



Course Prefix/Number/Title: DHYG 137 Preclinic I

Number of Credits: 3 credits

DCB Syllabus updated by: K. Tate 07/2026

Course Description:

Skill development sessions are structured to develop actual experience in ergonomic principles, patient assessment, extraoral and intraoral exam, instrumentation skills, deposit removal, mechanical polishing, and topical fluoride application. Small groups will be utilized for practical application skills, with students working on each other or using simulation manikins. Appropriate infection control techniques and safety precautions required in a dental setting will be implemented.

Pre-requisites:

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

Co-Requisite:

- DHYG 136 Principles I
- DENT 117 Intro. To Infection Control, Immunology & Medical Emergencies in the Dental Practice

Course Objectives:

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

1. Demonstrate the various operator seating positions, use of magnification loupes, light adjustments, client seating, and principles of ergonomics associated with the dental hygiene appointment.
2. Demonstrate the basic steps of dental instrument grasps in the oral cavity.
3. Demonstrate the uses of the dental mirror in the oral cavity.
4. Demonstrate the basic fingers rests in all sextants of the oral cavity.

5. Demonstrate the various essentials in the instrumentation stroke: orientation to the tooth surface, adaption, and stroke.
6. Demonstrate the basic probing instrumentation technique and electronic recording of the periodontal exam.
7. Demonstrate dental hygiene instrumentation techniques using the ODU 11/12 explorer.
8. Demonstrate dental hygiene instrumentation techniques for detection of dental caries.
9. Demonstrate and record the extraoral and intraoral exam.
10. Describe, detect, and chart the various deposits that are found on the dentition.
11. Demonstrate the instrumentation techniques for supragingival calculus removal using sickle scalers.
12. Demonstrate the instrumentation techniques for supragingival and subgingival calculus removal using area specific curets.
13. Demonstrate the instrumentation techniques for supragingival and subgingival calculus removal using the universal curet.
14. Demonstrate the basic steps of coronal polishing.
15. Demonstrate the appropriate flossing techniques.
16. Demonstrate the appropriate techniques for application of topical fluorides.
17. Apply the steps of infection control associated with the dental operatory and the management of instrument sterilization procedures.

Dental Hygiene Student Learning Outcomes addressed in this course:

1. Demonstrate clinical competence to provide patient centered, comprehensive, dental hygiene care for diverse population of patients.
2. Demonstrate ethical and professional behavior consistent with professional standards in dental hygiene.
3. Promote oral health through interprofessional community health promotion.
4. Communicate effectively with patients, coworkers, and other healthcare professionals.

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: Monday 11am- 12pm, Thursday 12-1pm, By Appointment

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Course Schedule:

This course will meet two times per week for a total of six hours per week for 16 weeks for a total of 96 contact hours. The course will meet in the simulation lab or dental clinic.

Required Supplies:

Typodont and typodont stand for home practice

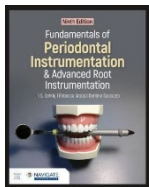
Instrument kit

PPE

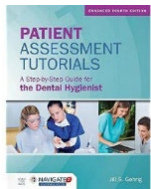
Required Textbooks:

(These books will also be used in other courses.)

Gehrig, J., Sroda, R. Saccuzzo, D. 2019. *Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation*, (Enhanced 9th ed). Burlington, MA. Jones & Bartlett Learning. ISBN: 978-1-284-019339

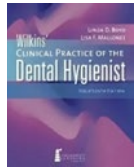


Gehrig, Jill S. 2018. *Patient Assessment Tutorials for the Dental Hygienist* (Enhanced 4th ed). Burlington, MA. Jones & Bartlett Learning. ISBN: 978-1-284-24092-4



Supplementary Resource:

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

**Course Requirements:**

Attendance is mandatory for all labs.

Skill competency evaluations must be passed at 75% or above

Final exam

The student must earn a letter grade of “C” or above to continue in the dental hygiene program.

