dial-a-Ride will provide transportation within the city limits or to within approximately 3 miles of the city limits at a nominal fee (subject to change). Current fees are posted below and will be the student's responsibility:

### Dial-A-Ride (Curb to Curb Service):

HOURS: 6:30-6:30 Monday-Friday, 9:00-2:00 Saturday, closed Sundays and holidays.

231-796-8675, 1829 North State Street, Big Rapids, MI 49307 (*Last calls must be made to the office 30 minutes before closing*).

**Fares:** In City One Way: Regular \$2.00, Age 16 & under \$1.00, Senior Citizens \$1.00, Disabled \$1.00.

## **FERRIS STATE UNIVERSITY DENTAL HYGIENE PROGRAM SPRING SEMESTER -2<sup>ND</sup> YEAR**

### **DHYG 237 Community Dentistry B / DHYG 239 Community Dentistry Lab**

**COURSE TITLE:** DHYG 237 Community Dentistry B

**CREDIT HOURS:** 1 Credit (1+0) Spring

**INSTRUCTOR:** Sandra George Burns

Campus Address VFS 301 Phone #(231) 591-2276

E-mail address burnss@ferris.edu

Office hours TBA & posted in Banner & on your instructors office door

**Prerequisite:** DHYG 217 A and DHYG 227 A

### **COURSE DESCRIPTION:**

Community Dentistry B will cover epidemiologic and research principles of oral health. The students will analyze scientific literature and describe statistical concepts. This course will describe current methods of payment for dental care. The students will review current dental research articles and create professional educational presentations.

**DHYG 237 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes / DENTAL HYGIENE PROGRAM COMPETENCIES</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
2. The student will be able to utilize the statistical methods used to gather data in a community group setting and create programs. Critical Thinking) HP.1-6 CM. 1-13	Completion of needs assessment on a community group and presentation of oral health programs. (rubric)	90% of students will earn a score of 75% or higher on the assessment and program project using the rubric provided.

2. The student will be able to define three types of payment used in dental care programs. (Knowledge & Professional competency) CM. 5	Completion of written exams with five designated questions.	90% of students will earn a score of 75% or higher on the designated test questions.
3. The student will be able to effectively critique dental research reported in dental and lay publications. (Knowledge & Professional competency PGD.1, 2,3 C. 4,5	Completion of review of literature project and table clinic presentation. Grading rubric.	90% of students will earn a score of 75% or higher on the written project plan.

**DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will CONTINUE the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

**<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

**[http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)**

**<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>**

**DHYG 239 Community Dentistry B Lab (Academic Service Learning)**

**CREDIT: 1 (0+2) Spring**

**PREREQUISITES: DHYG 217 A and DHYG 227 A**

**COURSE DESCRIPTION:**

Community Dentistry B is an Academic Service Learning course which will focus on creating community health education and health promotions programs for the local area. Students will conduct service learning programs which will include assessment, planning, implementation and evaluation.

**DHYG 237 Course Outcomes, Assessment Plan, ADEA DHYG Competencies:**

<b>Course Learning Outcomes</b>	<b>Measure of Learning</b>	<b>Criteria for Success</b>
1. The student will conduct service learning projects in the local community. (Knowledge & Professional Competency) HP. 1-6 CM. 1,2,3,4,4,5	Completion of a written paper (rubric) reflecting insight or understanding gained from the experience.	90% of students will earn a grade of 75% or higher on a written paper.
2. The student will assess the health of community groups using indices and determine goals and objectives for future programs. (Knowledge & Professional	Completion of oral health assessment program.	90% of students will earn a score of 75% or higher on the written assessment project.

competency) HP.1,2,3,4,5,6 CM. 1-7		
3. The student will be able to design, implement and evaluate their community health program. (Critical Thinking) HP.1-6 CM 1-7	Implementation and evaluation of community health programs on a variety of ages using the grading rubric provided.	90% of students will earn a grade of 75% or higher on implementation and evaluation of the community oral health programs. (rubric)

**Assessment of Overall Course Success: 90% of students will demonstrate proficiency in the course learning outcomes to successfully pass the course.**

### **DENTAL HYGIENE PROGRAM COMPETENCIES:**

As you complete this course you will CONTINUE the process of developing the following competencies found in the links below. Additional work on developing these competencies will take place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

1. <http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>
2. [http://www.adha.org/downloads/adha\\_standards011.pdf](http://www.adha.org/downloads/adha_standards011.pdf)
3. <http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/DHYGStudentHandbook2012.pdf>

### **REQUIRED COURSE MATERIALS:**

The following text and manuals are required for this course.

- A. Dental Public Health & Research 3<sup>rd</sup> ed. ( Purchased Fall Semester)
- B. Clinical Practice of the Dental Hygienist by Wilkins, 10<sup>th</sup> ed. (NOTE: Do not sell this textbook at the end of the semester. This text will be used in future courses in the program

**TEACHING METHODS:** Lecture, demonstrations, hands-on activities, community program plans, case studies, Online testing and assignments.

### **UNIT OBJECTIVES:**

Specific objectives will be provided for each module of instruction. See also: course calendar.

Community Assessment and Program Plan:

1. Evaluate survey data and use data results to develop a program plan.
2. Develop a program plan based on the following:
  - a. Personal dental needs
  - Dental education needs
  - 1) Dental attitudes and interests
  - 2) Dental knowledge

Dental priorities  
Resources available

3. Identify concepts and list the goals and specific objectives of the planned program.
4. Prepare audiovisual media of appropriate quality, quantity and variety for the particular program.
5. Implement the program using as many contacts required to meet the goals and specific objectives of the program.
6. Evaluate the implemented program according to the participants' behavioral changes, program content and participating students constructive criticism.
7. Compose a letter of appreciation and send to each site within one week following the dental health presentation.

**EVALUATION CRITERIA:** In addition to documentation regarding community activities and the Special Needs and Nursing Center visit, are necessary for successful completion of DHYG 237/239 include the following:

**DHYG 237 Exams 100 Points**

**DHYG 239 Projects 300 Plus Requirements (Completion Required)**

	<b>POINTS POSSIBLE</b>
1. <b>ACADEMIC GROUP PROGRAM:</b> Blue forms	90
2. <b>or SPECIAL GROUP PROGRAM:</b> Pink forms	90
3. <b>CLASS OR MEETINGS/ATTENDANCE</b>	30
4. <b>TABLE CLINIC</b>	100
5. <b>PEER EVALUATION</b> (one is mandatory)	10 per evaluation
6. <b>LETTER OF APPRECIATION WITHIN ONE</b>	<b>OF VISIT TO:</b>
a) Academic group	10
or	
b) Special group	10

(Carbon or photo copy of each letter for Mrs. Burns is necessary in order to receive points). These are the "**MUST BEES**".

**GRAND TOTAL: 300**

**Unfortunately: Points will be subtracted from an individual student's accumulation of points under the following conditions:**

-30 pts. a. Failure to make contact with site group or failure to schedule site visit by January 28.

-30 pts. b. Failure to change scheduling of a site visit that conflicts with another student group. (PROMPTLY)

-30 pts. c. Lack of active participation with other students during development of program.

-30 pts. d. Failure to pick up media items from VFS during scheduled hours.  
(PLEASE DO NOT REQUEST FACULTY TO ADMIT YOU TO VFS 327 DURING OTHER  
TIMES!)

-30 pts. e. Failure to return all loaned media items to VFS , VFS , or ILS on day  
of site visit.

-30 pts. f. Grouping audience so there are more than 25 persons observing presentation  
(unless permission is given via Mrs. Burns).

-30 pts. g. Lack of follow up with site group that results in need to change approved  
appointment time.

-30 pts. h. Failure to present programs for aJ! sections or divisions of the assigned academic or  
special group by the final Friday of classes.

-30 pts. i. Lack of attendance during implementation of assigned program.

-30 pts. j. Lack of pre-assessment of the personal dental needs, dental educational needs and  
dental priorities of the assigned groups by use of a pre-test or questionnaire (verbal  
or written).

-30 pts. k. Failure to notify fellow students of schedule changes for PEER evaluation  
group that students are required to observe.

-30 pts. l. Pamphlets used and not replaced. (VERIFICATION OF REPLACEMENT MUST  
INCLUDE A COPY OF ORDER FORM AND DATE OF REPLACEMENT ITEM  
RECEIVED. ITEMS MUST BE REPLACED BY THE FRIDAY, April 29, (Spring Semester)

-10 pts. m. Forms or appreciation letters not completed and mailed within one week of  
(per form or letter) the visit,

## GRADING SCALE:

A	93-	100%		
A-	90-	92%	C	73 - 76%
B+	87-	89%	C-	70 - 72%
B	83-	86%	D+	67 - 69%
B-	80-	82%	D	63 - 66%
C+	77-	79%	D-	60 - 62%
			F	59 - below

### C. Posting of Course Grades

1. All scores will be posted on the DHYG 217 Ferris Connect site as course requirements are completed. Final grades will be posted on Ferris Connect

### C. Explanation of Course Requirements Exams = 100 points

1. Each exam will have 50 questions in a forced choice format.
3. Each exam question will be worth one point, for a total of 100 points possible.
4. See the course calendar for the dates on which exams are scheduled
5. Make-up Exams
  - a. Scheduling: **It is the student's responsibility** to contact the course instructor to schedule a make-up for an exam he or she missed.
  - b. Time frame: The make-up exam must be taken **within 24** hours of the student's return to campus.
  - c. Penalty: There will be a **10 point penalty** assessed against the exam score if exam is completed **after the 24 hour make-up period**. (The course instructor reserves the right to waiving this penalty.)

### **Scientific Article Summary Papers (3) = Table Clinic Research** both summaries must be completed to receive points.

1. Project Description: Summarize the main points of 3 articles from a **professional journal** listed in the resources page that pertains to a current table clinic topic in dentistry. The article is to have been published within the past five years. Follow the steps described in the article summary paper directions below. You may be asked to present one article to your classmates.
2. Due Date: TBA: No credit will be given for a paper handed in after the due date.
4. Requirement Directions: To receive credit for these papers, the following directions must be followed.
  - a. **STEP #1: FIND AN ARTICLE** of interest that meets the criteria listed below.
    - 1) The article may be on any topic related to dentistry.
    - 2) The article must have been published in a PROFESSIONAL JOURNAL. (use list provided)
    - 3) The article must be current, i.e., PUBLISHED WITHIN THE PAST 5 YEARS.

b. **STEP #2:** WRITE THE ARTICLE SUMMARY following the steps listed below.

- 1) Length: No more than one page, double spaced.
- 2) The paper is to be typed/prepared on a word processor.
- 3) The paper is to contain the following information; and is presented in the following order.

to be

FIRST: Your NAME should be typed in the upper, right corner.

SECOND: You will have a BIBLIOGRAPY NOTATION that will contain the following information organized in the manner shown in the example.

- Name(s) of the author(s)
- Complete title of the article
- Name of the journal in which it was published
- Journal volume number
- Inclusive pages of the article
- Month (or season) and year of publication

EXAMPLE of BIBLIOGRAPHY NOTATION:

Lalumandier, J. A., and McPhee, S. D. Prevalence and Risk Factors of Hand Problems and Carpal Tunnel Syndrome Among Dental Hygienists. J. Dent. Hyg., 75:130-133, Spring, 2001.

- THIRD – You will have an INTRODUCTION. This will consist of a brief statement on the purpose of the article.
- FOURTH – You will have a SUMMARY of the article. If the article is reporting on a study that was conducted, this section will contain a brief discussion of the methods or plan used in the study. Otherwise, this section will contain a summary of the main points presented in the article.
- FIFTH – You will have a CONCLUSION. This should be a **summary statement of the conclusions drawn by the author(s)** at the end of the article.

## Attendance

1. Attendance will be taken at each lecture period, participation in class discussions and preparation for lecture are required.
2. Reading assignments may or may not be accompanied by a reading outline that must be completed prior to lecture period and will be peer-evaluated by your section team members for the following criteria:
  - a. degree of participation
  - b. contribution to the subject
  - c. willingness to cooperate
  - c. motivation
3. Attendance points will be awarded (1) per lecture, will be awarded based on: presence, peer evaluation, and participation
4. Failure to come prepared for lecture may result in point deductions



5. Attendance at all lectures is mandatory.
  6. Attendance Taking: Attendance will be taken at each lecture period through the use of a sign in sheet and/or reading outline points. To be given credit for being present the student will come prepared for lecture as outlined in the 'Explanation of Course Requirements' section above
  7. The Excused Absence: Only the following are acceptable as an excused absence; provided you have paper documentation to support this absence:
    - a. Acute personal illness (or illness of your child) that requires a physician's attention.
    - b. A death in the immediate family.
    - c. University sponsored events.
    - d. A required court appearance.
    - e. Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive (for commuters, only).
  8. **Consequences – Negative points:**
    1. One point will be deducted from the 30 points possible for attendance and participation in lecture if you are not present/prepared.
    2. A total of **five points will be deducted from your final grade for each unexcused absence, after you have accumulated two un-excused absences.**
- E. If you are absent from lecture, ***it is your responsibility*** to do the following.
1. Obtain a copy of any handouts given out during that lecture period from the course instructor.
  2. Check with a classmate to identify announcements and special information presented during that period.

