



Student Course Document

Course Code & Titles:	DEN 1100 – Principles of Dental Hygiene Care I
Term:	Fall 2024
Coordinator:	Khrystyna Vyprynyuk, RDH, BS, MHS Assistant Professor Office Number: 718.260.5094, Office Location A701D Email: kvyprynyuk@citytech.cuny.edu
Instructors:	Dental Hygiene Faculty
Office Hours:	Wednesdays 12 - 1 PM on campus Tuesdays 8 - 9 AM online or Zoom sessions by appointment
Seminar/Lecture Hours:	2 academic hours per week
Clinical/Laboratory Hours:	6 hours per week
Credits:	4
Prerequisites:	CUNY proficiency in reading, writing and mathematics. Acceptance to the clinical Dental Hygiene Program
Co-Requisite:	DEN 1112, DEN 1114

Required Texts and Materials:

1. Clinical Practice of the Dental Hygienist, 14th Edition, Wilkins. ISBN- 9781284255997
2. Fundamentals of Periodontal Instrumentation, 8th Edition, Gehrig. ISBN-978-1-4963-2020-9
3. Patient Assessment Tutorials (PAT), 4th Edition, Nield-Gehrig. ISBN-13: 978-1-496335005
4. Department of Dental Hygiene Policy & Procedure Manual, New York City College of Technology
5. Department of Dental Hygiene Infection Control Manual

Optional Textbook or electronic/app:

1. Any Standard English dictionary – spelling is imperative as a health care provider (HCP)
2. Prager, R., Grosso, G., DH Notes: Dental Hygienist’s Chairside Pocket Guide 2011 ISBN 10:0-8046-25413
3. **One** of the following subscriptions:
 - a. Pattison Institute: Access to instrumentation videos for at-home practice and reinforcement <https://pattison-institute.mykajabi.com/students>
 - b. Visual DH <https://www.visualdh.com/student>

Course Description: An introduction to the didactic concepts and clinical techniques and principles involved in the practice of dental hygiene. Emphasis is on the principles of optimal patient care including aseptic techniques, patient assessment, personal oral hygiene and biofilm control, fundamentals of instrumentation and ergonomics, principles of instrument care and maintenance, and emerging modalities of patient care.



DEN1100 is a Writing-Intensive Course: Students are introduced to elements of research, the process of writing literature reviews, and the analysis of scientific articles. Writing in DEN1100 supports students' development as Dental Hygiene professionals by building written communication skills necessary for healthcare providers.

Written assignments incorporated in this course are designed to promote students' information literacy, scientific inquiry, life-long learning, and critical thinking. Writing will be promoted using a variety of formats, such as discussion boards, reflective journals, and written assignments.

Diversity and Inclusion Learning Environment: In accordance with the Dental Hygiene program, City Tech, and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is our goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, ethnicity and national origin, gender identity and presentation, sexuality and sexual orientation, religion and cultural identity, socioeconomic background, ability, neurodivergence, and age. We are committed to creating a learning environment for all students that promotes, encourages, and fosters higher-order thinking skills including critical thinking skills that are grounded in an understanding of the fundamental concepts of the discipline of dental hygiene.

Students seeking counseling services: The Counseling Services Center provide free and confidential counseling to City Tech students in-person, by phone, and by video. Services include individual counseling for academic, career and personal challenges as well as crisis intervention.

Americans with Disabilities Act (ADA): In accordance with the federal Americans with Disabilities Act, as well as other federal, state and local laws, the College provides reasonable accommodations and academic adjustments to enable students with disabilities to participate in its academic programs and activities. If you have a disability and are seeking a reasonable accommodation or academic adjustment, please contact the Center for Student Accessibility at Accessibility@citytech.cuny.edu or 718-260-5143.

CUNY's Policy on Reasonable Accommodations and Academic Adjustments can be found here: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/>

Course policies and Student Responsibilities:

As per the Dental Hygiene Department guidelines, it is the responsibility of all students to carefully review the DH Policy & Procedures and DH Infection Control manuals, and be acquainted with policies related to attendance, punctuality, attire, pregnancy, professionalism, and ethical practice.