Tentative Course Outline:

Week	Topics and Lab Activities	Evaluation Methods
Week 1	Ergonomics and Clinician Positions	
Week 2	Instrument Grasp Use of the Dental Mouth Mirror	Skill Evaluation Ergonomics and Clinician Position
Week 3	Finger Rests in the Oral Cavity, Movement and Orientation to Tooth Surface, Adaptation and Instrumentation Strokes	Skill Evaluation Instrument Grasp
Week 4	Periodontal Probes and Basic Probing Technique	Skill Evaluation Mirror and Finger Rests, Anterior Sextant, Mandibular and Maxillary Posterior Sextants
Week 5	Extra-oral and Intra-oral Exam, Hard Tissue Charting	Skill Evaluation Basic Probing Technique
Week 6	Explorers- Calculus Detection and Detection of Dental Caries	Skill Evaluation Intra and Extra Oral Exams
Week 7	Supragingival Calculus Removal	Skill Evaluation Explorers

	Sickle Scalars	
Week 8	Practice probing, explorers, and sickle scalars Written Midterm October 16th	
Week 9	Coronal Polishing, Floss	Skill Evaluation Sickle Scalars
Week 10	Fluoride application	Skill Evaluation Coronal Polish & Floss
Week 11	Subgingival Calculus Removal, Area-Specific Curets	Topical Fluoride Application
Week 12	Area-Specific Curets & Universal Curets	
Week 13	Universal Curets	Skill Evaluation Universal Curets Skill Evaluation Area Specific Curets
Week 14	No Classes- Thanksgiving Break	
Week 15	Practice all instruments	
Week 16	Final Competency on all instruments	Skill Evaluation Calculus Detection Skill Evaluation Calculus Removal
Finals	Written Final at 9am Wednesday December 16th	

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 professions. To meet the demands of the ever-changing field of dentistry, students are taught to value life-long learning.

Classroom Policies:

Attendance is mandatory in all lectures, labs and clinical sessions.

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 the gradebook 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 did not 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 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 considered to be a failed grade. If a student has unsatisfactory grades, he/she should contact the instructor as soon as possible for a remediation plan.

Assignments/Evaluations/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 Evaluations: If the student fails to take an Evaluation 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 Evaluation grade, for Evaluations taken late. If an Evaluation is not taken within a week of the Evaluation date, you will receive a zero for that Evaluation. Extenuating circumstances will be evaluated by the faculty for the course.

This course will be evaluated by:

Skill Competencies	Points Possible
Skill Evaluation Ergonomics	22
Skill Evaluation Clinician Positions: Maxillary Arches	60
Skill Evaluation Clinician Positions: Mandibular Arches	60
Skill Evaluation Instrument Grasp	32
Skill Evaluation Mirror and Finger Rests Anterior Sextant, Mandibular and Maxillary Posterior Sextants	44
Skill Evaluation Mirror and Finger Rests Mandibular Posterior Sextants	44
Skill Evaluation Mirror and Finger Rests Maxillary Posterior Sextants	44
Skill Evaluation Basic Probing Technique	16
Skill Evaluation Explorers	16
Skill Evaluation Intra-oral/ Extra-oral Exam	32
Skill Evaluation Anterior Scaler	16
Skill Evaluation Posterior Scaler	16
Skill Evaluation Area Specific Curets- Gracey 13/14	16
Skill Evaluation Area Specific Curets- Gracey 1/2	16
Skill Evaluation Area Specific Curets- Gracey 11/12 or 15/16	16
Skill Evaluation Universal Curets	16
Skill Evaluation Coronal Polish & Flossing	18
Skill Evaluation Fluoride Varnish Application	10
Skill Evaluation Fluoride Tray Method	13
Skill Evaluation Calculus Detection	10
Skill Evaluation Calculus Removal	10
Final Skill Evaluation Exam	112
Total Points Possible	639

Written Exams	Points Possible
Midterm Exam	45
Final Exam	35
Total Points Possible	80

Final course grade calculation	Points possible
Skill Competencies	639
Written Exams	80
Total points for the course	719

Dental hygiene students must earn a letter grade of “C” or above in this course to continue in the program.

The following grade scale will be used:

A	92 - 100
B	84 – 91
C	75 – 83
D	67 – 74
F	Below 67

Classroom Etiquette:

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

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 Programs support the college policy on attendance as stated in your college catalog. The dental programs implement strict attendance policies for classroom, lab, and clinical experience. Students are expected to attend all lecture, lab, and clinical hours. (See the Attendance Policy in the course syllabus)

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.** The instructor's contact information is on the first page of this syllabus.