## **DENTAL HYGIENE COMPETENCIES:**

**THE FOLLOWING SECTION OUTLINES THE COMPETENCIES SET FORTH BY THE (1) AMERICAN DENTAL EDUCATION ASSOCIATION (ADEA) FOR ENTRY INTO THE ALLIED DENTAL PROFESSIONS AND (2) THE STANDARDS FOR CLINICAL DENTAL HYGIENE PRACTICE SET FOR BY THE ADHA WHICH DRIVES THE DENTAL HYGIENE CURRICULUM**

**<http://www.adea.org/events/Documents/ADEA%20Competencies%20for%20Entry%20into%20the%20Allied%20Dental%20Professions.pdf>**

**[http://www.adha.org/downloads/adha\\_standards08.pdf](http://www.adha.org/downloads/adha_standards08.pdf)**

## **COMPETENCIES:**

As you complete this course you will start the process of developing the following competencies **bolded** below. Additional work on developing these competencies will take

place in other courses throughout the professional sequence. These competencies represent abilities expected of a dental hygienist entering the dental hygiene profession. Dental hygienists must complete an accredited educational program and qualify for licensure in any state or jurisdiction. They practice in collaboration with dental and other health care professionals in a variety of settings.

### ***Core Competencies (C)***

- C.1 Apply a professional code of ethics in 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.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
- C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.**
- C.6 Continuously perform self-assessment for lifelong learning and professional growth.
- C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.**
- C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
- C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.**
- C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
- C.11 Record accurate, consistent, and complete documentation of oral health services provided.**
- 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 treatments.
- C.14 Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training or knowledge.

### ***Health Promotion and Disease Prevention (HP)***

- HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
- HP.2 Respect the goals, values, beliefs, and preferences of all patients.
- HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
- HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
- HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
- HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.**

### ***Community Involvement (CM)***

- CM.1 Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
- CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
- CM.3 Provide community oral health services in a variety of settings.
- CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.
- CM.5 Evaluate reimbursement mechanisms and their impact on the patient's access to oral health care.
- CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.
- CM.7 Advocate for effective oral health care for underserved populations.

### ***Patient Care (PC)\****

*\*This section also includes the Standards for Clinical Dental Hygiene Practice set for the by the ADHA*

#### **Assessment (Standard 1)**

- 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 relationships 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.**

#### **Dental Hygiene Diagnosis (Standard 2)**

**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.**

#### **Planning (Standard 3)**

**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.

#### **Implementation (Standard 4)**

**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.**

#### **Evaluation (Standard 5)**

PC.11 Evaluate the effectiveness of the provided services, and modify care plans as needed.

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.

#### **Documentation (specific to the ADHA Standards for Clinical Dental Hygiene Practice, Standard 6)**

The complete and accurate recording of all collected data, treatment planned and provided, recommendations, and other information relevant to patient care and treatment.

#### **Professional Growth and Development (PGD)**

PGD.1 Pursue career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.

PGD.2 Develop practice management and marketing strategies to be used in the delivery of oral health care.

PGD.3 Access professional and social networks to pursue professional goals.

### **TENTATIVE SCHEDULE:**

\*The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.

See the combined DHYG 237/DHYG 239 course calendar for lecture topics, objectives, and dates of exams, quizzes, other assignments; as well as, lab activities and lab requirement due dates.

### **FSU GENERAL POLICIES:**

#### **SPECIFIC COURSE POLICIES ARE ESTABLISHED BY THE INSTRUCTOR**

**Students are referred to the College of Health Professions for standard academic policies established by Ferris State University.**

**<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm>**

**Students are referred to the Handbook for Dental Hygiene Students academic policies established by the Dental Hygiene Program.**

**<http://www.ferris.edu/HTMLS/colleges/allied/DentalHygiene-medicalimaging/dentalhygiene/DHYGStudentHandbookS11FINAL.pdf>**

## DHYG 280 COMPREHENSIVE PATIENT ASSESSMENT COURSE SYLLABUS SPRING 2013

### **COURSE DESCRIPTION:**

This course focuses on patient case studies designed to further student critical thinking skills for advanced patient treatment decision-making. 1 credit hour. Prerequisites: DHYG 212 and 222.

### **COURSE OUTCOMES AND ASSESSMENT PLAN:**

<b>COURSE OUTCOME</b>	<b>MEASURE OF LEARNING</b>	<b>CRITERIA FOR SUCCESS</b>
1. Determine optimal patient care based on case studies for a variety of patients. <b>C.3-4, C.7, C.12, HP.3-6, CM.2, PC.1-9*</b>	Written exams.	90% of students will receive a 75% or higher on exams.
2. Design and present a case study working in a team. <b>C.3-4, C.7, C.12, HP.3-6, CM.2, PC.1-9*</b>	Written case study and presentation graded with rubric.	90% of students will receive a 75% or higher on case study.

**\*Refer to the American Dental Education Association (ADEA) [in conjunction with the American Dental Hygienists Association (ADHA)] "Competencies for Entry into the Profession of Dental Hygiene," 2011.**

### **COURSE INSTRUCTOR:**

Susan Wancour, RDH, MS, Assistant Professor  
Office Hours: Posted on office door.

Office: VFS 312, Office phone: 231-591-2398

E-mail: [wancours@ferris.edu](mailto:wancours@ferris.edu)

### **COURSE SCHEDULE:**

Tuesday 2:00 – 3:35 PM in VFS 103, 8 week course, double-paced.

### **REQUIRED COURSE MATERIALS**

Textbook: SUCCESS! in Dental Hygiene, Demetra Daskalos Logothetis, 2009, 1<sup>st</sup> edition.  
Regular access to the Internet.

### **COURSE ASSESSMENT:**

EXAM 1 (50 questions--1 point each)	50
EXAM 2 (50 questions--1 point each)	50
Team Case Study & Presentation	50
<b>TOTAL</b>	<b>200</b>

### **PROGRAM GRADING SCALE: (in percentage)**

94 -- 100 = A	75 -- 77 = C
90 -- 93 = A-	70 -- 74 = C-
87 -- 89 = B+	67 -- 69 = D+
84 -- 86 = B	65 -- 66 = D
80 -- 83 = B-	63 -- 64 = D-
78 -- 79 = C+	62 and below = F

**INFORMATION REGARDING EXAMS-** DHYG 280 exams will be based on:

- *Specific course objectives (see Course Calendar)*
- Reading assignments including any supplemental reading assignments.

- Classroom discussion.
- Case studies viewed in class.

**COURSE OUTLINE (see Course Calendar for dates and specific course objectives):**

1. Applying Dental Hygiene Theory to Case Studies
2. Assessing Patient Characteristics and Interpreting Radiographs
3. Planning & Managing Dental Hygiene Care
4. Implementing Periodontal Procedures
5. Selecting Preventative Agents
6. Supportive Treatment
7. Professional Responsibility, Ethics, & Jurisprudence
8. Student Case Studies

**ATTENDANCE POLICY:**

Attendance is mandatory for all DHYG 212 course sessions and attendance will be taken. Prearranged absence based on an exceptional situation may be counted as an excused absence at the discretion of the course instructor. It is understood that students do at times have personal issues that cause them to be away from class. *Each student will, therefore, be allowed one unexcused absence for the semester. Any other unexcused absence will result in a two point grade deduction.*

**The only reasons that may be accepted as excused absences are:**

- ✓ Personal illness (or your child's illness) that requires a physician's attention (with written documentation).
- ✓ A death in the immediate family or significant other (with documentation).
- ✓ University sponsored events, with authorization form (athletics, debate, etc.)
- ✓ Subpoena requiring you to be in court for testimony.
- ✓ Inclement weather that, in the opinion of the local law enforcement, makes it too dangerous to drive
- ✓ Attending a Board Review Session

**Unacceptable reasons for absence:**

- ✓ Day Care coverage
- ✓ Employment—having to work
- ✓ Incarceration (jail) or court appearances related to violations of the law
- ✓ Illness not requiring a physician's attention

**DISCLAIMER:** *The instructor for this course reserves the right to change, at any time, the schedule of assignments, required material to be completed and/or read, dates assignments are due, and other course student responsibilities with the issuance of a notice with the effected changes and date of implementation.*