Students Responsibilities:

1. Must have an active student City Tech email account
<http://www.citytech.cuny.edu/students/index.shtml> All emails must be sent through the City Tech webmail system only.
2. Should ensure daily access to City Tech's DEN1100 Brightspace.
 - Assignments, announcements, PPT/lectures, videos, etc., will be posted.
 - All DEN1100 grades (seminar and clinic) will be posted in **Brightspace**.
3. Monitor Clinic and Seminar schedules for the items needed to bring to the assigned sessions: typodont, power putty, non-sterile instruments, sharpening guide, and any additional supplies.
4. Manage Castlebranch notifications (updating documents as needed).
5. Current CPR certification.
6. Completion of the assigned summer learning activities, quizzes, certificates before the first day of clinic/class.
7. Students are expected to come prepared for the seminar & clinic by completing all reading assignments in advance of the scheduled topic date. **If all course objectives are not covered in detail during class time it is the responsibility of the student to read and review the material independently.** Any concerns with materials and/or objectives should be brought to the attention of the coordinator.
8. Participation in classroom and laboratory activities (Recordings of lectures are NOT allowed and Clinic binders are NEVER to leave the reception area or clinic floor by a student)
9. Attendance at guest lecture events
10. Submission of on-line reflective journals
11. Written assignments are expected to be submitted on time. This includes reflective journals, writing assignments, discussion posts, and all components of the term project. Please refer to course schedules for important due dates. **Late submissions will not be accepted and will receive a zero (0) grade.**
12. Students are **required** to act as patients in all simulated clinical practice exercises. Consistent with the ADHA Code of Ethics and the Patients' Bill of Rights and Regulations students are required to examine patients, peers and model patients as required during their training (irrespective of their gender, gender identity or expression, sex, culture, beliefs, disability, or disease), and must be willing to work with any individual as fully as is required as part of their training. Therefore, all students must examine patients of any gender, gender identity, gender expression, and sex during their training. Additionally, while performing clinical examinations and practical procedures, students are expected to learn by practicing on other students, and by allowing others to practice on them.

Course Assessment Methods:

A variety of learning experiences will be used, including but not limited to PowerPoint presentations, lectures, OSCEs (objective structured clinical examinations), videos, Zoom, OpenLab, Brightspace, writing assignments, discussions, demonstrations, and role playing, to accomplish the stated learning objectives. As per the department guidelines, all the DEN clinical courses have two components (A. Seminar/Lecture, B. Clinic) In DEN1100 the passing grade for the course is **75**. This grading criterion is based upon the philosophy that a well-educated dental hygienist must be able to apply didactic knowledge to clinical practice. Additionally, the DH National Board Examinations have a grading criterion in which 75 is the passing grade.

The DEN 1100 is a critical introductory course in the Dental Hygiene Program which helps identify students who may not have the aptitude for the Dental Hygiene Profession.

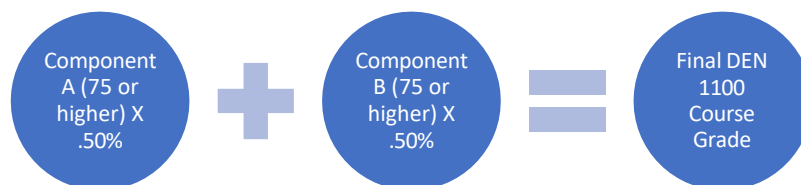
Each component (A & B) must be passed independently with a minimum grade of 75%. If a student does not demonstrate the performance standard of **either** component (A or B), a grade of “D” will be given, and the student will be academically dismissed from the Dental Hygiene Program.

Component A (Seminar/Lecture) – This component of the DEN 1100 course is designed to provide students with the opportunity to develop competency in the theory pertaining to fundamental clinical dental hygiene skills. Successful completion of this component of the course is a prerequisite for progression into the subsequent clinical dental hygiene courses.

Component B (Lab/Clinic) - This component of the DEN 1100 course is designed to teach the clinical skills necessary to engage in patient treatment. Therefore, successful completion of this component of the course is a prerequisite for progression into the subsequent clinical dental hygiene courses.