Questions:

If you have questions 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 appointed 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**Dental Hygiene Preclinic Practice I**

Fall Semester

This course meets two times per week in the simulation lab or dental clinic.

Students should wear clinic attire to all sessions.

Topics may be presented in a different order at the discretion of the instructor.

Week and Course Objectives	Specific Instructional Objectives: Upon completion of this course the student will be able to:	Student Preparation and Learning Experiences	Evaluation Methods
Week 1	Module 1 -Define the term ergonomics and discuss how ergonomic principles are helpful in the practice of dental hygiene	Lab 1: Sim Lab	

Text: Fundamentals of Perio Instrumentation Objective: 1	- Define the term musculoskeletal disorder (MSD) - Name four ergonomic hazards for dental hygienists - Develop an understanding and appreciation for ergonomic guidelines to minimize the exposure of dental hygienists to musculoskeletal stress - Identify musculoskeletal disorders commonly experienced by dental health professionals, their causes and prevention - Discuss and demonstrate the elements of neutral seated posture for the clinician - Demonstrate correct patient position relative to the clinician and positioning of dental equipment so that it enhances neutral clinician posture -State the reason it is important that the top of the patient's head is even with top edge of the chair headrest. Demonstrate how to correctly position a short individual and a child in the dental chair so that (1) the patient is comfortable and (2) the clinician has good vision and access to the oral cavity - In the preclinical or clinical setting, self-evaluate to identify the use of incorrect ergonomic principles and demonstrate how to correct the problem(s) Module 2 - Demonstrate and maintain neutral seated posture for each of the mandibular and maxillary treatment areas - Demonstrate correct patient position relative to the clinician - Demonstrate, from memory, the clock position(s) for each of the mandibular and maxillary treatment areas - Demonstrate standing clinician position for the mandibular treatment areas - Recognize incorrect position and describe or demonstrate how to correct the problem	Hu Friedy instrumentation kit delivery Assign sim lab stations- Go over how to use/ set up sim lab stations Sim lab orientation- Review student handbook- clinic expectations Clinic/ sim lab assisting schedule/ duties Ergonomics and periodontal instrumentation clinician position in relation to the treatment area Practice obtaining correct position for the mandibular and maxillary arches on your manikin in relation to the seated clinician. This practice should include positioning the dental unit light and bracket table or cart, and dental chair-back and patient-head positions. Practice establishing correct clock position for each treatment area of the mouth. Lab 2: Clinic: Partners	
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		Assign Clinic Operatories- Go over how to use the basic functions of chairs/ units Ergonomics and Periodontal Instrumentation Clinician Position in Relation to the Treatment Area Practice obtaining correct position for the mandibular and maxillary arches on your partner in relation to the seated clinician. This practice should include positioning the dental unit light and bracket table or cart, and dental chair-back and patient-head positions. Practice establishing correct clock position for each treatment area of the mouth.	
Week 2			
Text: Fundamentals of Perio Instrumentation Objectives: 2, 3, 4, 5, 17	Module 3 - Given a variety of periodontal instruments, identify the parts of each instrument - Identify the fingers of the hand as thumb, index, middle, ring, and little fingers - Understand the relationship among correct finger position in the modified pen grasp, the prevention of musculoskeletal problems, and the control of a periodontal instrument during instrumentation - Demonstrate the modified pen grasp using precise finger placement on the handle of a periodontal instrument	Lab 1: Sim Lab Instrument Grasp Practice the modified pen grasp with a pencil or periodontal instrument resting on a solid surface (countertop) until you can meet the criteria on the Self Evaluation Checklist.	Skill Evaluation Module 1 and 2 Ergonomics and Clinician Position Mandibular and Maxillary

	- Describe the function each finger serves in the modified pen grasp - Define joint hypermobility and describe how hyperextended joints in the modified pen grasp can affect periodontal instrumentation - Recognize incorrect finger position in the modified pen grasp and describe how to correct the problem(s) - Select the correct glove size for your own hands and explain how the glove size selected meets the criteria for proper glove fit - Understand the relationship between proper glove fit and the prevention of musculoskeletal problems in the hands - Perform exercises for improved hand strength Module 4 - Name and describe three common types of dental mirrors. - Demonstrate use of the mirror for indirect vision, retraction, indirect illumination, and transillumination	Practice each use of the mirror techniques on your manikin Lab 2: Clinic: Partners Skill Evaluation Ergonomics and Clinician Positions on partner UPON COMPLETION OF ANY SKILL EVALUATIONS: Take a photo of your final graded form and upload into BB by 11:59pm the night of the competency for credit!! Instrument Grasp Use of the Dental Mouth Mirror Practice the modified pen grasp with a pencil or periodontal instrument resting on a solid surface (countertop) until you can meet the criteria on the Self Evaluation Checklist. Practice each use of the mirror techniques on your partner	
Week 3			
Text: Fundamentals of Perio Instrumentation	Module 5 - Position equipment so that it enhances neutral positioning	Lab 1: Sim Lab Finger Rests in Anterior Sextants	Skill Evaluation Module 3 Instrument Grasp