## **Appendix D: Course Assessment Report**

# Unit Course Assessment Report - Four Column

## Ferris State University

### Z - DHYG Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - DHYG Courses - DHYG 111 - Oral Science 1 - Knowledge - The student will demonstrate knowledge of deciduous & permanent dental tooth anatomy, interrelations of teeth and supporting structures, including eruptions & exfoliations of deciduous teeth, histology of cell as well as lymph tissue and facial bones and skull (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/16/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written classroom exams <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn 75% or higher	01/05/2012 - 96% of students earned a 75% or higher on classroom exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 98% of students earned a score of 75% or higher on the written classroom exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 98% of students earned a score of 75% or higher on the written classroom exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Lab practical exams <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn 75% or higher	01/05/2012 - 95% of students earned a 75% or higher on lab practical exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	01/19/2011 - 98% of students earned a score of 75% or higher on lab practical exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required		
	12/17/2010 - 98% of students earned a score of 75% or higher on lab practical exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Content related quizzes <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn 75% or higher	01/05/2012 - 95% of students earned a 75% or higher on content related quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 98% of students earned a score of 75% or higher on the written content related quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 98% of students earned a score of 75% or higher on the written content related quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 114 - Clinical Dental Hyg Theory 1 - Knowledge 1 - Identifies all components related to the prevention of disease transmission and instrument/equipment management. (Created By Z - DHYG Courses) <b>Start Date:</b> 12/17/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> 51 questions on this topic <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a minimum score of 75% on written exams	12/17/2010 - 91% of students earned a minimum score of 75% or better on written quizzes and exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/24/2010 - 92% of students earned a minimum score of 75% or better on written exams <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 114 - Clinical Dental Hyg Theory 1 - Knowledge 2 - Identifies appropriate positioning of the patient and operator in relation to patient comfort and ergonomic principles (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> 14 questions on this topic</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score of 75% on written exams</p>	<p>12/17/2010 - 91% of students earned a minimum score of 75% or better on written quizzes and exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>05/24/2010 - 92% of students earned a minimum score of 75% or better on written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 114 - Clinical Dental Hyg Theory 1 - Knowledge 3 - Identifies appropriate instrumentation skills (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> 57 questions on this topic</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score of 75% on written exams</p>	<p>01/06/2012 - 95% of students earned a score of 75% or higher on written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 91% of students earned a minimum score of 75% or better on written quizzes and exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>05/24/2010 - 92% of students earned a minimum score of 75% or better on written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
		<p>01/06/2012 - 98% of students progressed in clinic through identification of appropriate instrumentation skills competencies</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 114 - Clinical Dental Hyg Theory 1 - Knowledge 4 - Identifies all components of patient</p>	<p><b>Assessment Method:</b> 149 questions on this topic</p> <p><b>Assessment Method Category:</b></p>	<p>12/17/2010 - 91% of students earned a minimum score of 75% or better on written quizzes and exams</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>assessment procedures (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p>Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score of 75% on written exams</p>	<p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/24/2010 - 92% of students earned a minimum score of 75% or better on written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 114 - Clinical Dental Hyg Theory 1 - Knowledge 5 - Identifies the dental hygiene process of care (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> 29 questions on this topic</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score of 75% on written exams</p>	<p>12/17/2010 - 91% of students earned a minimum score of 75% or better on written quizzes and exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/24/2010 - 92% of students earned a minimum score of 75% or better on written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 115 - Clinical Dental Hyg Pract 1 - Professional Competency 1 - The student will demonstrate use of the dental equipment and patient/operator positioning (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of Lab/Clinical Performance Evaluations utilizing designated section on performance rubric</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score 75%</p>	<p>01/06/2012 - 100% of students earned a 75% or higher on patient / operator equipment positioning</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 100 % of students demonstrated competency of PASS on lab/clinical evaluations</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/24/2010 - 97.5% of students achieved a minimum score of 75% or greater on the performance rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 115 - Clinical Dental Hyg Pract 1 - Professional Competency 2 - The student will apply techniques appropriate to the prevention of disease transmission (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of Lab/Clinical Performance Evaluations utilizing designated section on performance rubric</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score 75%</p>	<p>01/06/2012 - 100% of students earned 75% on prevention of disease transmission techniques</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 100 % of students demonstrated competency of PASS on lab/clinical evaluations</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/24/2010 - 97.5% of students achieved a minimum score of 75% or greater on the performance rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 115 - Clinical Dental Hyg Pract 1 - Professional Competency 3 - The student will demonstrate all clinical instrumentation, skills (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of Clinical Exit Exam utilizing designated section on performance rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score 75%</p>	<p>01/06/2012 - 98% of students earned a 75% or higher on clinical exit exam</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 97.7 % of students achieved a minimum score of 75% or greater on the Clinical Exit Exams and received a Pass grade</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/24/2010 - 97.5% of students achieved a minimum score of 75% or greater on the performance rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 115 - Clinical Dental Hyg Pract 1 - Knowledge - The student will demonstrate patient</p>	<p><b>Assessment Method:</b> Completion of Lab/Clinical Performance Evaluations utilizing designated section on</p>	<p>01/06/2012 - 100% of students earned a 75% on performance of demonstrating patient assessment skills</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>assessment skills (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p>performance rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum score 75%</p>	<p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 100 % of students demonstrated competency of PASS on lab/clinical evaluations</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/24/2010 - 97.5% of students achieved a minimum score of 75% or greater on the performance rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 121 - Oral Science 2 - Knowledge 1 - The student will be able to demonstrate knowledge of: Correct anatomical nomenclature as applied to the study of head &amp; neck anatomy, WITH emphasis on muscle, blood &amp; nervous tissues (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written &amp; lab exams</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on the written and identification exams</p> <hr/> <p><b>Assessment Method:</b> Completion of quizzes</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on quizzes</p>	<p>05/18/2011 - 90% of students earned a score of 75% or higher on the written and identification exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/18/2011 - 90% of students earned a score of 75% or higher on quizzes</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/16/2010 - 100% of students earned a score of passing</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
<p>Z - DHYG Courses - DHYG 121 - Oral Science 2 - Knowledge 2 - The student will be able to demonstrate knowledge of: Histological tissues composing the oral cavity, with emphasis on muscular, blood &amp; nervous tissues (Created By Z - DHYG</p> <p><b>Start Date:</b> 05/18/2011</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written &amp; lab exams <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on the written and identification exams</p> <p><b>Assessment Method:</b> Completion of quizzes <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on quizzes</p> <p><b>Assessment Method:</b> Construction of PowerPoint presentation <b>Assessment Method Category:</b> Presentation(Oral)</p>	<p>05/18/2011 - 90% of students earned a score of 75% or higher on the written and identification exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p>05/18/2011 - 90% of students earned a score of 75% or higher on quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 121 - Oral Science 2 - Knowledge 3 - The student will be able to demonstrate knowledge of: Anatomical considerations for patient examination &amp; dental radiography of the head &amp; neck region (Created By Z - DHYG</p> <p><b>Start Date:</b> 05/18/2011</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written &amp; lab exams <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on the written and identification exams</p> <p><b>Assessment Method:</b> Completion of quizzes</p>	<p>05/18/2011 - 90% of students earned a score of 75% or higher on the written and identification exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p>05/18/2011 - 90% of students earned a score of 75% or higher on quizzes</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on quizzes	<b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 121 - Oral Science 2 - Knowledge 4 - The student will be able to demonstrate knowledge of: Anatomical structures used to determine needle penetration sites for administration of local anesthetic (Created By Z - DHYG <b>Start Date:</b> 05/18/2011 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written & lab exams <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on the written and identification exams <b>Assessment Method:</b> Completion of quizzes <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on quizzes <b>Assessment Method:</b> Participation in practice lab session <b>Assessment Method Category:</b> Performance (e.g. Music, Theatre)	05/18/2011 - 90% of students earned a score of 75% or higher on the written and identification exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/18/2011 - 90% of students earned a score of 75% or higher on quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 121 - Oral Science 2 - Knowledge 5 - The student will be able to demonstrate knowledge of: embryological development of the body with emphasis on the oral cavity (Created By Z - DHYG Courses) <b>Start Date:</b> 05/18/2011 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written & lab exams <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on the written and identification exams <b>Assessment Method:</b> Completion of quizzes <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on quizzes	05/18/2011 - 90% of students earned a score of 75% or higher on the written and identification exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/18/2011 - 90% of students earned a score of 75% or higher on quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<b>Assessment Method:</b> Creation & presentation of PowerPoint to classmates <b>Assessment Method Category:</b> Presentation(Oral)		
	<b>Assessment Method:</b> Construction of PowerPoint presentation <b>Assessment Method Category:</b> Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.)		
Z - DHYG Courses - DHYG 122 - Dental Radiography - Knowledge 1 - The student will demonstrate knowledge of the theory and techniques along with radiation safety needed to produce diagnostic radiographs on dental x-ray teaching training replicas and patients. (Created By Z - DHYG Courses) <b>Start Date:</b> 09/14/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of 9 laboratory exercises on the dental x-ray teaching and training replica. <b>Assessment Method Category:</b> Project/Model/Invention <b>Criterion for Success:</b> 90% of students will complete all laboratory exercises at the introductory level of pass or fail.	01/06/2012 - 100% of students will completed all laboratory exercises at the introductory level of pass <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/06/2012 - 100% of students will completed all laboratory exercises at the introductory level of pass <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 100% of students completed all laboratory exercises at the introductory level of pass or fail. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/14/2010 - 100% of students completed all laboratory exercises at the introductory level of pass or fail. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Satisfactory completion of two sets of patient radiographs: 1 set of 18 films and one set of four bitewings. <b>Assessment Method Category:</b> Project/Model/Invention <b>Criterion for Success:</b>	01/06/2012 - 100% of students completed patient radiographic experiences at 75% competency <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	90% of students will complete patient radiographic experiences at 75% competency.	12/17/2010 - 100% of students completed patient radiographic experiences at 75% competency <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 09/14/2010 - 100% of students completed patient radiographic experiences at 75% competency <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 122 - Dental Radiography - Knowledge 2 - The student will be able to describe radiation characteristics, x-ray production, properties of x-rays. (Created By Z - DHYG Courses) <b>Start Date:</b> 09/14/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written quizzes consisting of 12 questions, four per topic <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn 75% or higher	01/06/2012 - 98% of students will earned 75% or higher written quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 12/17/2010 - 100% of students earned a passing grade of 75% or higher on quizzes. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 09/14/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 122 - Dental Radiography - Knowledge 3 - The student will be able to recognize radiographic normal anatomy landmarks, examples of caries and forms of pathology. (Created By Z - DHYG Courses) <b>Start Date:</b> 09/14/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of 9 laboratory exercises including 3 radiographic interpretation exercises. <b>Assessment Method Category:</b> Project/Model/Invention <b>Criterion for Success:</b> 90% of students will complete all laboratory exercises at the introductory level of pass or fail.	01/06/2012 - 100% of students completed all laboratory exercises at the introductory level of pass <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 12/17/2010 - 100% of students completed all laboratory exercises at the introductory level of pass or fail <b>Classification:</b> Criterion Met	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p><b>Action:</b> 1 - No Action Required</p> <p>09/14/2010 - 100% of students completed all laboratory exercises at the introductory level of pass or fail</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p><b>Assessment Method:</b> Satisfactory completion of two sets of patient radiographs: 1 set of 18 films and one set of four bitewings.</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will complete patient radiographic experiences at 75% competency.</p>	<p>01/06/2012 - 100% of students completed patient radiographic experiences at 75% competency</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 100% of students completed patient radiographic experiences at 75% competency</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/14/2010 - 100% of students completed patient radiographic experiences at 75% competency.</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>
<p>Z - DHYG Courses - DHYG 123 - General and Oral Pathology - Knowledge 1 - The student will be able to demonstrate knowledge of significant body systems' disease states, identify, describe &amp; recognize disease entities related to the oral &amp; paraoral structures (Created By Z - DHYG</p> <p><b>Start Date:</b> 09/17/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Exams</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p> <hr/> <p><b>Assessment Method:</b> Quizzes</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b></p>	<p>05/18/2011 - 90% of students earned a score of 75% or higher on the written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/17/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/18/2011 - 90% of students earned a score of 75% or higher on quizzes</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b></p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>90% of students will earn 75% or higher</p> <p><b>Assessment Method:</b> Compose a PowerPoint depicting oral &amp; paroral anomalies</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>1 - No Action Required</p> <p>09/17/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>09/17/2010 - 100% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 123 - General and Oral Pathology - Knowledge 2 - The student will be able to demonstrate knowledge of the significance of both systemic &amp; oral/Para-oral conditions as they apply to the clinical management of patients (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/17/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Exams</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p> <p><b>Assessment Method:</b> Quizzes</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p> <p><b>Assessment Method:</b> Written journal</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b></p>	<p>05/18/2011 - 90% of students earned a score of 75% or higher on the written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>09/17/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>05/18/2011 - 90% of students earned a score of 75% or higher on quizzes</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>09/17/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>05/18/2011 - 90% of students earned a score of 80% or higher on written journal project utilizing rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b></p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	90% of students will earn 80% or higher	1 - No Action Required 09/17/2010 - 100% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
<p>Z - DHYG Courses - DHYG 123 - General and Oral Pathology - Knowledge &amp; Professional Ethics - The student will be able to identify pathological &amp; systemic conditions encountered in clinical practice (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/17/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Submission of electronic journals, based upon patient experiences</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>05/18/2011 - 100% of students earned a score of 80% or higher on the written journal utilizing rubric</p> <p><b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p>05/18/2011 - 100% of students earned a score of 80% or higher on power point project utilizing rubric</p> <p><b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p>09/17/2010 - 100% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 124 - Clinic Dental Hygiene Theory 2 - Professional Behaviors/Ethics - Identifies all components of preventing, identifying and managing medical emergencies (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Written Exams: 25 questions on this topic Completion of medical emergency management scenarios utilizing a grading rubric</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will: -earn a minimum score of 75% on the written exams. -earn a minimum score of 75% on grading rubric</p>	<p>05/18/2011 - 96.2% of students earned a minimum score of 75% or greater on written exams 100% of students earned a minimum score of 75% or greater on grading rubric</p> <p><b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p>05/25/2010 - 92.5% of students earned a minimum score of 75% or greater on written exams.</p> <p>100% of students earned a minimum score of 75% or greater on grading rubric</p> <p><b>Classification:</b> Criterion Met</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 124 - Clinic Dental Hygiene Theory 2 - Knowledge 1 - Identifies all components of clinical chemotherapeutic agents introduced and their application techniques (Created By Z - DHYG Courses) <b>Start Date:</b> 12/17/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Written Exam: 40 questions on this topic  <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will: - earn a minimum score of 75% on the written exams.	05/18/2011 - 96.2% of students earned a minimum score of 75% or greater on written exams  <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <hr/> 05/25/2010 - 92.5% of students earned a minimum score of 75% or greater on written exams. <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 124 - Clinic Dental Hygiene Theory 2 - Critical Thinking 1 - The student evaluate nutritional/dental health assessments (Created By Z - DHYG) <b>Start Date:</b> 12/17/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of a nutritional/dental self-assessment with application to caries risk assessment worksheets utilizing a grading rubric <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 100% of students will correctly assess their own nutritional needs and caries risk level	05/18/2011 - 100% of students correctly assessed their nutritional needs and assigned their caries risk levels <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <hr/> 05/25/2010 - 100% of students correctly assessed their nutritional needs and assigned their caries risk levels <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed <hr/> 05/25/2010 - 100% of students correctly assessed their nutritional needs and assigned their caries risk levels <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 124 - Clinic Dental Hygiene Theory 2 - Professional Competency - The student will identify instrumentation skills requisite for the detection and removal of tooth deposits	<b>Assessment Method:</b> Written Exam: 45 questions	05/18/2011 - 96.2% of students earned a minimum score of 75% or greater on written exams <b>Classification:</b> Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
(Created By Z - DHYG Courses) <b>Start Date:</b> 12/17/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will: - earn a minimum score of 75% on the written exams	<b>Action:</b> 1 - No Action Required 05/25/2010 - 92.5% of students earned a minimum score of 75% or greater on written exams. <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 124 - Clinic Dental Hygiene Theory 2 - Knowledge 2 - The student will identify patient management protocols and techniques for the infant through adolescent patient (Created By Z - DHYG Courses) <b>Start Date:</b> 12/17/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Written Exam: 55 questions <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will: - earn a minimum score of 75% on the written exams.	05/18/2011 - 96.2% of students earned a minimum score of 75% or greater on written exams <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/25/2010 - 92.5% of students earned a minimum score of 75% or greater on written exams. <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 124 - Clinic Dental Hygiene Theory 2 - Critical Thinking 2 - The student will design patient treatment plans inclusive of all components of the Dental Hygiene Process of Care (Created By Z - DHYG Courses) <b>Start Date:</b> 12/17/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of Patient Treatment Planning utilizing a grading rubric <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will: - accurately identify patient treatment needs and describe plans to address those needs to within 90% accuracy	05/18/2011 - 96.2% of students accurately identified patient treatment needs and described plans to address those needs to within 90% accuracy or greater. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/25/2010 - 92.5% of students accurately identified patient treatment needs and described plans to address those needs to within 90% accuracy or greater. <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 125 - Clinical			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Dental Hygiene Prac 2 - Professional Competency 1 - The student will systematically collect, analyze and document data on the general, oral and psychosocial health status of variety of clients using methods consistent with medical and legal principles (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of Patient Treatment Cases utilizing performance rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on patient treatment cases</p>	<p>05/18/2011 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 125 - Clinical Dental Hygiene Prac 2 - Critical Thinking &amp; Problem Solving - The student will use critical decision making skills to reach conclusions about the client's comprehensive dental hygiene needs based on all available assessment data and formulate a dental hygiene treatment plan (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of Patient Treatment Cases utilizing performance rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on patient treatment cases</p>	<p>05/18/2011 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 125 - Clinical Dental Hygiene Prac 2 - Professional Competency 2 - The student will provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of Patient Treatment Cases utilizing performance rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on patient treatment cases</p>	<p>05/18/2011 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 125 - Clinical Dental Hygiene Prac 2 - Professional Competency 3 - The student will evaluate the effectiveness of the implemented clinical preventive and educational services (Created By Z - DHYG Courses)</p>	<p><b>Assessment Method:</b> Completion of Case Studies and Lab Activities utilizing performance rubric.</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b></p>	<p>05/18/2011 - 100% of students earned a score of 75% or greater on patient treatment cases</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<b>Start Date:</b> 12/17/2009  <b>Course Outcome Status:</b> Active	90% of students will earn a score of 75% or higher on patient case study rubrics	05/25/2010 - 100% of students earned a score 75% or greater on patient treatment cases <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 125 - Clinical Dental Hygiene Prac 2 - Professional Competency 4 - The student will demonstrate safe and effective instrumentation and clinical skill practices (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/17/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of Comprehensive Clinical Exit Exam utilizing performance rubric. <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post  <b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on a comprehensive clinical exit exam	05/18/2011 - 100% of students earned a score of 75% or greater on patient treatment cases <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  05/25/2010 - 100% of students earned a score 75% or greater on patient treatment cases <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 209 - Dental Materials - Competency - The student will understand basic chemistry and physical properties involved with dental materials by demonstrating laboratory competency during the manipulation of dental materials (Created By Z - DHYG Courses)  <b>Start Date:</b> 05/25/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of 15 laboratory competency evaluations <b>Assessment Method Category:</b> Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 90% of students will earn a pass/fail competency when 15 lab exercises have been demonstrated correctly according to the prescribed rubric	05/18/2011 - 90% of students earned a pass competency when 15 lab exercises have been demonstrated correctly according to the prescribed rubric. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  05/25/2010 - 90% of students earned a pass competency when 15 lab exercises have been demonstrated correctly according to the prescribed rubric <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
