



Course Prefix/Number/Title: DHYG 136 Principles I

Number of Credits: 2 credits

Course Description:

This course provides students with fundamental dental hygiene theory. Topics include the history, philosophy, and ethics relevant to the dental hygiene discipline. Students will study patient assessment, etiology and prevention of oral diseases, and the management of patient records. Recognizing signs of abuse or neglect and reporting will also be studied.

Pre-requisites:

- Acceptance into the Dental Hygiene program
- Successful completion of DENT 116 Dental Anatomy

Co-Requisites:

- DHYG 137 Preclinic I

Course Objectives:

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

1. Describe the history of the dental hygiene profession, scope of dental hygiene practice and dental hygiene practice in alternative settings.
2. Identify and describe the components of the dental hygiene process of care and code of ethics.
3. Explain evidence-based practice and its importance in clinical dental hygiene care.
4. Discuss the skills and attributes of effective health communication with a diverse population.
5. Discuss each element of the comprehensive patient assessment.
6. Identify appropriate management and legal requirements of the patient record.
7. Identify the parts of the periodontium in both healthy and diseased states.
8. Explain the rationale and systematic sequence of the extraoral and intraoral examination.
9. Identify suspected extraoral and intraoral conditions that require follow-up and referral for medical evaluation.

10. Describe the general extraoral and intraoral signs of child abuse, elder abuse, and intimate partner violence and discuss the role of the dental hygienist in reporting suspected abuse or neglect.
11. Classify various dental hygiene instruments according to where and how they are used.
12. Recognize the various developmental and non-carious dental lesions.
13. Differentiate between enamel caries, early childhood caries, and root caries.
14. Describe the various deposits that are found on the dentition.
15. Describe the rationale and technique for selective coronal polishing.
16. Describe the mechanism of action of fluoride in the prevention of dental caries.
17. Compare preventive dentistry options and techniques.

Dental Hygiene Student Learning Outcomes addressed in this course:

1. Provide patient centered, comprehensive, evidence-based dental hygiene care to a diverse socioeconomic, educational, and cultural patient population.
2. Apply the principles of professional and ethical standards in providing dental hygiene care to individuals of all populations.
3. Participate in interprofessional community health promotions.
4. Exhibit professionalism and communicate effectively with patients, coworkers, and other healthcare professionals.
5. Engage in professional activities and lifelong learning.

Dental Hygiene Program Outcomes

1. Prepare highly qualified dental hygiene professionals by providing up-to-date, high quality academic and clinical dental hygiene education.
2. Provide a competency-based education.
3. Provide students with opportunities for interprofessional community health promotion.
4. Earn and maintain full accreditation status according to the Commission on Dental Accreditation.
5. Incorporate emerging technologies to enhance quality dental hygiene care.
6. Prepare students to engage in professional activities and lifelong learning.

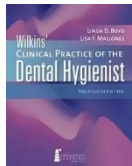
Instructor: Kelsey Tate, RDH, BSDH, RF
Office: 209 B
Office Hours: Tuesdays 12pm-2pm or By Appointment
Phone: 701-858-3192
Email: Kelsey.tate@dakotacollege.edu

Lecture Schedule:

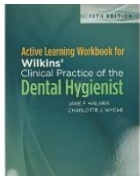
This hybrid lecture course meets for two hours per week for 16 weeks for a total of 32 contact hours.

Textbooks: (Texts are also used in other dental hygiene courses.)

Boyd, L., Mallonee, L., Wyche, C. 2023. *Wilkins' Clinical Practice for the Dental Hygienist*, 14th Ed. Burlington, MA. Jones & Bartlett Learning. ISBN: 978-1-284-25599-7



Boyd, L., Mallonee, L., Wyche, C., Halaris, J. 2021. *Active Learning Workbook for Wilkins' Clinical Practice of the Dental Hygienist*, 13th Ed. Jones & Bartlett Learning. ISBN: 9781975106904



Gehrig, J., Sroda, R. Saccuzzo, D. 2026. *Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation*, Enhanced 9th Ed. Burlington, MA. Jones & Bartlett Learning. ISBN: 978-1-284-019339

Gehrig, Jill S. 2018. *Patient Assessment Tutorials for the Dental Hygienist*. Enhanced 4th Ed. Burlington, MA. Jones & Bartlett Learning. ISBN: 978-1-284-24092-4



Syllabus updated for DCB K. Tate July 2025

Course Requirements:

The student must pass this course with a letter grade of “C” or above and complete all course assignments, tests, midterm and final exams.