Objectives: 2, 3, 4, 5, 17	Maintain neutral seated position while using the recommended clock position for each of the mandibular and maxillary treatment areas -While seated in the correct clock position for the treatment area, access the anterior teeth with optimum vision while maintaining neutral positioning -Demonstrate correct mirror use, grasp, and finger rest in each of the anterior sextants while maintaining neutral positioning of your wrist and finger joints. -Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument -Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s). -Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient -Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner. Module 6 -Position equipment so that it enhances neutral positioning. -While seated in the correct clock position for the treatment area, access the mandibular posterior teeth with optimum vision while maintaining neutral positioning. -Demonstrate correct mirror use, grasp, and finger rest in each of the mandibular posterior sextants while maintaining neutral positioning of your wrist. -Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument. -Recognize incorrect mirror use, grasp, or finger rest, and describe how to correct the problem(s). -Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1)	Finger Rests in Mandibular Posterior Sextants Finger Rests in Maxillary Posterior Sextants Practice to establish correct position, mirror, grasp, and finger rest for each treatment area on your manikin. Technique Essentials: Movement and Orientation to Tooth Surface Practice the correct technique for wrist-rocking motion activation and handle roll using correct fulcrum grasp and neutral wrist position. Practice correct adaptation of the tip/toe-third of a sickle scaler and a curet Practice correct adaptation of and orientation of a probe tip to an anterior and posterior maxillary and mandibular teeth Practice making an assessment stroke following the steps in the textbook on pp. 255-257. Practice correct adaptation of periodontal probe on all tooth	
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	musculoskeletal problems in the clinician's hands and (2) injury to the patient. -Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner Module 7 -Position equipment so that it enhances neutral positioning. -While seated in the correct clock position for the treatment area, access the maxillary posterior teeth with optimum vision while maintaining neutral positioning. -Demonstrate finger rests using precise finger placement on the handle of a periodontal instrument.... -Recognize incorrect mirror use, grasp, or finger rest and describe how to correct the problem(s). -Understand the relationship between proper stabilization of the dominant hand during instrumentation and the prevention of (1) musculoskeletal problems in the clinician's hands and (2) injury to the patient. -Understand the relationship between the large motor skills, such as positioning, and small motor skills, such as finger rests. Recognize the importance of initiating these skills in a step-by-step manner. -Demonstrate exercises that lessen muscle imbalances through chairside stretching throughout the workday Module 10 -Name and define four stages of psychomotor development described in this module -Name and apply five strategies that assist in acquiring psychomotor skills -Define motion activation as it relates to periodontal instrumentation -Name two types of motion activation commonly used in periodontal instrumentation	surfaces following the steps in the textbook on pp. 275- 280. Lab 2: Clinic: Partners Skill Evaluation: Instrument Grasp Finger Rests in Anterior Sextants Finger Rests in Mandibular Posterior Sextants Finger Rests in Maxillary Posterior Sextants Practice to establish correct position, mirror, grasp, and finger rest for each treatment area on your partner. Technique Essentials: Movement and Orientation to Tooth Surface Practice the correct technique for wrist-rocking motion activation and handle roll using correct fulcrum grasp and neutral wrist position. Practice correct adaptation of the tip/toe-third of a sickle scaler and a curet Practice correct adaptation of and orientation of a probe tip to	
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	-Define and explain the uses of wrist-rocking motion during periodontal instrumentation -Using a pencil or periodontal probe, demonstrate the correct technique for wrist-rocking motion activation -When demonstrating wrist-rocking motion use correct instrumentation technique such as: using the fulcrum finger as a support beam, maintaining correct grasp, and maintaining neutral wrist position -Define and explain the uses of digital motion activation during periodontal instrumentation -Using a pencil or periodontal probe, demonstrate the correct technique for digital motion activation -When demonstrating digital motion activation use correct instrumentation technique such as: using the fulcrum as a support beam, maintaining correct grasp, and maintaining neutral wrist position -Define and explain the use of the handle roll during periodontal instrumentation Module 11 -Define the term adaptation as it relates to periodontal instrumentation -Identify the leading-, middle-, and heel-third of the working-end of a sickle scaler and a curet -Using a typodont and an anterior sickle scaler describe and demonstrate correct adaptation of the working-end to the midline and line angle of a mandibular anterior tooth -Explain problems associated with incorrect adaptation during periodontal instrumentation -Using a pencil demonstrate how to maintain adaptation to curved tooth surfaces while using a correct modified pen grasp and wrist motion activation -Given a universal curet and a typodont, explain how to use visual clues to select the correct working-end for use on the distal surface of a mandibular premolar tooth	an anterior and posterior maxillary and mandibular teeth Practice making an assessment stroke following the steps in the textbook on pp. 255-257. Practice correct adaptation of periodontal probe on all tooth surfaces following the steps in the textbook on pp. 275- 280.	
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	-Use precise finger placement on the handle of a periodontal instrument while demonstrating adaptation and selection of the correct working-end for a treatment area Module 15 - Using a sickle scaler and a periodontal typodont, demonstrate the three basic stroke directions: vertical, oblique, and horizontal -Compare and contrast the functions and characteristics of three types of instrumentation strokes: assessment, calculus removal, and root debridement -Demonstrate how to stabilize the hand and instrument to perform an instrumentation stroke by using an appropriate intraoral fulcrum and the ring finger as a “support beam” for the hand -Demonstrate the elements of an assessment stroke in a step-by-step manner -Use precise finger placement on the handle of a periodontal instrument while demonstrating assessment strokes		
Week 4			
Text: Fundamentals of Perio Instrumentation Objectives: 6, 17	Module 12 -Identify the design characteristics of a calibrated periodontal probe. -Identify the millimeter markings on several calibrated periodontal probes including probe designs that are not in your school instrument kit. -Describe the rationale and technique for periodontal probing. -Identify factors that can affect the accuracy of periodontal probing. -Discuss the characteristics of effective probing technique in terms of adaptation and angulation of the tip, amount of	Lab 1: Sim Lab Periodontal Probes and Basic Probing Technique Practice correct adaptation of periodontal probe on all tooth surfaces following the steps in the textbook on pp. 275- 280.	Skills Evaluation Modules 4, 5, 6, and 7 Skills Evaluation Mirror and Finger Rests