	<b>Assessment Method:</b> Self Assessment within reflection journal of laboratory exercises according to guided rubric <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn at least 4 out of 5 points on 15 reflection journal entries	05/18/2011 - 90% of students earned at least 4 out of 5 points on 15 reflection quizzes. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  05/25/2010 - 90% of students earned at least 4 out of 5 points on 15 reflection journal entries according to a prescribed rubric	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>according to a prescribed rubric</p> <p><b>Assessment Method:</b> Laboratory Practical Exam</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 75% or higher on the laboratory practical exams</p>	<p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p> <hr/> <p>05/18/2011 - 87% of students earned a score of 75% or higher on the laboratory practical exams.</p> <p><b>Classification:</b> Criterion Not Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 90% of students earned a score of 75% or higher on the laboratory practical exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 209 - Dental Materials - Knowledge - The student will identify various dental materials on radiographs and provide examples of various restorative materials that return the dentition to a state of health (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 05/25/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of a restorative and dental hygiene treatment plan utilizing a full mouth set of radiographs according to a rubric</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will earn a pass/fail competency on the radiographic interpretation of restorative treatment plans according to a prescribed rubric</p>	<p>05/18/2011 - 100% of students earned a pass competency on the radiographic interpretation of restorative treatment plans according to a prescribed rubric.</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 90% of students earned a pass competency on the radiographic interpretation of restorative treatment plans according to a prescribed rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 213 - Periodontics - Knowledge 1 - The student will be able to demonstrate knowledge of tissues of the periodontium, the disease process involved in gingivitis &amp; periodontitis, including the inflammatory process &amp; the immune response (Created By Z - DHYG)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b></p>	<p><b>Assessment Method:</b> Completion of written exams</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>01/19/2011 - 100% of students earned a score of 75% or higher on the written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 100% of students earned a score of 75% or higher on the written exams</p> <p><b>Classification:</b></p>	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active		Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> AAP position paper worksheets <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 75% or higher	01/19/2011 - 100% of students earned a score of 75% or higher on semester modules <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of 75% or higher on semester modules <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Compilation & presentation of clinical course case study <b>Assessment Method Category:</b> Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 90% of students will earn 80% or higher	01/19/2011 - 100% of students earned a score of 80% or higher on Clinical Perio partner case study <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of 80% or higher on Clinical Perio partner case study <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 213 - Periodontics - Knowledge 2 - The student will be able to demonstrate the process of periodontal assessment, methods of therapy for gingival &amp; periodontal diseases, and the ramifications of untreated periodontal disease and integration of clinical &amp; didactic information through a clinical case study project (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Written exams</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>01/19/2011 - 100% of students earned a score of 75% or higher on the written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 100% of students earned a score of 75% or higher on the written exams</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
	<p><b>Assessment Method:</b> Quizzes</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>01/19/2011 - 100% of students earned a score of 75% or higher on the quizzes</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 100% of students earned a score of 75% or higher on the quizzes</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
	<p><b>Assessment Method:</b> ADPIE Rubric/case study in clinic</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>01/19/2011 - 100% of students earned a score of 80% or higher on Clinical Perio partner case study</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 100% of students earned a score of 80% or higher on Clinical Perio partner case study</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Compilation & presentation of clinical course case study <b>Assessment Method Category:</b> Presentation(Oral) <b>Criterion for Success:</b> 90% of students will earn a passing score	01/19/2011 - 100% of students earned a score of pass on the Clinical Perio partner case study utilizing a rubric <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of pass on the Clinical Perio partner case study utilizing a rubric <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned a passing score <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Completion of specific Proctor & Gamble CE courses online <b>Assessment Method Category:</b> Test - External - Post or Pre/Post <b>Criterion for Success:</b> 90% of students will earn 80% or higher	01/19/2011 - 100% of students earned a score of pass on Proctor & Gamble CE courses on-line <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 100% of students earned a score of pass on Proctor & Gamble CE courses on-line <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 100% of students earned a score of pass on Proctor & Gamble CE courses online <b>Classification:</b> Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 214 - Clinic Dental Hygiene Theory 3 - Knowledge 1 - Identifies all components of a comprehensive periodontal patient assessment. (Created By Z - DHYG)	<b>Assessment Method:</b> Written exam: 20 questions on this topic. <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on specified exam questions.	09/16/2010 - 90% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 214 - Clinic Dental Hygiene Theory 3 - Knowledge 2 - Understand the theories of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy, and applying chemotherapeutic agents. (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Written exam: 39 questions on this topic. <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on specified exam questions.	09/16/2010 - 93% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 214 - Clinic Dental Hygiene Theory 3 - Professional Competency 1 - Develop a patient treatment/care plan using the dental hygiene process of care for a variety of patients. (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Written assignment/presentation which includes a patient treatment care plan in part 3, graded with rubric <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on part 3 of the written assignment/presentation.	09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 214 - Clinic Dental Hygiene Theory 3 - Professional Competency 2 - Evaluate dental hygiene care during continuing care appointments. (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Written assignment/presentation which includes patient evaluation in part 3, graded with rubric. <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on part 3 of the written	09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	assignment/presentation.		
<p>Z - DHYG Courses - DHYG 214 - Clinic Dental Hygiene Theory 3 - Critical Thinking - Recognize the need to adapt patient treatment that will provide for patients with a variety of issues. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/11/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Written assignment/presentation which includes treatment planning in parts 2 and 3, graded with rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on parts 2 and 3 of the written assignment/presentation.</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 215 - Clinic Dental Hygiene Pract 3 - Professional Competency 1 - Apply a comprehensive periodontal patient assessment to clinical patient treatment. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/11/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Comprehensive periodontal assessment: each student will complete a minimum of 5 comprehensive periodontal assessments on clinic patients; an instructor will confirm the accuracy of the assessment using the clinic student evaluation form, which includes periodontal assessment, with a grading rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% or students will earn an average of 80% or higher on at least 5 clinical student evaluation forms which include the periodontal assessments.</p>	<p>09/17/2010 - 100% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 215 - Clinic Dental Hygiene Pract 3 - Professional Competency 2 - Apply the concept of advanced instrumentation in relation to manual instruments, ultrasonic technology, air polishing, non-surgical periodontal therapy and chemotherapeutic agents on clinic patients (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Process evaluations: each student will complete 8 advanced instrumentation process evaluations on clinic patients with instructor observation and a grading rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 100% of students will pass the 8 process evaluations at 80% or higher: if the student scores below 80%, the process evaluation must be retaken until 80% is achieved.</p>	<p>09/17/2010 - 100% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 215 - Clinic Dental Hygiene Pract 3 - Professional Competency 3 - Demonstrate satisfactory</p>	<p><b>Assessment Method:</b> Radiographs: students will take a variety of</p>	<p>09/17/2010 - 95% of students earned 80% or higher</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>in exposing, developing, mounting, and interpreting different types of radiographic films on a variety of patients. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p>radiographs on a minimum of 6 patients, exposing, developing, mounting, and interpreting, with proper documentation of the radiographs, with instructor observance and a grading rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will earn a 80% or higher on each set of patient radiographs exposed (if the student scores below 80% the radiographs will not be accepted as a completed course requirement and another set must be taken until 80% is achieved).</p>	<p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 215 - Clinic Dental Hygiene Pract 3 - Professional Behavior - Demonstrate professional behavior in clinic at all times. (Created By Z -</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will be monitored in every patient treatment clinic by instructors for professionalism, which is documented on the clinic student evaluation form, which includes professional conduct, and on the clinic professional responsibility form.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 90% of students will demonstrate satisfactyr professional behavior receiving an average of 80% or higher on the clinic patient treatment student evaluation form, which includes professional conduct.</p>	<p>09/17/2010 - 100% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 215 - Clinic Dental Hygiene Pract 3 - Critical Thinking - Develop patient treatment/care plans and patient evaluations using critical thinking skills and the dental hygiene process of care for a variety of patients in clinic. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Patient Treatment/Care Plans: students will create a minimum of 15 patient treatment/care plans on a variety of clinic patients which are critiqued by a clinic instruct using the clinic student evaluation form, which includes patient treatment planning, with a grading rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn an average of 80% or higher on the 15 clinic student evaluation forms which include the patient treatment/care plan.</p>	<p>09/17/2010 - 95% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 217 - Community Dentistry 1 - Knowledge &amp; Professional Competency 1 - The student will be able to describe dental programs at the local, state and national level. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/02/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of an essay exam</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/02/2010 - 100% of students received 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 217 - Community Dentistry 1 - Knowledge &amp; Professional Competency 2 - The student will design, present and evaluate oral health instructional projects for groups and individuals in school systems or a community setting. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/02/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of oral health instructional project and evaluation.</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/02/2010 - 100% of students received 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 217 - Community Dentistry 1 - Knowledge &amp; Professional Competency 3 - The student will be able to utilize dental indices to determine the status of oral health care. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/02/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of 2 screening on a variety of ages utilizing an oral indices.</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher.</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/02/2010 - 100% of students received 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 217 - Community Dentistry 1 - Critical Thinking 1 - The student will be able to recognize health problems and participate in the planning, operation and evaluation of programs designed to resolve those problems. (Created By Z - DHYG Courses)</p>	<p><b>Assessment Method:</b> Create an education resource notebook with reflection exercises.</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher.</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/02/2010 - 100% of students received 75% or higher</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<b>Start Date:</b> 09/02/2010  <b>Course Outcome Status:</b> Active		<b>Classification:</b> Criterion Met  <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 217 - Community Dentistry 1 - Critical Thinking 2 - The student will be able to read and interpret scientific literature. (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/02/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of two statistics worksheet. <b>Assessment Method Category:</b> Project/Model/Invention <b>Criterion for Success:</b> 90% of students will receive 75% or higher	02/21/2011 - 100% <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/02/2010 - 100% of students received 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 217 - Community Dentistry 1 - Critical Thinking 3 - Students will be able to apply methods of prevention of oral disease to community groups. (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/02/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of community prevention project  <b>Assessment Method Category:</b> Project/Model/Invention <b>Criterion for Success:</b> 90% of students will earn 75% or higher	02/21/2011 - 100% <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/02/2010 - 100% of students received 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Communication 1 - The student will be able to discuss the scope of pharmacology as it relates to dental hygiene care. (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/10/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written exam <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn 75% or higher	02/21/2011 - 100% <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/10/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Professional/Ethics 1 - The student will be	<b>Assessment Method:</b> Self Assessment within drug profile worksheets	02/21/2011 - 100% <b>Classification:</b>	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>able to read and interpret professional literature related to pharmacology and dental hygiene care. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will be deemed competent when drug profile worksheets criteria has been demonstrated correctly.</p>	<p>Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students were deemed competent</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Knowledge 1 - The student will be able to list and describe the most common medications used to address cardiovascular, endocrine, neurological and psychological conditions. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written exams and case studies.</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Knowledge 2 - The student will be able to describe the mechanism of action of local anesthetic as applied to dentistry. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written exams</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Knowledge 3 - The student will be able to apply knowledge of pharmacology while evaluating a client's medical history as it relates to current and past drug use. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of case studies on clients medical and drug history on a variety of ages</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will earn 85% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students earned 85% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b></p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Communications 2 - Students will be able to discuss potential adverse and side effects of drug usage (both prescribed, OTC and illicit). (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written exams and case studies.</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 218 - Pharmacology for Dent Hygiene - Professional/Ethics 2 - The student will be able to discuss the rights and limitations of the RDH license as it relates to dispensing or administration of drugs. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written exams on state laws</p> <p><b>Assessment Method Category:</b> Test - External - Post or Pre/Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>02/21/2011 - 100%</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 219 - Pain Management - Knowledge and Professional Competency 1 - Understand the chemical, pharmacological, and physiological properties of local anesthetics, vasoconstrictors, and N2O2, and assess clinical situations which indicate the use of these pain management techniques. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Complete written exams - 90 questions on these topics</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examinations.</p>	<p>09/16/2010 - 99% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 219 - Pain Management - Knowledge and Professional Competency 2 - Name and locate anatomical landmarks associated with local anesthesia administration for infiltration, ASA, MSA, PSA, NP, GP, M/I, IA, Buccal,</p>	<p><b>Assessment Method:</b> Complete written exams - 27 questions on these topics.</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b></p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Gow Gates, Intraseptal, and PDL injections and what anatomical areas will be anesthetized by these injections. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p>Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examinations.</p> <p><b>Assessment Method:</b> Lab competency with instructor observance and rubric/competency form.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 100% of student will complete successful local anesthesia injections and N2O2 sedation on a patient (if not successful, must redo - lab completions requirement).</p>	<p>1 - No Action Required</p> <p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 219 - Pain Management - Knowledge and Professional Competency 3 - Identify anatomy and physiology of respiration and airway management in relations to N2O2 sedation. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Complete written exam - 25 questions.</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examinations.</p>	<p>09/16/2010 - 99% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 219 - Pain Management - Professional Competency 1 - Demonstrate the proper assembly, asepsis, and maintenance of local anesthesia and N2O2 armamentarium. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Lab competency with instructor abservance and rubric/competency form</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 100% of students will demonstrate proper assembly, asepsis and maintenance of armamentarium (if not satisfactory, must redo - lab completion requirement).</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 219 - Pain Management - Professional Competency 2 - Administer local anesthesia and N2O2 in a safe and effective manner using current standards of care to appropriate patients in a clinical setting, and document appropriately in the patient's dental record. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p>	<p><b>Assessment Method:</b> Lab competency for each injections and N2O2 sedation to be administered successfully on patient with instructor observance and rubric/competency form.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 100% of sudents will complete successful local anesthesia injections and N2O2</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<b>Course Outcome Status:</b> Active	sedation on a patient (if not successful, must redo - lab completion requirement).		
Z - DHYG Courses - DHYG 219 - Pain Management - Critical Thinking - Recognize signs and symptoms of local and systemic complications associated with the administration of local anesthetic agents and N2O2 and describe the proper technique for managing these complications. (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Complete written exam - 22 questions. <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examinations.	09/16/2010 - 99% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
<b>Start Date:</b> 12/14/2009 <b>Course Outcome Status:</b> Active			
Z - DHYG Courses - DHYG 224 - Clinic Dental Hygiene Theory 4 - Professional Competency - Determine appropriate dental hygiene care procedures and patient education for patients with eating disorders, alcohol and substance abuse issues, and tobacco use. (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Completion of a written exam - 50 questions pertaining to this topic. <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on these exam questions.	09/16/2010 - 89% of students earned 75% or higher <b>Classification:</b> Criterion Not Met <b>Action:</b> 1 - No Action Required	
<b>Start Date:</b> 12/14/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of nutritional counseling on at least 1 clinic patient and completion of tobacco cessation counseling on at least 1 clinic patient using clinic form. <b>Assessment Method Category:</b> Observations (e.g. Clinical or Field) <b>Criterion for Success:</b> 90% of students will complete a satisfactory nutritional counseling form and tobacco cessation form on a clinic patient (if unsatisfactory, must redo until satisfactory).	09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 224 - Clinic Dental Hygiene Theory 4 - Critical Thinking - Discuss practice management issues faced in dental office setting, as well as various technologies and patient recare systems used. (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Completion of practice management written assignment after observing in a dental office; instructor evaluation using grading rubric. <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)	09/16/2010 - 99% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
<b>Start Date:</b> 12/14/2009			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<b>Course Outcome Status:</b> Active	<b>Criterion for Success:</b> 90% of students will earn a 75% or higher on practice management written assignment.		