Tentative Course Outline:

Week 1	The Professional Hygienist Evidence Based Dental Hygiene Practice	
Week 2	Effective Health Communication Dental Hygiene Care in an Alternative Setting	Test
Week 3	Documentation of Dental Hygiene Care	Test
Week 4	Medical Dental and Psychosocial Histories	Test
Week 5	Periodontal Examination	Test
Week 6	Family Violence Hard Tissue Examination of the Dentition	Test
Week 7	Extraoral and Intraoral Examination	Test
Week 8	Midterm Exam	Midterm Exam
Week 9	Extraoral and Intraoral Examination (cont.) Instrument Design and Classification	
Week 10	Dental Soft Deposits, Biofilm, Calculus, and Stains	Test
Week 11	Dental Soft Deposits, Biofilm, Calculus, and Stains (cont.)	
Week 12	The Periodontium and Gingival Description	Test
Week 13	Extrinsic Stain Removal and Coronal Polishing	Test
Week 14	Fluorides	Test
Week 15	Comprehensive Review for final exam	
Week 16	Final Exam (comprehensive)	Final Exam

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Employs industry-specific skills for workplace readiness.

Relationship to Campus Focus:

Dakota College Bottineau dental programs are designed to prepare students to meet the needs of communities by applying evidence-based decision making, using cutting-edge technology, and integrating quality and safety competencies into their dental programs. Each course within

the program serves as a foundation for clinical practice in the dental assisting and dental hygiene profession. To meet the demands of the ever-changing field of dentistry, students are taught to value life-long learning.

Classroom Policies

Classroom Etiquette:

- Be punctual to lectures, labs and clinics.
- Avoid any activity that may cause distraction during class. Side conversations are not allowed.
- Incivility will not be tolerated.
- Use of mobile devices and related applications, cameras are not allowed to be used, unless it is for a class activity.
- Children are not allowed in the classroom.

Grading

Course and lab/clinic grades are based on a variety of activities and assignments designated by the faculty. The criteria by which grades for each lecture and clinical course are included in the course syllabus distributed to students. Students have access to and should review the learning management system grading calculation method.

Students are responsible to know what their grades are during the course. Please review your grades in Blackboard frequently. If an assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact the student didn't do the assignment or exam as outlined in the directions. Make sure your assignments are submitted before the due date to assure timely submission. Please see your Dakota Dental Program handbook for grading policies, in addition to the policies listed below.

Grades

Students must earn a minimum grade of "C" with a maintained 2.0 GPA or better in all required dental hygiene program courses. Students who fail a theory or lab/clinical course will be dismissed from the dental hygiene program. A final grade of "D" or "F" is a failed grade. If a student has unsatisfactory grades, he/she should contact the instructor for a remediation plan.

Assignments/Tests/Labs/Clinics: All assignments must be completed and submitted on time in the manner specified by the faculty. Students may fail the course if all assignments are not completed.

Late/makeup work: Late work will not be accepted (student will receive a zero) unless previously arranged with the instructor or impacted by extenuating circumstances. Upon approval, if an assignment is turned in within one week of the due date, there will be a 5% deduction from the assignment grade. Extenuating circumstances will be evaluated by the faculty for the course.

Late tests: If the student fails to take a test on time, he/she will need to contact the instructor to arrange a time to take the exam. There will be a 10% deduction from the test grade, for tests taken late. If a test is not taken within a week of the test date, you will receive a zero for that test. Extenuating circumstances will be evaluated by the faculty for the course.