	pressure needed, instrumentation stroke, and number and location of probe readings for each tooth. -Using calibrated periodontal probe, demonstrate correct adaptation on facial, lingual, and proximal surfaces and beneath the contact area of two adjacent teeth. -Activate a calibrated periodontal probe using a walking stroke and correct probing technique. -While using correct positioning, mirror, grasp, and finger rests, demonstrate correct probing technique in all sextants of the dentition... -Determine the probing depth accurately to within 1 mm of an instructor's reading. -Define the term junctional epithelium. -Differentiate between a normal sulcus and a periodontal pocket and describe the position of the probe in each. -Define and discuss the terms informed consent, capacity for consent, written consent, and informed refusal as these terms apply to periodontal instrumentation	Practice recording probing depths on typodont Lab 2: Clinic: Partners Skill Evaluation: Mirror and Rests on partner Periodontal Probes and Basic Probing Technique Practice correct adaptation of periodontal probe on all tooth surfaces following the steps in the textbook on pp. 275- 280. Practice recording probing depths on classmate	
Week 5			
Text: Patient Assessment Tutorials Modules 13 & 14 Course Objectives: 9, 17	Module 13 Patient Assessment Tutorials Extraoral Exam - Identify deviations from normal of the skin, lymph nodes, salivary, and thyroid glands. - Position the patient correctly for the head and neck examination. - Demonstrate the use of communication strategies to provide information to the patient about the head and neck examination and any notable findings. - Locate the (1) lymph nodes of the head and neck, (2) salivary and thyroid glands, and (3) temporomandibular joint -Demonstrate the head and neck exam using correct technique and a systematic sequence of examination. -Document notable findings in the patient record. -Identify findings that have implications in planning dental treatment.	Lab 1: Clinic: Partners Extra-oral and Intra-oral Exam Practice E and I exam following pp. 441 – 460 and pp. 498 – 513 in Patient Assess. Tutorials Textbook Lab 2: Clinic: Partners Skill Evaluation: Basic Probing on partner Extra-oral and Intra-oral Exam	Skill Evaluation Module 12 Basic Probing Technique