Z - DHYG Courses - DHYG 224 - Clinic Dental Hygiene Theory 4 - Knowledge and Professional Competency 1 - Identify resources for preparing a job search, various alternative dental hygiene career options, the development of an effective resume, and effective job interviewing (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/14/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written exam - 21 questions <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examinations	09/16/2010 - 97% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 224 - Clinic Dental Hygiene Theory 4 - Knowledge and Professional Competency 2 - Understand the National Board Exam process, professional credentialing, and the process of applying for state licensure. (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/14/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Successful registration of National Board Exam application with program coordinator verification. <b>Assessment Method Category:</b> Test - External - Post or Pre/Post <b>Criterion for Success:</b> 100% of students will register successfully to take the National Board Exam.	09/16/2010 - 99% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 224 - Clinic Dental Hygiene Theory 4 - Knowledge and Professional Competency 3 - Understand jurisprudence and the rules of the state board of denistry including continuing education requirements. (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/14/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of written exam - 45 questions <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examination	09/16/2010 - 99% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 224 - Clinic Dental Hygiene Theory 4 - Ethics - Recognize the role of professional ethics in dental hygiene and engage in critical thinking to solve ethical dilemmas (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/14/2009  <b>Course Outcome Status:</b>	<b>Assessment Method:</b> Completion of written exam - 10 questions on this topic <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a 75% or higher on examination	09/16/2010 - 99% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Active</p> <p>Z - DHYG Courses - DHYG 225 - Clinic Dental Hygiene Pract 4 - Professional Competency 1 - Counsel patients regarding their nutritional status and how it affects the oral cavity, and counsel a patient who uses tobacco on tobacco cessation methods. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Patient Counseling Assignments: 1) Nutritional counseling - students will counsel at least 1 patient on nutritional issues. 2) Tobacco Cessation - students will counsel at least 1 patient on tobacco cessation evaluated by clinic instructor for satisfactory form completion.</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 100% of students will complete a satisfactory nutritional counseling form and tobacco cessation form on a clinic patient (if unsatisfactory, must redo until satisfactory - clinic completion requirement).</p>	<p>09/16/2010 - 100% of students will complete a satisfactory nutritional counseling form and tobacco cessation form on a clinic patient</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 225 - Clinic Dental Hygiene Pract 4 - Professional Competency 2 - Demonstrate the ability to provide effective patient pain management with local anesthesia injections. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Pain Management: completion of clinic competency involving at least 8 successful local anesthesia injections given to a clinic patient with instructor observation.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p> <p><b>Criterion for Success:</b> 100% of students will complete at least 8 successful local anesthesia injections (complete/incomplete - clinic completion requirement).</p>	<p>09/16/2010 - 100% of students will complete at least 8 successful local anesthesia injections</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 225 - Clinic Dental Hygiene Pract 4 - Professional Competency 3 - Continue to increase proficiency to systematically collect, analyze, and document data on the general, oral, and psychosocial health status of a variety of patients in order to treat the patients using methods consistent with evidence-based principles and dental hygiene standards of care. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will treat at least 20 patients in clinic, assessing, planning treatment, implementing dental hygiene care, educating patients, performing advanced dental hygiene skills including digital radiography, and evaluating patient progress with instructor guidance and feedback, using the clinic student evaluation form with grading rubric and the radiology grading rubric and the radiology grading form with grading rubric.</p> <p><b>Assessment Method Category:</b> Observations (e.g. Clinical or Field)</p>	<p>09/16/2010 - 90% of students earned 90% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<b>Criterion for Success:</b> 90% of students will earn a 90% or higher on the clinic student evaluation forms.		
Z - DHYG Courses - DHYG 225 - Clinic Dental Hygiene Pract 4 - Professional Competency 4 - Apply the North East Regional Board Exam (NERB) procedures: patient screening, record keeping, patient selection, and radiographs on a mock NERB exam and on a selected patient in clinic. (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/14/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Students will apply NERB procedures for the mock NERB clinical exam using a competency rubric and specific instructor feedback.  <b>Assessment Method Category:</b> Test - External - Post or Pre/Post  <b>Criterion for Success:</b> 90% of students will demonstrate satisfactory performance on their mock NERB exam.	09/16/2010 - 90% of students will demonstrate satisfactory performance  <b>Classification:</b> Criterion Met  <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 227 - Community Dentistry 2 - Critical Thinking 1 - The student will be able to utilize the statistical methods used to gather data in a community group setting. (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/02/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of needs assessment on a community group.  <b>Assessment Method Category:</b> Project/Model/Invention  <b>Criterion for Success:</b> 90% of students will receive 75% or higher	05/27/2011 - 100% of students earned a score of 75% or higher on the assessment project using the rubric provided  <b>Classification:</b> Criterion Met  <b>Action:</b> 1 - No Action Required  09/02/2010 - 100% of students received 75% or higher  <b>Classification:</b> Criterion Met  <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 227 - Community Dentistry 2 - Critical Thinking 2 - The student will be able to implement and evaluate their community health care program. (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/02/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Implementation and evaluation of community oral health instruction projects on a variety of ages using the rubric provided.  <b>Assessment Method Category:</b> Project/Model/Invention  <b>Criterion for Success:</b> 90% of students will receive 75% or higher	05/27/2011 - 100% of students earned a grade of 75% or higher on implementation and evaluation of the community oral health instructional program reflecting rubric .  <b>Classification:</b> Criterion Met  <b>Action:</b> 1 - No Action Required  09/02/2010 - 100% of students received 75% or higher  <b>Classification:</b> Criterion Met  <b>Action:</b> 3 - Action Completed	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 227 - Community Dentistry 2 - Knowledge &amp; Professional Competency 1 - The student will be able to define three types of payment used in dental care programs. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/02/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of a written paper reflecting insight or understanding gained from the experience.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher</p>	<p>05/27/2011 - 100% of students earned a score of 75% or higher on the designated test questions.</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>09/02/2010 - 100% of students received 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 227 - Community Dentistry 2 - Knowledge &amp; Professional Competency 2 - The student will conduct service learning projects: (Nursing Home, MOISD Special Needs, Educational sites, Elderly, Headstart/Preschool) (Created By Z - DHYG)</p> <p><b>Start Date:</b> 09/02/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of oral health instructional project plan.</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher</p>	<p>05/27/2011 - 100% of students earned a grade of 75% or higher on a written paper</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>09/02/2010 - 100% of students received 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 227 - Community Dentistry 2 - Knowledge &amp; Professional Competency 3 - The student will design an oral health instructional program for groups and individuals in school systems or a community setting. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/02/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of oral health instructional project plan using grading rubric.</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will receive 75% or higher</p>	<p>05/27/2011 - 100% of students earned a score of 75% or higher on the written project plan.</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p>09/02/2010 - 100% of students received 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b></p>	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		3 - Action Completed	
<p>Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge &amp; Professional Ethics 1 - The student will demonstrate knowledge of examination of the changing role of the dental hygienist in a contemporary society (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of weekly discussion postings</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>09/16/2010 - 95% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p><b>Assessment Method:</b> Completion of research papers</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>
	<p>08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 90% of students earn 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Submission of written journal, consisting of weekly reflection entries <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		1 - No Action Required	
<p>Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge &amp; Professional Ethics 2 - The student will demonstrate knowledge of evaluation of selected theories as the basis for dental hygiene research &amp; practice (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of weekly discussion postings</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>09/16/2010 - 95% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Submission of written journal consisting of weekly reflection entries <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge 1 - The student will demonstrate knowledge of analysis of the Advanced Dental Hygiene Practitioner (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/16/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of weekly discussion postings <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Completion of research papers <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Submission of written journal consisting of weekly reflection entries <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 1 - No Action Required	
<p>Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge 2 - The student will demonstrate knowledge of synthesis of the dental hygiene process of care using critical thinking &amp; decision making (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of weekly discussion postings</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>09/16/2010 - 95% of students earned 80% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
	<p><b>Assessment Method:</b> Completion of research papers</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 80% or higher</p>	<p>08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Submission of written journal consisting of weekly reflection entries <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester synopsis <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 300 - Dental Hygiene Role Transition - Knowledge & Professional Ethics 3 - The student will demonstrate knowledge of examining dental hygiene leadership roles through professional opportunities & mento relationships (Created By Z - DHYG  <b>Start Date:</b> 09/16/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of weekly discussion postings <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  08/19/2011 - 100% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  01/19/2011 - 95% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  12/17/2010 - 95% of students earned a score of 80% or higher on the weekly discussion postings <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  <b>Assessment Method:</b> Completion of research papers <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher  08/30/2011 - 100% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  08/19/2011 - 100% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		01/19/2011 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 90% of students earned a score of 80% or higher on semester research papers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 90% of students earned 80% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> Submission of written journal, consisting of weekly reflection entries <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 80% or higher	08/30/2011 - 100% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		08/19/2011 - 100% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		01/19/2011 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		12/17/2010 - 95% of students earned a score of 80% or better on semester journal <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
		09/16/2010 - 95% of students earned 80% or higher <b>Classification:</b> Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Professional Competency - The student will research the National Dental Hygiene Research Agenda as a guide to research in the Dental Hygiene profession (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/17/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Case application of the NDHRA to current topics of interest in the dental hygiene field utilizing a grading rubric <b>Assessment Method Category:</b> Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 90% of students will earn a score of 80% or higher on all graded rubrics	12/17/2010 - 99% of students earned a score of 80% or greater on graded rubrics <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/25/2010 - 99% of students earned a score of 80% or greater on graded rubrics <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Critical Thinking 1 - The student will critically evaluate evidence based research as it applies to the dental hygiene profession (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/17/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of internet-based research assignments utilizing a grading rubric OR Completion of team-based research activities utilizing a grading rubric <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn a score of 80% or higher on all graded rubrics	12/17/2010 - 99% of students earned a score of 80% or greater on graded rubrics <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/25/2010 - 99% of students earned a score of 80% or greater on graded rubrics <b>Classification:</b> Criterion Met <b>Action:</b> 3 - Action Completed	
Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Knowledge - The student will define multiple research methodologies (Created By Z - DHYG Courses)  <b>Start Date:</b> 12/17/2009  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> 15 questions related to this topic OR Application of research methodologies in selected research studies <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn a score of 80% or higher on all graded rubrics	12/17/2010 - 92% of students earned a score of 80% or higher on the written exams and quizzes <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 05/25/2010 - 82% of students earned a score of 80% or greater on graded rubrics <b>Classification:</b> Criterion Not Met <b>Action:</b> 2 - Pending Action	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Critical Thinking 2 - The student will access and apply electronic dental related research literature (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful independent retrieval and application of electronic dental related research literature to selected research topics utilizing a grading rubric</p> <p><b>Assessment Method Category:</b> Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 80% or higher on graded rubric</p>	<p>12/17/2010 - 99% of students earned a score of 80% or greater on graded rubrics</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 99% of students earned a score of 80% or greater on graded rubrics</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 310 - Dental Hygiene Research Method - Professional Behaviors/Ethics - Identify ethics in research (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/17/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> 15 questions related to this topic</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn a score of 80% or higher on the written exam</p>	<p>12/17/2010 - 92% of students earned a score of 80% or higher on the written exams and quizzes</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>05/25/2010 - 82% of students earned a score of 80% or greater on graded rubrics</p> <p><b>Classification:</b> Criterion Not Met</p> <p><b>Action:</b> 2 - Pending Action</p>	
<p>Z - DHYG Courses - DHYG 315 - Health Promotion and Wellness - Critical Thinking - The student will be able to create a personal wellness plan. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/14/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of personal health plan</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>09/14/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 315 - Health Promotion and Wellness - Knowledge &amp; Professional Competency 1 - The student will be able to define health promotion and disease risk reduction methods. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/14/2010</p> <p><b>Course Outcome Status:</b></p>	<p><b>Assessment Method:</b> Completion of written exams with five designated questions.</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>09/14/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Active</p> <p>Z - DHYG Courses - DHYG 315 - Health Promotion and Wellness - Knowledge &amp; Professional Competency 2 - The student will create a professional presentation on current topics in health. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/14/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of a written paper or presentation reflecting insight or understanding gained from the experience.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> 90% of the students will earn 75% or higher</p>	<p>09/14/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 320 - Dental Hygiene Informatics - Knowledge - Define concepts and terminology in dental informatics (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 05/25/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Definitions and illustrations assignment utilizing a prescribed rubric</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum average of 45 points on this assignment</p>	<p>05/25/2010 - 100% of students earned a minimum average of 45 points on this assignment</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 320 - Dental Hygiene Informatics - Research - Examine evidence based research which includes Biomedical and Dental informatics and identify current standards for dental informatics through the American Dental Association Standards Committee technical reports (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 05/25/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Planning, preparing and presenting final research paper and powerpoint presentation utilizing prescribed rubrics</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn a minimum average of 90% on the final research paper and 90% on the final powerpoint presentation</p>	<p>05/25/2010 - 100% of students earned a minimum average of 90% on the final research paper and 90% on the final powerpoint presentation</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 3 - Action Completed</p>	
<p>Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Knowledge and Professional Competency 1 - Provide an overview of the concept of education including learning theories, educational objectives, and teaching methodologies. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Complete written assignments on an educational theorist, a current education article, and learning/teaching styles with grading rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on educational theorist, current education article, and learning/teaching styles written assignments.</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Knowledge and Professional Competency 2 - Discuss competency-based instruction as required by the American Dental Association (ADA) accreditation standards and examine the accreditation process (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Complete 5 essay questions on competency-based instruction and 5 essay questions on accreditation with grading rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on 5 essay questions on competency-based instruction and 5 essay questions on accreditation.</p>	<p>09/16/2010 - 93% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Critical Thinking 1 - Differentiate between pedagogy and andragogy, and how the concept of the adult learner affects teaching methods. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Complete written assignments "Adult Learners" and "Cooperative Learning" with grading rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn a 75% or higher on "Adult Learners" and "Cooperative Learning" written assignments.</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Critical Thinking 2 - Differentiates dental hygiene skills and clinical education from didactic education. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Complete written assignment on "Clinical Teaching" with grading rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn an 75% or higher on "Clinical Teaching" written assignment.</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 330 - Inst Role of Dental Hygienist - Professional Competency - Create a course plan for a dental hygiene-related course (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 12/14/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will work in teams to create a course plan for a dental hygiene-related course with peer evaluation and a grading rubric.</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 90% of the students will earn an 75% or</p>	<p>09/16/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	higher on the team course plan assignment.		
<p>Z - DHYG Courses - DHYG 400 - Comm Program Assessment/Plan - Professional &amp; Ethical - The student will be able to conduct a community assessment of needs. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/14/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of community needs assessment.</p> <p><b>Assessment Method Category:</b> Project/Model/Invention</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher.</p>	<p>09/14/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 400 - Comm Program Assessment/Plan - Knowledge &amp; Professional Competency 1 - The student will be able to create a community health program plan based on an assessment of needs and community profile. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/14/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of written plan.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>09/14/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 400 - Comm Program Assessment/Plan - Knowledge &amp; Professional Competency 2 - The student will locate and complete a grant proposal. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/14/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of a written paper or presentation reflecting insight or understanding gained from the experience of completing a grant proposal.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>09/14/2010 - 100% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge 1 - Define and understand the basic concepts and terms used with gerontology. (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/16/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> 40 questions on assessments</p> <p><b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post</p> <p><b>Criterion for Success:</b> 90% of students will earn 75% or higher</p>	<p>09/16/2010 - 90% of students earned 75% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge 2 - Explain how societal and cultural factors affect aging individuals; identify current</p>	<p><b>Assessment Method:</b> Completion of 4 written assignments</p> <p><b>Assessment Method Category:</b></p>	<p>09/16/2010 - 95% of students earned 75% or higher</p> <p><b>Classification:</b></p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
aging (Created By Z - DHYG Courses) <b>Start Date:</b> 09/16/2010 <b>Course Outcome Status:</b> Active	Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 90% of students will earn 75% or higher	Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge 3 - Identify age-related changes in the body and analyze how they may affect overall health and oral health (Created By Z - DHYG Courses) <b>Start Date:</b> 09/16/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> 25 questions on assessments <b>Assessment Method Category:</b> Test - Internally Developed - Pre/Post or Post <b>Criterion for Success:</b> 90% of students will earn 75% or higher	09/16/2010 - 90% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
<b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of a professional written meta-analysis research paper <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 90% of students will earn 75% or higher	09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Knowledge & Professional Ethics - Summarize oral health care implications for the aging individual through social policy and practice (Created By Z - DHYG Courses) <b>Start Date:</b> 09/16/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of 2 written assignments <b>Assessment Method Category:</b> Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 90% of students will earn 75% or higher	09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 415 - Gerontology in Dental Hygiene - Communication & Knowledge - Critically evaluate community programs available to support the aging individual (Created By Z - DHYG Courses) <b>Start Date:</b> 09/16/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of a written assignment <b>Assessment Method Category:</b> Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 90% of students will earn 75% or higher	09/16/2010 - 100% of students earned 75% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Professional/Ethics - The student will analyze selected health care issues and trends that influence the role and function of the professional dental hygienist (Created By Z - DHYG Courses)	<b>Assessment Method:</b> Completion of fieldwork practicum proposal <b>Assessment Method Category:</b> Project/Model/Invention <b>Criterion for Success:</b> 100% of students will earn 100%	12/17/2010 - 100% of students received a score of 100% on fieldwork practicum proposal <b>Classification:</b> Criterion Met	