This course will be evaluated by:

The final grade for this course will be calculated according to the following:

Graded Assignments	Points Possible
Ch. 1 & 2 PICO Digital Search Due 09/03/25	15
Ch. 3 & 4 Competency Exercise Due 09/10/25	15
Ch. 3 & 4 Discovery Exercise Due 09/10/25	8
Week 3 Ethics Discussion Due 09/17/25	10
Health History Due 09/24/25	10
Instrument Design Due 10/01/25	30
Periodontal Exam Entry Due 10/01/25	10
Week 6 Ethics Discussion Due 10/08/25	10
Periodontal Hand Instruments Due 10/29/25	20
Research/Analyze anti-calculus dentifrices products Due 11/12/25	20
Factors to teach the patient activity p. 107 SG Due 11/19/25	15
Professional Information on internet Due 11/19/25	15
Gingival Descriptor Worksheets Due 11/19/25	10
Research peer reviewed article on selective polishing summary Due 12/03/25	15
Research on prophy angles Due 12/03/25	15
Mineralization – Remineralization Diagram Due 12/10/25	10
Benefits of Fluoride Role Play Due 12/10/25	20
Total Points Possible	248

Tests	Points Possible
Ch. 1 & 2 09/04/25	20
Ch. 3 & 4 09/11/25	20
Ch. 10 09/18/25	18
Ch. 11 09/25/25	20
Ch. 20 10/02/25	20
Ch. 14 & 16 10/09/25	20
Midterm Exam 10/16/25	100
Ch. 13 & Mod 8 10/30/25	40
Ch. 17 11/13/25	30
Ch. 18 11/20/25	20
Ch. 42 12/04/25	20
Final Exam including Ch. 34 12/18/25	100
Total Points Possible	428

This course grade will be calculated by the percentages in the chart below:

Final course grade calculation	Percentage of final grade	Points possible	Percentage calculated
Graded Assignments	30%	248	74 Points
Exams including final exam	70%	428	300 Points
Total	100%		374 Points

The following grade scale is used:

A	92 - 100	343 - 374
B	84 – 91	313 - 342
C	75 – 83	279 - 312
D	67 – 74	278 and below
F	Below 67	

Active Learning:

In addition to educational strategies such as reading, listening and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

Course Study Expectations:

Commitment to learning is important to success. For every semester credit you are taking in a class, (e.g., 3 credit course = 9 hours per week) the student should schedule three hours to read, study, and devote to your course, outside of class.

Attendance Policy:

The Dakota College Dental Hygiene Program supports the college policy on attendance as stated in your college catalog. The dental hygiene program implements strict attendance policies for classroom, lab and clinical experience. Students are expected to attend all lecture, lab and clinical hours.

Regular, punctual attendance demonstrates professional behavior and responsibility. Absences may make it impossible for a student to meet course objectives and may result in failure of the course. A student may be excused from class, lab or clinic with the approval of the instructor. It is the student's responsibility to plan to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in lecture, lab or clinic. All missed hours in lab or clinic must be made up with one hour for each hour missed. If a student has more than 25% absence in any classroom, lab or clinic session, it may result in course failure. **If you must be absent, (e.g., illness) please inform the instructor as soon as possible.** Instructors contact information is on the first page of this syllabus.

Questions:

If you have question or need clarification on anything to do with this course, please reach out to the instructor. The instructor can be reached by the contact information on the syllabus.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to

disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

Topic Schedule Fall Semester

Content order is subject to change at the discretion of the instructor.

Legend: SG: Study Guide (Halaris, Active Learning Workbook for Clinical Practice of the Dental Hygienist, 13e); PPT: PowerPoint; SR: student resource, available online; NA: not applicable; Note: Electronic ancillary assets can be found on the book's Navigate 2 Preferred site, accessible at www.jblearning.com , or through your account representative.			
Course Competencies	Specific Instructional Objectives: Upon completion of this course the student will be able to:	Student Preparation and Learning Experiences	Evaluation Methods
Week 1			
1, 2, 3	Wilkins' Ch. 1 The Professional Hygienist -Identify and define key terms and concepts related to the professional dental hygienist. -Describe the scope of dental hygiene practice. -Identify and define the components of the Dental Hygiene Process of Care -Identify and apply components of the Dental Hygiene Code of Ethics -Explain legal, ethical, and personal factors affecting dental hygiene practice -Apply concepts in ethical decision making	Wilkins' Ch. 1 The Professional Hygienist Read the chapter and follow the PPT -Review the audio pronunciations and definitions for Chapter 1. -Knowledge Exercises, SG, pp. 2–4 -Competency Exercises, SG, pp.4- 5 -Discovery Exercises, SG, p. 5 -Questions patients ask, SG, p. 5	Assignments: -PICO Digital Search Assignment- Upload into Blackboard- Due 09/03/25