	- Provide referral to an appropriate specialist when findings indicate the need for further evaluation. Module 14 Patient Assessment Tutorials Intraoral Exam -Recognize the normal anatomy of the oral cavity. -Locate the following oral structures: parotid ducts, sublingual fold, sublingual caruncles, papillae, anterior and posterior pillars, and the tonsils. -Recognize and describe deviations from normal in the oral cavity. -Position the patient correctly for the oral examination. -Demonstrate the use of communication strategies to provide information to the patient about the oral examination and any notable findings. -Demonstrate the oral examination using correct technique and a systematic sequence of examination. -Document notable findings in the patient chart or computerized record. -Identify findings that have implications in planning dental treatment. -Provide referral to a physician or dental specialist when findings indicate the need for further evaluation.	Practice E and I exam following pp. 441 – 460 and pp. 498 – 513 in Patient Assess. Tutorials Textbook	
Week 6			
Text: Fundamentals of Perio Instr. Course Objectives: 7, 8, 10, 17	Module 14 - Given a variety of explorer designs, identify the design characteristics of each explorer. -Given a variety of explorer designs, identify the explorer tip. -Identify and describe the advantages and limitations of various explorer designs. -Describe how the clinician can use visual clues to select the correct working-end of a double-ended explorer. -Demonstrate correct adaptation of the explorer tip. -Describe and demonstrate an assessment stroke with an explorer.	Lab 1: Sim Lab Explorers- Calculus Detection and Detection of Dental Caries Practice finding the correct working end for the 11/12 explorer. Practice vertical and horizontal calculus detection strokes on your typodont Pages 293-306.	Skill Evaluation Section 5 & Section 6

	-Demonstrate detection of supragingival calculus deposits using compressed air. -Demonstrate correct use of an Orban-type explorer in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Demonstrate correct use of an 11/12-type explorer in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Demonstrate correct use of an 11/12-type explorer in the posterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Name and describe several common types of calculus deposit formations. -Explain why the forceful application of an explorer tip into a carious pit or fissure could be potentially harmful.	Practice detection of dental caries by correctly adapting a blunt explorer or probe and visual inspection. Lab 2: Clinic: Partners Skill Evaluation: Intra-oral and Extra-oral Exams on partner Explorers- Calculus Detection and Detection of Dental Caries Practice finding the correct working end for the 11/12 explorer. Practice vertical and horizontal calculus detection strokes on your classmate Pages 293-306. Practice detection of dental caries by correctly adapting a blunt explorer or probe and visual inspection.	
Week 7			
Text: Fundamentals of Perio Instr. Course Objectives: 11, 17	Module 16 -Define the term angulation as it relates to the use of a sickle scaler for supragingival periodontal instrumentation. -Explain the problems associated with using an angulation greater than 90 degrees for calculus removal. -Explain the problems associated with using an angulation less than 45 degrees for calculus removal. -Describe the correct approach for removing a large supragingival calculus deposit and differentiate this technique	Lab 1: Sim Lab Technique Essentials: Supragingival Calculus Removal Sickle Scalers Practice different applications of force and stork pattern for calculus removal	Skill Evaluation Module 13 Explorers