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<b>Start Date:</b> 09/10/2010  <b>Course Outcome Status:</b> Active		<b>Action:</b> 1 - No Action Required  09/10/2010 - 100% of students earned 100% <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Communications 1 - The student will demonstrate culturally competent dental hygiene care while exploring multiple role dimensions required within various health care organizations including a globalized world (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/10/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> 30 hours of fieldwork activity <b>Assessment Method Category:</b> Service Project/Service Learning <b>Criterion for Success:</b> 95% of students will receive a satisfactory performance evaluation	12/17/2010 - 95% of students received a satisfactory performance evaluation on grading rubric from preceptor <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/10/2010 - 100% of students received a satisfactory performance evaluation <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Knowledge 1 - The student will apply analytical reasoning and critical thinking abilities through the use of intellectual and rational inquiry, and creativity in problem solving issues related to dental hygiene care and the profession (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/10/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> 30 hours of fieldwork activity <b>Assessment Method Category:</b> Service Project/Service Learning <b>Criterion for Success:</b> 95% of students will receive a satisfactory performance evaluation	12/17/2010 - 95% of students received a satisfactory performance evaluation on grading rubric from preceptor  <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/10/2010 - 100% of students received a satisfactory performance evaluation <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
	<b>Assessment Method:</b> 5 reflective journal entries <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 95% of students will earn 100%	12/17/2010 - 95% of students received a score of 100% on journal entries by using a grading rubric <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/10/2010 - 100% of students earned 100% <b>Classification:</b> Criterion Met	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Action:</b> 1 - No Action Required	
<p>Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Communication 2 - Participates effectively as a member of a multidisciplinary group utilizing effective communication skills to promote collaboration and critical thinking to examine and improve dental hygiene care and the profession (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> 30 hours of field work activity</p> <p><b>Assessment Method Category:</b> Service Project/Service Learning</p> <p><b>Criterion for Success:</b> 95% of students will receive a satisfactory performance evaluation</p>	<p>12/17/2010 - 95% of students received a satisfactory performance evaluation on grading rubric from preceptor</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students received a satisfactory performance evaluation</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 491 - Dental Hygiene Practicum - Knowledge 2 - Increase knowledge and understanding of the multifaceted roles in the profession of dental hygiene (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/10/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Submission of a professional paper</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 95% of students will earn 90% or higher</p>	<p>12/17/2010 - 95% of students received a score of 90% or higher on project submissions using the Final Paper grading rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>09/10/2010 - 100% of students earned 90% or higher</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
<p>Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Knowledge 1 - The student will identify and define a problem, question or area of need within the professional dental hygien role (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/13/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of reporting forms</p> <p><b>Assessment Method Category:</b> Case Studies/Problem-based Assignments</p> <p><b>Criterion for Success:</b> 95% of students will earn 100%</p>	<p>05/18/2011 - 83%* of students earned a score of 100% on graded report forms *deductions resulting from late submissions</p> <p><b>Classification:</b> Criterion Not Met</p> <p><b>Action:</b> 1 - No Action Required</p> <hr/> <p>12/17/2010 - 100 % of students earned a score of 100% on graded report forms</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 09/13/2010 - 100% of students earned 100% <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Knowledge 2 - The student will analyze the topics of study within a critical thinking framework (Created By Z - DHYG Courses) <b>Start Date:</b> 09/13/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of reporting form documenting topic outline and timeline <b>Assessment Method Category:</b> Case Studies/Problem-based Assignments <b>Criterion for Success:</b> 95% of students will earn 100%	05/18/2011 - 83%* of students earned a score of 100% on graded report forms *deductions resulting from late submissions <b>Classification:</b> Criterion Not Met <b>Action:</b> 1 - No Action Required 12/17/2010 - 100% of students earned a score of 100% on graded report forms <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 09/13/2010 - 95% of students earned 100% <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Professional/Ethical - The student will investigate potential solutions, answers or avenues to meet the needs of the identified target (Created By Z - DHYG Courses) <b>Start Date:</b> 09/13/2010 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Completion of research activities on topic selected as documented on reporting form <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 95% of students will earn 90% or higher	05/18/2011 - 83%* of students earned a score of 100% on graded report forms *deductions resulting from late submissions <b>Classification:</b> Criterion Not Met <b>Action:</b> 1 - No Action Required 12/17/2010 - 100% of students earned a score of 100% on graded report forms <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required 09/13/2010 - 95% of students earned 100%	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Communication 1 - The student will present a professional paper reporting their scholarly project (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/13/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Submission of a professional paper <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.) <b>Criterion for Success:</b> 95% of students will earn 90% or higher	05/18/2011 - 100% of students earned a score of 98% or higher final paper grading rubric <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  12/17/2010 - 77% of students earned a score of 90% or higher final paper grading rubric <b>Classification:</b> Criterion Not Met <b>Action:</b> 1 - No Action Required  09/13/2010 - 100% of students earned 90% or higher <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Communication 2 - The student will present a professional presentation to peers reporting the scholarly project (Created By Z - DHYG Courses)  <b>Start Date:</b> 09/13/2010  <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Submission of class presentation <b>Assessment Method Category:</b> Presentation(Oral) <b>Criterion for Success:</b> 100% of students will present scholarly project to peers for review	05/18/2011 - 100% of students earned a score of 98% or higher final paper grading rubric <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  12/17/2010 - 100% of students successfully presented a professional presentation to peers <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required  09/13/2010 - 100% of students successfully presented <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required	
Z - DHYG Courses - DHYG 499 - Dental Hygiene Capstone - Communication/Ethical			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>- The student demonstrate peer and self-evaluation and constructive feedback of scholarly presentations (Created By Z - DHYG Courses)</p> <p><b>Start Date:</b> 09/13/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of peer review grading rubric</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> 99% of students will earn 90% or higher</p>	<p>05/18/2011 - 100% of students earned a score of 98% or higher final paper grading rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>12/17/2010 - 100% of students earned a score of 90% or higher on peer-review grading rubric</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p>	
		<p>09/13/2010 - 95% of students earned 90% or higher</p> <p><b>Classification:</b> Criterion Not Met</p> <p><b>Action:</b> 2 - Pending Action</p>	