	Wilkins' Ch. 2 Evidence-Based Dental Hygiene Practice -Explain evidence-based dental hygiene practice and its importance in clinical dental hygiene care. -Discuss various approaches to research including the strength of evidence each provides. -Describe a systematic approach used to find credible scientific literature -Describe skills needed for analyzing evidence-based health information	-SR: s complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 1. Wilkins' Ch. 2 Evidence-Based Dental Hygiene Practice Read the chapter and follow the PPT - Review the audio pronunciations and definitions for Chapter 2. - Knowledge Exercises, SG, pp. 6–7 -Competency Exercises, SG, p. 7-8 - Questions patients ask, SG, p.8 - Factors to teach the patient, SG, p. 8 -SR: Complete the Knowledge Check questions located within the Navigate 2 eBook for chapter 2.	
Week 2			
4	Wilkins' Ch. 3 Effective Health Communication -Discuss the skills and attributes of effective health communication. -Identify factors that influence health communication. -Explain how the patient's age, culture, and health literacy level affect health communication strategies. -Identify communication theories relevant to effective health communication and motivational interviewing Wilkins' Ch. 4 Dental Hygiene Care in an Alternative Setting -Identify and define key terms and concepts related to oral health care in alternative settings. -Identify materials necessary for providing dental hygiene care in alternative settings -Plan and document adaptations to dental hygiene care plans and oral hygiene instructions for the patient who is residence-bound, bedridden, unconscious, or terminally ill.	Wilkins' Ch. 3 Effective Health Communication Read the chapter and follow the PPT - SR: Review the audio pronunciations and definitions for Chapter 3. - Knowledge Exercises, SG, pp. 10–12 - Competency Exercises, SG, p. 12 - 13 - SR: Watch video, "Effective Health Communication" -Factors to teach the patient, SG p. 13 -Everyday Ethics, SG, p.13 - SR: Complete knowledge questions in Navigate 2 eBook for chapter 3. Wilkins' Ch. 4 Dental Hygiene Care in an Alternative Setting Read the chapter and follow the PPT - SR: Review the audio pronunciations and definitions for Chapter 4. -Knowledge Exercises, SG, pp. 15-16 -Competency Exercises, SG, pp.16-17 -Discovery Exercise, SG, p.17 -Questions Patients Ask, SG, p. 17 -Everyday Ethics, SG, p.18 - SR: Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 4.	Test Ch. 1 and 2 09/04/25 Assignments: -Summary Exercises 1 pp. 19 – 20, Answer questions 1 – 5. Upload to BB. Due 09/10/25 -Discovery Exercise pg. 20, #1. Upload to BB. Due 09/10/25
Week 3			
5, 6	Wilkins' Ch. 10 Documentation of Dental Hygiene Care	Wilkins' Ch. 10 Documentation of Dental Hygiene Care Read the chapter and follow the PPT	Test Ch. 3 & 4 09/11/25