	from a different approach that leads to burnishing of the deposit. -List from memory the sequence of steps used for supragingival calculus removal Module 17 -Given a variety of sickle scaler instruments, identify the design characteristics. -List the uses and limitations of sickle scalers. -List characteristics of a calculus removal stroke. -List from memory the sequence of steps used for calculus removal -Given a posterior sickle scaler, demonstrate how to use visual clues to identify the correct working-end. -Demonstrate correct adaptation and angulation of a sickle scaler. -Explain why the lower shank of a sickle scaler should be tilted slightly toward the tooth surface being instrumented to obtain correct angulation. -Demonstrate correct use of a sickle scaler in the anterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Demonstrate the three skills used to maintain adaptation to the proximal surfaces. -Demonstrate correct use of a sickle scaler in the posterior sextants while maintaining correct position, correct finger rests, and precise finger placement in the grasp.	Practice use of sickle scalers on anterior and posterior teeth Lab 2: Clinic: Partners Skill Evaluation: Explorers on partners Practice use of sickle scalers on anterior and posterior teeth Technique Essentials: Supragingival Calculus Removal Sickle Scalers Practice different applications of force and stork pattern for calculus removal	
Week 8			
Midterms		Lab 1: Clinic: Partners Practice Skills: • Probing • Explorers • Sickle Scalers	

		Lab 2: Written Midterm	
Week 9			
Text: Fundamentals of Perio. Instr. Objectives: 14, 15, 16, 17	Module 26 B from JB Learning Online Resources Coronal Polish -Demonstrate coronal polishing procedures on a typodont and classmate -Demonstrate the flossing technique on typodont and classmate Read Module 26B on JB Learning Resources	Lab 1: Sim Lab Coronal polishing on a manikin, using a rubber cup, bristle brush and rubber points using the appropriate speed and pressure. Practice flossing using the “c” wrap technique on manikin Lab 2: Clinic: Partners Skill Evaluation Sickle Scalers on partner Coronal polish and floss on classmate	Skill Evaluation Module 15 Sickle Scalers
Week 10			
Text: Fundamentals of Perio. Instr. Objectives: 14, 15, 16, 17	Module 26 B from JB Learning Online Resources Coronal Polish -Demonstrate application of fluoride in tray on typodont and classmate -Demonstrate application of fluoride varnish on typodont and classmate Read Module 26B on JB Learning Resources Fluoride Application: • Tray Delivery: Gel/ Foam • Varnish	Lab 1: Sim Lab Review types of fluoride, instructions of how to use each type, and home instructions for the patient Apply gel fluoride in a tray and fluoride varnish on your manikin Lab 2: Clinic: Partners Skill Evaluation: Polish, Floss on partner	Skill Evaluation Coronal Polish, Floss

	Steps of how to perform each type of in office fluoride delivery systems Patient instructions for fluoride treatments	Review types of fluoride, instructions of how to use each type, and home instructions for the patient Apply gel fluoride in a tray and fluoride varnish on your partner	
Week 11			
Text: Fundamentals of Perio Instr. Course Objectives: 12, 17	Module 18 -Explain the importance of learning to rely on the sense of touch for successful performance of subgingival instrumentation -Define the terms insertion and Get Ready Zone as they apply to periodontal instrumentation. -On a periodontal typodont, demonstrate the steps used for insertion beneath the gingival margin -Define and state the objectives of periodontal instrumentation. Explain why complete removal of all subgingival biofilms and calculus deposits is so important to successful periodontal instrumentation. -Explain why “tissue response” rather than “root smoothness” is the standard for successful subgingival instrumentation. -Discuss the importance of a re-evaluation appointment in the treatment of patients with subgingival calculus deposits. -Define the term nonresponsive disease sites and name signs that indicate that nonresponsive sites are present at a re-evaluation appointment. -Describe the types of healing that may result following successful instrumentation of root surfaces. -Explain the importance of instrumenting the root surfaces in the series of narrow strips, known as instrumentation zones. -Define and explain the significance of multidirectional strokes in subgingival stroke removal. Module 20	Lab 1: Sim Lab Technique Essentials: Subgingival Calculus Removal Practice insertion of a curet beneath the gingival margin Practice multidirectional strokes. Practice calculus removal strokes Area-Specific Curets- introduction and identification Practice Identifying the lower cutting edge Practice selecting the correct working-end for an anterior tooth Practice step-by-step technique on maxillary central incisor and other anterior teeth. Practice selecting the correct working-end for posterior teeth	Skill Evaluation Topical Fluoride Application