# Appendix E: Curriculum Map/Program Competencies

<http://www.ferris.edu/HTMLS/colleges/alliedhe/DentalHygiene-MedicalImaging/dental-hygiene/ADEA-Program-Competency-Requirements.htm>

**Learner level:** N=Novice

B=Beginner

C=Competent

**How evaluated:** WE=Written exam, CS=Case study, WP= Written project / paper, RI=Radiographic interpretation, CC=Clinical Competency, TP=Tracking Portfolio, PCE=Pre-Clinical Evaluation, SHB=Student Handbook, NSO=New Student Orientation, CM=Clinic Manual, PE=Process Evaluation, SQ= Slide Quiz, LC=Lab Competency, WA=Written Assignments, SA=Skill Assessments, CPro=Community Project, TxP=Treatment Plan, PT=Patient Treatment, RF=Referral form, PS=professional speakers

## First Year Curriculum Course and Level of Competency

Professionalism (SHB, CM, NSO)	101 Oral Imaging	102 Oral Imaging Lab	104 Dhyg Thry 1	105 Pre-Clin 1	107 Oral Scie A	108 Oral Scie A lab	117 Oral Scie B	118 Oral Scie B lab	123 Gen / Oral Path	124 Dhyg Thry 2	126 Dhyg Prac 2	127 Dent Mat	129 Dent Mat Lab	213 Peri o
1.a Apply the ethical code to behavior in all endeavors.	N, 75% WE, SQ	N, 75%, LC, RI, PT	N, 75%, NE	N, 75%, PCE, SA PE	N, 75%, WE, WP	N, 75%, LC, WA	N, 75%, WE, WP	N, 75%, LC, WA	B 75% WE	N 75% WE	N 75% CC, PE, PT	B 75% WE	B 75% LC, RI	B 75% WE
1.b Adhere to state and federal laws, recommendations and regulations I the provision of dental hygiene care.	N 75% WE	N 75% LC,PT	N 75% WE	N 75% PE, SA						N 75% WE	N 75% CC, PE, PT	B 75% WE	B 75% LC, RI	B 75% WE
1.c Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.	N 75% WE	N 75% PT, CC, RI	N 75% WE	N, 75%, PCE, SA PE						N 75% WE	N 75% PE, PT, CC	B 75% WE	B 75% LC, RI	B 75% WE
1.d Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.	N 75% WE	N 75% PT, CC, RI	N 75% WE	N, 75%, PCE, SA PE						N 75% WE	N 75% CC, PT, PE	B 75% WE	B 75% LC, RI	B 75% WE
1.e Continuously perform self-assessment for life-long learning and professional growth.		N 75% PT, CC, RI		N, 75%, PCE, SA PE							N 75% CC, PT, PE		B 75% LC, RI	
1.f Advance the profession through service activities and affiliations with professional organizations.										N, 75% WA	N, 75% Cpro			
1.g. Provide quality assurance mechanisms for health services	N 75% WE	N 75% LC, PT									N 75% CC, PT, PE	N 75% WE	N 75% LC	
1.h Communicate effectively with individuals and groups from diverse populations both in writing and verbally	N 75% WE	N 75% LC, PT	N 75% WE	N, 75%, PCE, SA PE						N 75% WE	N 75% CC, PT, PE			

<b>Professionalism</b> <b>SHB, NSO, CM</b>	<b>101 Oral Imaging</b>	<b>102 Oral Imaging Lab</b>	<b>104 Dhy g Thry 1</b>	<b>105 Pre-Clin 1</b>	<b>107 Oral Scie A</b>	<b>108 Oral Scie A lab</b>	<b>117 Oral Scie B</b>	<b>118 Oral Scie B lab</b>	<b>123 Gen / Oral Path</b>	<b>124 Dhy g Thry 2</b>	<b>126 Dhy g Prac 2</b>	<b>127 Dent Mat</b>	<b>129 Dent Mat Lab</b>	<b>213 Peri o</b>
1.i Provide accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation and evaluation of dental hygiene services.		N 75% PT, CC		N 75% PCE							N 75% CC PT			
1.j Provide care to all clients using and individualized approach that is humane, empathetic, and caring.		N 75% PT, CC		N 75% PCE							N 75% CC PT			
1.k Pursue continuing education courses and/or higher education that demonstrate a commitment to lifelong learning.														
<b>II. Patient / Client Care</b> <b>(SHB, CM, NSO)</b>	<b>101 Oral Imaging</b>	<b>102 Oral Imaging Lab</b>	<b>104 Dhy g Thry 1</b>	<b>105 Pre-Clin 1</b>	<b>107 Oral Scie A</b>	<b>108 Oral Scie A lab</b>	<b>117 Oral Scie B</b>	<b>118 Oral Scie B lab</b>	<b>123 Gen / Oral Path</b>	<b>124 Dhy g Thry 2</b>	<b>126 Dhy g Prac 2</b>	<b>127 Dent Mat</b>	<b>129 Dent Mat Lab</b>	<b>213 Peri o</b>
2.1a Select, obtain, and interpret diagnostic information recognizing its advantages and limitations.	N 75% WE, SQ	N 75% PT, CC	N 75% WE	N 75% PCE, SA	N 75% WE, WP	N 75% LC	B 75% WE	B 75% LC		N 75% WE	N 75% PT, CC, SA		B 75% LC, RI	
2.1b Recognize predisposing and etiologic risk factors that require intervention to prevent disease.	N 75% WE	N 75% PT, CC	N 75% WE	N 75% PCE, SA	N 75% WE	N 75% LC				N 75% WE	N 75% PT, CC, SA		B 75% LC, RI	
2.1c Obtain, review, and update a complete medical, family, social, and dental history.		N 75% PT, CC	N 75% WE	N 75% PCE, SA						N 75% WE	N 75% PT, CC			
2.1d Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's/client's needs.		N 75% PT, CC	N 75% WE	N 75% PCE, SA, PE						N 75% WE	N 75% PT, CC, PE			
<b>II. Patient / Client Care</b> <b>SHB, NSO, CM</b>	<b>101 Oral Imaging</b>	<b>102 Oral Imaging Lab</b>	<b>104 Dhy g Thry 1</b>	<b>105 Pre-Clin 1</b>	<b>107 Oral Scie A</b>	<b>108 Oral Scie A lab</b>	<b>117 Oral Scie B</b>	<b>118 Oral Scie B lab</b>	<b>123 Gen / Oral Path</b>	<b>124 Dhy g Thry 2</b>	<b>126 Dhy g Prac 2</b>	<b>127 Dent Mat</b>	<b>129 Dent Mat Lab</b>	<b>213 Peri o</b>

2.1e Recognize health conditions and medications that impact overall patient care.	N 75% WE	N 75% PT, CC	N 75% WE	N 75% PCE, SA, PE							N 75% WE	N 75% PT, CC			B 75% WE
1f. Identify patients at risk for a medical emergency and manage the patient in a manner that prevents and emergency.			N 75% WE	N 75% PCE, SA, PE							N 75% WE	N 75% PT, CC			
<b>Diagnosis</b>															
2.2a Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis.	N 75% WE	N 75% PT, CC	N 75% WE	N 75% PCE, SA, PE	N 75% WE	N 75% LC, WP	N 75% WE, SQ	N 75% LC, WP	N 75% WE	N 75% WE	N 75% PT, CC			N 75% LC	B 75% WE
2.2b Identify patient/client needs and significant findings that impact the delivery of dental hygiene services.	N 75% WE	N 75% PT, CC		N 75% PCE, SA, PE							N, 75% CS	N 75% PT, CC			
2.2 c Obtain consultations as indicated.		N 75% PT, CC, RI										N 75% PT, CC			
<b>Planning</b>															
2.3a. Establish a planned sequence of care (educational, clinical, and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities		N 75% PT, CC		N 75% PCE, SA, PE							N, 75% CS	N 75% PT, CC			B 75% WE
2.3b Prioritize the care plan based on the health status and the actual and potential problems of the individual to facilitate optimal oral health.		N 75% PT, CC		N 75% PT, CC							N, 75% CS	N 75% PT, CC			
2.3c Establish a collaborative relationship with the patient/client in the planned care to include etiology, prognosis , and treatment alternatives.		N 75% PT, CC		N 75% PT, CC								N 75% PT, CC			
2.3d Make referrals to other health care professionals.		N 75% PT, CC		N 75% PCE, SA, PE								N 75% PT, CC			
2.3e Obtain the patient's/client's informed consent		N 75% PT,		N 75% PCE,								N 75% PT,			



based on a thorough case presentation.		CC		SA, PE							CC			
<b>Implementation</b>	<b>101 Oral Imaging</b>	<b>102 Oral Imaging Lab</b>	<b>104 Dhy g Thry 1</b>	<b>105 Pre-Clin 1</b>	<b>107 Oral Scie A</b>	<b>108 Oral Scie A lab</b>	<b>117 Oral Scie B</b>	<b>118 Oral Scie B lab</b>	<b>123 Gen / Oral Path</b>	<b>124 Dhy g Thry 2</b>	<b>126 Dhy g Prac 2</b>	<b>127 Dent Mat</b>	<b>129 Dent Mat Lab</b>	<b>213 Peri o</b>
2.4a Perform dental hygiene interventions to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease, and other oral conditions.		N 75% PT, CC		N 75% PCE, SA, PE							N 75% PT, CC			
2.4b Control pain and anxiety during treatment through the use of accepted clinical and behavioral techniques.		N 75% PT, CC		N 75% PCE, SA, PE							N 75% PT, CC			
2.4c Provide life support measures to manage medical emergencies in the patient/client care environment.				N 75% PCE, SA, PE							N 75% PT, CC			
<b>Evaluation</b>														
2.5a Evaluate the effectiveness of the patient's self-care and the dental hygiene treatment in attaining or maintaining oral health.				N 75% PCE, SA, PE							N 75% PT, CC			
2.5b. Develop a maintenance program that meets the patient needs.				N 75% PCE, SA, PE							N 75% PT, CC			
2.5c Evaluate the patient's satisfaction with the oral health care received and the oral health status achieved.		N 75% PT, CC		N 75% PCE, SA, PE							N 75% PT, CC			
2.5d Provide referrals for subsequent treatment based on the evaluation findings.		N 75% PT, CC		N 75% PCE, SA, PE							N 75% PT, CC			
2.5d Develop and maintain a health maintenance program.		N 75% PT, CC		N 75% PCE, SA, PE							N 75% PT, CC			
<b>III. Health Promotion and Community-First year SHB, NSO, CM</b>	<b>101 Oral Imaging</b>	<b>102 Oral Imaging Lab</b>	<b>104 Dhy g Thry 1</b>	<b>105 Pre-Clin 1</b>	<b>107 Oral Scie A</b>	<b>108 Oral Scie A lab</b>	<b>117 Oral Scie B</b>	<b>118 Oral Scie B lab</b>	<b>123 Gen / Oral Path</b>	<b>124 Dhy g Thry 2</b>	<b>126 Dhy g Prac 2</b>	<b>127 Dent Mat</b>	<b>129 Dent Mat Lab</b>	<b>213 Peri o</b>
3.a Promote preventive health behaviors by personally striving to maintain oral and general health.				N 75% PCE, SA, PE							N 75% PT, CC			
Respect the goals, values, beliefs and				N 75%							N 75%			

preferences of the patient while promoting optimal oral and general health.				PCE, SA, PE							PT, CC			
3.c Refer patients who may have a physiologic, psychological and/or social problem for comprehensive patient evaluation. clients to access the resources of the health care system.				N 75% PCE, SA, PE							N 75% PT, CC			
3.d Identify individual and population risk factors and develop strategies that promote health-related quality of life.				N 75% PCE, SA, PE						N, 75% CS WE WA	N 75% PT, CC			
3.e Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies.				N 75% PCE, SA, PE						N, 75% CS	N 75% PT, CC			
3.f Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene.	N 75% WE	N 75% PT, CC		N 75% PCE, SA, PE						N 75% WE	N 75% PT, CC			
3.g Provide educational methods using appropriate communication skills and educational strategies to promote optimal health.		N 75% PT, CC		N 75% PCE, SA, PE							N 75% PT, CC			
<b>IV. Community Involvement SHB, NSO</b>	<b>101 Oral Imaging</b>	<b>102 Oral Imaging Lab</b>	<b>104 Dhy g Thry 1</b>	<b>105 Pre-Clin 1</b>	<b>107 Ora l Scie A</b>	<b>108 Ora l Scie A lab</b>	<b>117 Ora l Scie B</b>	<b>118 Ora l Scie B lab</b>	<b>123 Gen / Oral Path</b>	<b>124 Dhy g Thry 2</b>	<b>126 Dhy g Prac 2</b>	<b>127 Dent Mat</b>	<b>129 Dent Mat Lab</b>	<b>213 Peri o</b>
4.a Assess the oral health needs of the community and the quality and availability of resources and services.														
4.b. Provide screening, referral, and educational services that allow clients to access the resources of the health care system.														
4.c Provide community oral health services in a variety of settings.														
4.d Facilitate client access to										N, 75%	N, 75%			

oral health services by influencing individuals and/or organizations for the provision of oral health care.											CPro	CPro		
4.e evaluate reimbursement mechanisms and their impact on the patient's access or oral health care.														
4.f Evaluate the outcomes of community – based programs and plan for their future activities.														
V. Professional Growth and Development SHB, NSO	101 Oral Imaging	102 Oral Imaging Lab	104 Dhyg Thry 1	105 Pre-Clin 1	107 Oral Scie A	108 Oral Scie A lab	117 Oral Scie B	118 Oral Scie B lab	123 Gen / Oral Path	124 Dhyg Thry 2	126 Dhyg Prac 2	127 Dent Mat	129 Dent Mat Lab	213 Perio
5.a Identify career options within health care, industry, education, and research and evaluate the feasibility of pursuing dental hygiene opportunities.														
5.b Develop practice management and marketing strategies to be used in the delivery of oral health care.														
5.c . Access professional and social networks to pursue professional goals.										N, 75% PS WA				