	-Identify and define key terms and concepts related to written and computerized dental records and charting. -Describe concepts related to ensuring confidentiality and privacy of patient information. -Compare three tooth-numbering systems. -Discuss the various components of the patient's permanent, comprehensive dental record. -Recognize and explain a systematic method for documenting patient visits.	- SR: Review the audio pronunciations and definitions for Chapter 10. -Knowledge Exercises, SG, pp. 56-58 -Competency Exercises, SG, p. 59 -Summary Exercises III, Word search, SG, p.61 - Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 10.	Discussion: -Everyday Ethics Discussion Due 09/17/25
Week 4			
5, 6	Wilkins' Ch. 11 Medical Dental and Psychosocial Histories -Relate and define key terms and concepts utilized in the creation of patient histories -Explain the significance and purpose of accurate and complete patient medical, dental and psychosocial histories. -Compare and contrast the different methods available for the compilation of patient histories and the advantages and disadvantages of each -Discuss how the components of patient histories relate directly to the application of patient care	Wilkins' Ch. 11 Medical Dental and Psychosocial Histories Read the chapter and follow the PPT -SR: Review the audio pronunciations and definitions for Chapter 11. -Knowledge Exercises, SG, pp. 64-65 -Competency Exercises, SG, p. 66 -Discovery Exercise, SG, p. 66 -Complete Everyday Ethics questions on page 181 of the text -Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 11. Dental Program Electronic Software- Medical, Dental and Psychosocial Histories sections	Test Ch.10 09/18/25 Practice in putting a health history in the pt chart that you created for your manikin patient Assignment: -Take a health history on a classmate using the DCB dental program electronic software. Ask follow-up questions if needed. Due 09/24/25
Week 5			
5, 6, 8, 9, 10	Wilkins' Ch 20 Periodontal Examination -Describe the components of a comprehensive periodontal examination -List the instruments used for a periodontal examination -Explain the technique for use of the periodontal probe and explorers -Explain how procedure for the comprehensive examination will be described to the patient	Wilkins' Ch 20 Periodontal Examination Read the chapter and follow the PPT - SR: Review the audio pronunciations and definitions for Chapter 20. -Knowledge Exercises, SG, pp. 118-121 Questions 1 – 30, 48, 49. -Competency Exercises, SG, p. 124, 1 – 4. -SR: Watch videos, "Explorers" and "Probes" - SR: Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 20.	Test Ch. 11 09/25/25 Assignment: -Search the Internet for examination instruments: explorers, mirrors, and probes, and evaluate three different types of explorers, probes, and mirrors available to the

			hygienist. Evaluate design, variations between each design, and pros and cons for each. Due 10/01/25 -Practice entering a periodontal exam in the electronic dental software. Print chart and upload to BB. Due 10/01/25
Week 6			
5, 6, 10, 12, 13	Wilkins' Ch. 14 Family Violence -Describe the general, extraoral, and intraoral signs of child abuse and neglect -Describe the general, physical, extraoral, and intraoral signs of elder abuse and neglect. -Discuss the signs and attitudes of the abused in an intimate partner abuse and violence situations -Discuss the role of the dental hygienist in reporting suspected maltreatment of children, elders, and intimate partners -Discuss Munchausen syndrome by proxy and describe indicators associated with the syndrome -Describe the general and behavioral indicators of human trafficking victims Wilkins' Ch. 16 Hard Tissue Examination of the Dentition -Identify the three divisions of the human dentition: primary teeth, mixed (transitional) dentition and permanent teeth -Recognize and explain the various developmental and non-carious dental lesions -Describe types of dental injuries and tooth fractures that may occur -List the G.V. Black, American Dental Association Caries Classification, and International Caries Detection and Assessment System classification of dental carious lesions used for diagnosis, treatment planning, management, cavity preparations, and finished restorations.	Wilkins' Ch. 14 Family Violence Read the chapter and follow the PPT -Knowledge Exercises, SG, pp. 78-80 -Competency Exercises, SG, p. 80 -Discovery Exercises, SG, p. 80 Wilkins' Ch. 16 Hard Tissue Examination of the Dentition Read the chapter and follow the PPT -SR: Review the audio pronunciations and definitions for Chapter 16. -Knowledge Exercises, SG, pp. 89-92 -Competency Exercises, SG, pp. 92-93 -Factors to teach the patient p. 94	Test: Ch. 20 10/02/25 Assignments: -Everyday Ethics - Discussion Due 10/08/25