	- Given a variety of area-specific curets, identify the design characteristics of each instrument. -Discuss the advantages and limitations of the design characteristics of area-specific curets. -Name the uses of area-specific curets. -Explain why a set of area-specific curets is needed to instrument the entire dentition. -Describe how the clinician can use visual clues to select the correct working-end of an area-specific curet on anterior and posterior teeth. -Using area-specific curets, demonstrate correct adaptation and use of calculus removal strokes on the anterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Using area-specific curets, demonstrate horizontal calculus removal strokes at the distofacial line angles of posterior teeth and at the midlines on the facial and lingual surfaces of anterior teeth. -Given any sickle scaler, universal curet, or area-specific curet, identify its function and where it should be used on the dentition.	Practice step-by-step technique on mandibular first molar and other posterior teeth. Practice horizontal strokes below the gingival margin Practice step-by-step technique on maxillary first molar and other posterior teeth. Practice root debridement strokes Lab 2: Clinic: Partners Skill Evaluation: Fluoride Application on partner Technique Essentials: Subgingival Calculus Removal Practice insertion of a curet beneath the gingival margin Practice multidirectional strokes. Practice calculus removal strokes Area-Specific Curets-identification Practice Identifying the lower cutting edge Practice selecting the correct working-end for an anterior tooth	
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		Practice step-by-step technique on maxillary central incisor and other anterior teeth. Practice selecting the correct working-end for posterior teeth Practice step-by-step technique on mandibular first molar and other posterior teeth. Practice horizontal strokes below the gingival margin Practice step-by-step technique on maxillary first molar and other posterior teeth. Practice root debridement strokes	
Week 12			
Text: Fundamentals of Perio Instr. Objectives: 12, 13, 17	Module 20- continued Module 19 -Given a variety of universal curets, identify the design characteristics of each instrument. -Discuss the advantages and limitations of the design characteristics of universal curets. -Name the uses of universal curets -Describe how the clinician can use visual clues to select the correct working-end of a universal curet on anterior and posterior teeth -Given a variety of universal curets to choose from and a task (location, depth, and size of calculus deposits), select the best instrument for the specified task. -Explain why the lower shank of a universal curet should be tilted slightly toward the tooth surface being instrumented to obtain correct angulation.	Lab 1: NO CLASS: VETERAN'S DAY Lab 2: Clinic: Partners Technique Essentials: Subgingival Calculus Removal Practice insertion of a curet beneath the gingival margin Practice multidirectional strokes. Practice calculus removal strokes Area-Specific Curets-identification	

	-Using a universal curet, demonstrate correct adaptation and use of calculus removal strokes on the anterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Using a universal curet, demonstrate correct adaptation and use of calculus removal strokes on the posterior teeth while maintaining correct position, correct finger rests, and precise finger placement in the grasp. -Using a universal curet, demonstrate horizontal calculus removal strokes at the distofacial line angles of posterior teeth and at the midlines on the facial and lingual surfaces of anterior teeth	Practice Identifying the lower cutting edge Practice selecting the correct working-end for an anterior tooth Practice step-by-step technique on maxillary central incisor and other anterior teeth. Practice selecting the correct working-end for posterior teeth Practice step-by-step technique on mandibular first molar and other posterior teeth. Practice horizontal strokes below the gingival margin Practice step-by-step technique on maxillary first molar and other posterior teeth. Practice root debridement strokes	
Week 13			
Text: Fundamentals of Perio Instr. Objectives: 13, 17	Module 19- Continued	Lab 1: Clinic: Partners Universal Curets Practice selecting the correct working end for a posterior tooth Practice step-by-step technique on mandibular first molar Practice step-by-step technique on maxillary first molar	Skill Evaluation Area Specific Curets Skill Evaluation Universal Curets

		Practice selecting the correct working end for an anterior tooth Practice step-by-step technique on a maxillary central incisor Practice horizontal strokes below the gingival margin Lab 2: Clinic: Partners Skill Evaluation: Area Specific Curets on partner Skill Evaluation: Universal Curets on partner Practice all area specific and universal curets	
Week 14			
		NO CLASSES: THANKSGIVING BREAK	
Week 15			
Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17		Lab 1: Clinic: Partners Practice all instruments on classmate Lab 2: Clinic: Partners Practice all instruments on classmate- refer to final exam competency	

Week 16		Lab 1: Clinic: Partners Skill Evaluation: Calculus Detection Skill Evaluation: Calculus Removal Lab 2: Clinic: Partners Final Exam- All Instrument Competency Skill Evaluation: Calculus Detection & Removal: remediation if needed	Final instrumentation competency Skill Evaluation Calculus Detection Skill Evaluation Calculus Removal
Finals		Written Final December 16th @ 9am	