**Second Year Curriculum  
Course and Level of Competency**

Professionalism (SHB, CM)	208 Per/ Pat h Rev	212 Den Hyg The r 3	217 Com Den t A	218 Pha r	222 Den t Hyg Prac 3	227 Com Den t A lab	229 Pain Mg m	231 Pain Mg m Lab	232 Den t Hyg The r 4	233 Den t Hyg Prac 4	237 Com Den t B	239 Com Den t Lab B	280 Com p t Asses	291 Den t Hyg Prac
1 a Apply the ethical code to behavior in all endeavors.	B, 85% WE	B, 85% WE WP	B, 85% WE	B, 85% WE	B 85% PT, TP, CC, RF	B, 85% CPRO	B, 85% WE	B 85% LC,CC	C, 85% WE	C, 95% CC, PT, TP, TXP, RI	C, 85% WE	C 95% CPRO	C 95% CS, WE	C 95% CPRO
1.b Adhere to state and federal laws, recommendations and regulations I the provision of dental hygiene care.		B, 85% WE	B, 85% WE	B, 85% WE	B 85% PT, TP, CC, RF, RI	B 85% CPRO, WP	B, 85% WE	B 85% LC, PT, CC WE	B 85% WE, WP	C, RI CM TxP PT RF			C, CS	
1.c Provide dental hygiene care to promote patient/client		B 85% WE, WP	B 85% WE, WP	B 85% CS, WE, WA	B 85% PT, CC, TP,	B 85% CPRO, WP	B, 85% WE	B 85% LC, PT, CC	C, 85% WE	C, 95% CC, PT, TP,	C 95% WP, WE	C 95% CPRO, WP	C 95% CS, WE	C 95% CPRO

health and wellness using critical thinking and problem solving in the provision of evidence-based practice.					TXP, RF, RI LC						TXP, RI, RF				
1.d Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.		B 85% WE, WP PS			B 85% PT, CC LC TxP			B 85% PT, CC, LC	C WE WA	C, 95% PTX, CC, TP, TXP, RF, RI			C 95% CS, WE, WA WP	C 95%	
1.e Continuously perform self-assessment for life-long learning and professional growth.									B, WE, PS, WA	B PS, TP					
1.f Advance the profession through service activities and affiliations with professional organizations.					B, CPRO PT				C 95% PS, WE, WA	C 95% CC, TP, PT, TXP, RF, CPRO		C 95% CPRO, PS, WP		C 95% CPRO	
1.g. Provide quality assurance mechanisms for health services					B 85% PT, CC			B 85% PT, LC, CC		C 95% CC, TP, PT, RF					
1.h Communicate effectively with individuals and groups from diverse populations both in writing and verbally.		B WE WP	B 85% WE, WP	B 85% WE, WP	B CM PT TXP CPRO	B 85% CC, PT, TXP, TP			C WE WA	C 95% CC, TP, PT, RF CPRO TXP CM				C 95% CPRO	
1.i Provide accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation and evaluation of dental hygiene services.	B 85% WE, CS	B WE WP			B 85% CC, PT, TXP, TP, RI, RF		WE	LC CC	WE WA	C 85% CC, PT, TXP, TP, RI, RF					
1.j Provide care to all clients using and individualized approach that is humane, empathetic, and caring.		B WE WP			B 85% CC, PT, TXP, TP, RI, RF		B WE	B LC CC	C WE	C 85% CC, PT, TXP, TP, RI, RF					
1.k Pursue continuing education courses and/or higher education that demonstrate a commitment to lifelong learning.										C 95% PS WE				C 95% CPRO	

II. Patient / Client care (SHB, CM)	208 Per/ Path Rev	212 Den Hyg Ther 3	217 Com Dent A	218 Phar	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
2.1a Select, obtain,	B	B			B					C	C			

and interpret diagnostic information recognizing its advantages and limitations.	<b>85% WE, CS, WA</b>	<b>85% WE</b>			<b>85% CC, PT, TXP, TP, RI, RF</b>				<b>95% WE, WA</b>	<b>95% CC, PT, TXP, TP, RI, RF</b>				
2.1b Recognize predisposing and etiologic risk factors that require intervention to prevent disease.	<b>B 85% WE, CS, WA</b>	<b>B 85% WE, WA</b>			<b>B 85% CC, PT, TXP, TP, RI, RF</b>				<b>C 95% WE, WA</b>	<b>C 95% CC, PT, TXP, TP, RI, RF</b>				
2.1c Obtain, review, and update a complete medical, family, social, and dental history.		<b>B 85% WE, WA</b>			<b>B 85% CC, PT, TXP, TP, RI, RF</b>					<b>C 95% CC, PT, TXP, TP, RI, RF</b>				
2.1d Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's/client's needs.		<b>B 85% WE, WA</b>			<b>B 85% CC, PT, TXP, TP, RI, RF</b>					<b>C 95% CC, PT, TXP, TP, RI, RF</b>			<b>C WE CS</b>	
2.1e Recognize health conditions and medications that impact overall patient care.	<b>B 85% WE, WA</b>	<b>B 85% WE, WA</b>		<b>B 85% WE, WA, CS</b>	<b>B 85% CC, PT, TXP, TP, RI, RF</b>		<b>B 85% WE, WA</b>	<b>B 85% CC, PT</b>	<b>C 95% WE, WA, CS</b>	<b>C 95% CC, PT, TXP, TP, RI, RF</b>			<b>C 95% CS, WA</b>	
2.1f Identify patients at risk for a medical emergency and manage the patient in a manner that prevents and emergency.	<b>B 85% WE, WA</b>	<b>B 85% WE, WA, CS</b>		<b>B 85% WE, WA, CS</b>	<b>B 85% CC, PT, TXP, TP, RI, RF</b>		<b>B 85% WE, WA</b>	<b>B 85% CC, PT</b>	<b>C 95% WE, WA, CS</b>	<b>C 95% CC, PT, TXP, TP, RI, RF</b>			<b>C CS WE</b>	

<b>Diagnosis</b>	<b>208 Per/Path Rev</b>	<b>212 Den Hyg Ther 3</b>	<b>217 Com Dent A</b>	<b>218 Phar</b>	<b>222 Dent Hyg Prac 3</b>	<b>227 Com Dent A lab</b>	<b>229 Pain Mgm</b>	<b>231 Pain Mgm Lab</b>	<b>232 Dent Hyg Ther 4</b>	<b>233 Dent Hyg Prac 4</b>	<b>237 Com Dent B</b>	<b>239 Com Dent Lab B</b>	<b>280 Comp Pt Asses</b>	<b>291 Dent Hyg Prac</b>
2.2a Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis.		<b>B WE WP</b>			<b>B 85% CC, PT, TXP, RF, RI</b>				<b>C WE</b>	<b>C 95% CC, PT, TXP, RF, RI</b>			<b>C WE CS</b>	
2.2b Identify patient/client needs and significant findings that impact the delivery of dental hygiene services.		<b>B WE WP</b>			<b>B 85% CC, PT, TXP, RF, RI</b>		<b>WE</b>		<b>C WE</b>	<b>C 95% CC, PT, TXP, RF, RI</b>			<b>C WE CS</b>	
2.2c Obtain consultations as indicated.		<b>B WE WP</b>			<b>B 85% CC, PT,</b>			<b>B 85% CC, PT,</b>	<b>C WE</b>	<b>C 95% CC, PT,</b>				



Implementation	208 Per/Path Rev	212 Den Hyg Ther 3	217 Com Dent A	218 Phar	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
2.4a Perform dental hygiene interventions to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease, and other oral conditions.		B WE WP			B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, RF, RI				
2.4b Control pain and anxiety during treatment through the use of accepted clinical and behavioral techniques.		B WE		B 85% WE, WA, CS	B 85% CC, PT, TP, TXP, RF, RI		B 85% WE, WA	B 85% CC, LC, PT		C 95% CC, PT, TXP, RF, RI				
2.4c Provide life support measures to manage medical emergencies in the patient/client care environment.		B WE		B 85% WE, WA, CS	B 85% CC, PT, TP, TXP, RF, RI		C WE	C 85% CC, LC, PT		C 95% CC, PT, TXP, RF, RI			C WE CS	

Evaluation	208 Per/Path Rev	212 Den Hyg Ther 3	217 Com Dent A	218 Phar	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
2.5a Evaluate the effectiveness of the patient's self-care and the dental hygiene treatment in attaining or maintaining oral health.		B WE WP			B 85% CC, PT, TP, TXP, RF, RI				B WE	C 95% CC, PT, TXP, RF, RI			C WE CS	
2.5b. Develop a maintenance program that meets the patient needs.	B 85% WE, CS, WA				B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, RF, RI			C WE CS	
2.5c Evaluate the patient's satisfaction with the oral health care received and the oral health status achieved.		B WE WP			B 85% CC, PT, TP, TXP, RF, RI				B WE	C 95% CC, PT, TXP, RF, RI, TP			C WE CS	
2.5d Provide referrals for subsequent treatment based on the evaluation findings.		B WE			B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, RF, RI, TP				
2.5d Develop and maintain a health maintenance program.	B 85% WE, CS, WA	B 85% WE, WA			B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, RF, RI		C CS WE		

					RI					TP				
III. Health Promotion and Community-Second year (SHB, CM)	208 Per/Path Rev	212 Den Hyg Ther 3	217 Com Dent A	218 Phar	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
3.a Promote preventive health behaviors by personally striving to maintain oral and general health.			B 85% WE, WA		B 85% CC, PT, TP, TXP, RF, RI	B 85% CPRO				C 95% CC, PT, TXP, TP, RI, RF	C 95% WP, WE	C 95% CPRO		C 95% CPRO
Respect the goals, values, beliefs and preferences of the patient while promoting optimal oral and general health.		B WE			B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, TP, RI, RF				
3.c Refer patients who may have a physiologic, psychological and/or social problem for comprehensive patient evaluation. clients to access the resources of the health care system.		B WE			B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, TP, RI, RF				
3.d Identify individual and population risk factors and develop strategies that promote health-related quality of life.		B WE			B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, TP, RI, RF		C 95% CPRO		
3.e Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies.		B WE	B 85% WE, WP		B 85% CC, PT, TP, TXP, RF, RI					C 95% CC, PT, TXP, TP, RI, RF	C 95% WP, WE			

III. Health Promotion and Community-Second year (SHB, CM)	208 Per/Path Rev	212 Den Hyg Ther 3	217 Com Dent A	218 Phar	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
3.g Provide educational methods using appropriate communication skills and educational strategies to promote optimal health.		B WE WP	B 85% WE, WP, WA, CS		B 85% CC, PT, TXP, RF, RI	B 85% CPRO				C 95% CC, PT, TXP, RF, RI	C 95% WE, WA, WP, CS	C 95% CPRO		
IV. Community Involvement (SHB, CM)	208 Per/Path Rev	212 Den Hyg Ther 3	217 Com Dent A	218 Phar	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
4.a Assess the oral health needs of the community			B 85% WE,			B 85% CPRO			C 95% WE,		C 95% WE,	C 95% CPRO		



and the quality and availability of resources and services.			WP, WA						WA		WA, WP			
4.b. Provide screening, referral, and educational services that allow clients to access the resources of the health care system.			B 85% WE, WP, WA			B 85% CPRO					C 95% WE, WA, WP	C 95% CPRO		
4.c. Provide community oral health services in a variety of settings.			B 85% WE, WP, WA			B 85% CPRO					C 95% WE, WA, WP	C 95% CPRO		
4.d. Facilitate client access to oral health services by influencing individuals and/or organizations for the provision of oral health care.		B 85% WE, WA	B 85% WE, WP, WA			B 85% CPRO			C 95% WE, WA		C 95% WE, WA, WP	C 95% CPRO		
4.e. evaluate reimbursement mechanisms and their impact on the patient's access or oral health care.		B 85% WE, WA							C 95% WE, WA					
4.f. Evaluate the outcomes of community – based programs and plan for their future activities.			B 85% WE, WP, WA								C 95% WE, WA, WP			

IV. Professional Growth and Development (SHB, CM)	208 Per/ Pat h Rev	212 Den Hyg The r 3	217 Com Den t A	218 Pha r	222 Dent Hyg Prac 3	227 Com Dent A lab	229 Pain Mgm	231 Pain Mgm Lab	232 Dent Hyg Ther 4	233 Dent Hyg Prac 4	237 Com Dent B	239 Com Dent Lab B	280 Comp Pt Asses	291 Dent Hyg Prac
5.a Identify career options within health care, industry, education, and research and evaluate the feasibility of pursuing dental hygiene opportunities.									B WE WA PS		C 95% WA, PS, WP			
5.b Develop practice management and marketing strategies to be used in the delivery of oral health care.									B WE		C 95% WA, PS, WP			
5.c . Access professional and social networks to pursue professional goals.									B WE PS		C 95% WA, PS, WP			