	-Explain the initiation and development of early childhood caries (ECC) -Compare methods for determining the vitality of the pulp of a tooth -Provide a list of the factors to be observed and recorded during a complete dental charting with a new patient -Explain the basic principles of occlusion -Classify occlusion on a patient or case study according to Angle's classification and describe the facial profile associated with each classification -Describe functional and parafunctional contacts -Give examples of parafunctional habits -Discuss types of occlusal trauma and explain the effects on the oral structures -Identify and explain the purposes and uses of study models in the clinical practice of dental hygiene		
Week 7			
5, 6, 8, 9, 10	Wilkins' Ch. 13 Extraoral and Intraoral Examination -Explain the rationale for a comprehensive extra-and intraoral examination -Explain the systematic sequence of the extra-and intraoral examination -Identify normal hard and soft tissue anatomy of the head, neck, and oral cavity. -Describe and document physical characteristics (size, shape, color, texture, consistency) and morphological categories (elevated, flat and depressed lesions) for notable findings -Identify suspected conditions that require additional testing and referral for medical evaluation	Wilkins' Ch. 13 Extraoral and Intraoral Examination Read the chapter and follow the PPT -Knowledge Exercises, SG, pp. 72-76 -Competency Exercises, SG, p. 77 -Everyday Ethics text p. 208, SG, 77 -View the Web site of the Oral ---Pathology Laboratory, Inc. http://www.oralpathlab.com/ -SR: Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 13. - Web exercise. View the Oral Manifestations of HIV and AIDS Web site to see the case studies and slide examples. www.hivdent.org/ picturegallery / picturegallery.htm Head & Neck Exam and Oral Exam -Review Modules 13 & 14 in Patient Assessment Tutorials: Wonderful colored pictures	Test Ch. 14 & 16 10/09/25
Week 8	Midterm Exam- Cumulative (does not include ch13) 10/16/25		
Week 9			

5, 6, 8, 9, 10, 11	Continue Wilkins' Ch. 13 Extraoral and Intraoral Examination See Week 7 Fundamentals of Periodontal Instrumentation Module 8 Instrument Design and Classification -Identify each working-end of a periodontal instrument by its design name and number. -Recognize the design features of instrument handles and shanks and discuss how these design features relate to the instrument's use. -Describe the advantages and limitations of the various design features available for instrument handles and shank. -Given a variety of periodontal instruments, demonstrate the ability to select instruments with handle design characteristics that will reduce the pinch force required to grasp the instrument. -Given a variety of periodontal instruments, sort the instruments into those with simple shank design and those with complex shank design. -Given a variety of sickle scalers and curets, identify the face, back, lateral surfaces, cutting edges, and toe or tip on each working-end. -Given a variety of periodontal instruments, determine the intended use of each instrument by evaluating its design features and classification. -Given any instrument, identify where and how it may be used on the dentition (i.e., assessment or calculus removal, anterior/posterior teeth, supragingival or subgingival use).	Continue Wilkins' Ch. 13 Extraoral and Intraoral Examination Fundamentals of Periodontal Instrumentation Instrument Design and Classification Read Module 8 and follow the PPT	Assignment: Locate 5 different periodontal hand instruments from the digital HuFriedy catalog https://catalog.hufriedy.com/#p=1 . Print the page(s) and label each instrument as either simple or complex in its shank design. Briefly explain each instrument's intended use as evident by its various features, including its classification. Post to BB. Due 10/29/25
Week 10 & 11			
5, 6, 14	Wilkins' Ch.17 Dental Soft Deposits, Biofilm, Calculus, and Stains -Define acquired pellicle and discuss the significance and role of the pellicle in the maintenance of oral health -Describe the different stages in biofilm formation and identify the changes in biofilm microorganisms as biofilm matures -Differentiate between the types of soft and hard deposits -Recognize the factors that influence the accumulation of biofilm, calculus and stain	Wilkins' Ch.17 Dental Soft Deposits, Biofilm, Calculus, and Stains Read chapter 17 and follow PPT -SR: Review the audio pronunciations and definitions for Chapter 17. -Complete knowledge exercises, SG, pp. 95-100 -Competency Exercises, SG, p. 100 -SR: Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 17.	Test Ch. 13 & Module 8 10/30/25 Assignments: -Research an over-the-counter anti-calculus dentifrice product and analyze it for the following:

	-Explain the location, composition, and properties of dental biofilm, calculus and stain -Identify the modes of attachment of supra- and subgingival calculus to dental structure -Describe the clinical and radiographic characteristics of supra- and subgingival calculus and its detection -Educate patients regarding the etiology and prevention of dental biofilm, calculus, and stain -Differentiate between exogenous and endogenous stains and identify extrinsic and intrinsic dental stains and discolorations - Determine appropriate clinical approaches for stain removal and maintenance -Design biofilm, calculus and stain management strategies to meet each patient's needs		a. List active ingredients and discuss what each one does and what percentage of the product is made up of this ingredient. b. Who will benefit; who is the target population? c. Does the ADA approve this type of dentifrice? d. Discuss how information regarding dental products is passed on to the consumer Post to BB. Due 11/12/25
Week 12			
5, 6, 7	Wilkins' Ch. 18 The Periodontium -Recognize normal tissues of the periodontium -Know the clinical features of the periodontium -Describe the characteristics of healthy gingiva -Compare and contrast the characteristics of gingiva in health and disease -Describe characteristics of healthy gingiva following periodontal surgery	Wilkins' Ch. 18 The Periodontium Read chapter 18 and follow PPT -Knowledge Exercises, SG, pp. 103-106 -Competency Exercises, SG, p. 106 - Practice filling in the anatomical names of gingival structures, using figures 18-1, p. 304, 18-2, p. 304, 18-3, p. 305, 18-4, p. 305, 18-7, p. 307, 18-9, p. 308. - SR: s complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 18. Gingival Description- see the fantastic pictures in Module 15 - Practical Focus—Fictitious Patient Cases A to E, pp. 563–580 Patient Assessment Tutorials Module 15	Test Ch. 17 11/13/25 Assignment: - Complete the Factors To Teach The Patient activity on p. 107 of the SG. Upload to BB. Due 11/19/25 - Visit the following three websites. In 100 words or less, explain which one you would refer your patients to for information. Is it different from the one you would visit for professional information? 1. http://www.perio.org/consumer/2a.html (Gum Disease Information from the

			American Academy of Periodontology) 2. http://www.mouthhealthy.org/en/ (ADA Organization Mouth Healthy) 3. http://www.nidcr.nih.gov/oralhealth/Topics/GumDiseases/PeriodontalGumDisease.htm (NIH Oral Health: Periodontal [Gum] Disease: Causes, Symptoms, and Treatments) Upload to BB. Due 11/19/25 -Gingival Descriptor Worksheets- Patient Assessment Tutorials book Pp 563-580 Complete all 5 cases A to E- submit completion of 1 to BB. Due 11/19/25
Week 13			
15	Wilkins' Ch. 42 Extrinsic Stain Removal and Coronal Polishing -Describe the difference between a cleaning agent and a polishing agent -Explain the basics for selection of the grit of polishing paste for each individual patient -Discuss the rationale for avoiding polishing procedures on areas of demineralization -Explain the effect abrasive particle shape, size and hardness have on the abrasive qualities of a polishing paste	Wilkins' Ch. 42 Extrinsic Stain Removal and Coronal Polishing Read Ch. 42 and follow PPT -SR: Review the audio pronunciations and definitions for Chapter 42. -Knowledge Exercises, SG, pp. 259-261 -Competency Exercises, SG, p. 262 -SR: Watch video, "Extrinsic Stain Removal" - SR: Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 42.	Test Ch. 18 11/20/25 Assignment: Research a peer reviewed article on selective polishing. Summarize your findings. Upload to BB. Due 12/03/25 Research a variety of prophylaxis angles. Create a

			chart explaining at least 3 different prophy angles and the pros and cons of each. Upload to BB. Due 12/03/25
Week 14			
16, 17	Wilkins' Ch. 34 Fluorides -Describe the mechanisms of action of fluoride in the prevention of dental caries -Explain the role of community water fluoridation on the decline of dental caries incidence in a community -Recommend appropriate over-the-counter (OTC) and professionally applied fluoride therapies based on each patient's caries risk assessment -Compare use of fluoride home products (OTC and prescription) -Incorporate fluoride into individualized prevention plans for patients of various ages and risk levels	Wilkins' Ch. 34 Fluorides Read Ch. 34 and follow PPT -SR: Review the audio pronunciations and definitions for Chapter 34. -Knowledge Exercises, SG, pp. 208-212 -Competency Exercises, SG, p. 212 -SR: Complete the Knowledge Check questions within the Navigate 2 eBook for Chapter 34	Test Ch. 42 12/04/25 Assignment: -Draw a diagram demonstrating the demineralization and remineralization process. Upload to BB. Due 12/10/25 - Using the video on your phone, role play, with a classmate, the part of a clinician talking to a parent about the merits of professionally applied topical fluoride application and using fluoridated toothpaste at home. Upload to BB. Due 12/10/25 Test for Ch. 34 will be included in the final exam.
Week 15			
		Comprehensive Review for final exam	
Week 16		Final Exam	Final Exam 12/18/25