**As per departmental policy, no grades will be rounded up.*

Calculation of the DEN 1100 final course grade:



Component A: Lecture/Seminar		Component B: Clinic	
Exam 1	20%	Clinical OSCE	20%
Exam 2	20%	Medical History/Vitals Extra/Intra Oral Exam	10% 10%
Exam 3	25%	Infection Control Quiz	10%
Quizzes (4)	20%	Clinical Competencies	34%
Term paper (Scaffolded assignment)	10%	Sickle Scalers Universal Curet Area Specific Curets Dull Instrument Sharpening	10% 10% 10% 4%
Discussion Post	2.5%	Instrumentation Final	25%
Interactive Post	2.5%	Writing Assignments (2)	8%
		Reflective Journals (3)	3%
Total	100%	Total	100%
Non-Participation Point Deduction (from the total DEN1100 grade)			
Attendance at guest lecture events			-2 pts/presentation
Dentalcare.com assignments			-1 pt/assignment
Greater NY Dental Meeting Poster Session			- 1pt
IPE Conference			- 1 pt

DEN 1100 Course Grading Scale	A	93-100
	A-	90-92.9
	B+	87-89.9
	B	83-86.9
	B-	80-82.9
	C+	77-79.9
	C	70-76.9
	D	60-69.9
	F	Below 60

Assignments & Examinations

DEN1100 Writing Assignments:

Here you will find descriptions of the following writing assignments, which are demarcated above in the grade percentage chart: **Reflective Journals**, **Discussion Post assignment**, **Writing Assignments**, and the **Term Paper assignment**. Detailed guidelines and rubrics will be available in Brightspace. **Please note late submissions will not be accepted.** These assignments and projects are designed to facilitate the development of the NYCCT Graduate Competencies (GC) described below before course topics.

Discussion Post Assignment - (2.5% of the Seminar grade) due date is included in the Seminar Schedule/Outline. This assignment promotes written communication skills and will develop your critical thinking, information analysis, and understanding of regulatory concepts as they relate to the NYS Dental Hygiene Practice Act.

Reflective Journals (GC- 4) - (1% of the Clinic grade each (3)) - During the course of the semester, you will be completing **three reflective journals**. Online forms will be used with individual student identification codes for the submission of all journals (*links and identification codes will be provided at a later time*). Due dates are included in the Seminar Schedule/Outline: These Reflective journals will help in building your writing skills and promote self-reflection.

Writing Assignments (GC-3) - (4% of the Clinic grade each (2)) during the course of the semester, you will be completing two writing assignments. Due dates are included in the Seminar Schedule/Outline. By completing those writing assignments you will develop your understanding and of clinical concepts, evaluate and analyzed scientific literature, and develop written communication.

Term Paper (GC- 3) – (10% of the Seminar grade) - It is a scaffolded assignment that consists of multiple parts, all due dates are indicated in the Seminar Schedule/Outline. This assignment was created to allow dental hygiene students to gain an understanding of the importance of oral health education, preventive counseling, and health promotion (CODA standard 2-8d, 2-16). By completing this assignment, students will support their position on disease prevention and health promotion using evidence obtained by evaluating current scientific literature (Standard 2-22).

Other Assignments:

Interactive Post Assignment (2.5% of the Seminar grade) - The purpose of this assignment is to demonstrate subject knowledge and patient communication skills. Students are required to record a short video explaining one of the biofilm management technique to the audience unfamiliar with dental terminology. Due dates can be found in the Seminar Schedule.

DEN 1100 Testing Policy and Procedures:

Throughout the semester, seven clinical skills competency examinations will be administered. These exams will be conducted either on student-partners or on a typodont, as outlined in the exam guidelines. Quizzes are administered during clinic time on dates indicated on the clinic schedule. Quizzes will encompass all materials covered in clinic. The written seminar exams will encompass all materials covered in clinics, seminars, and additional readings assigned for independent study. Topics for seminar exams will be communicated to students during class.

Seminar: All seminar exams will be taking place in person at the assigned time (may be different from the usual seminar time), under the direct supervision of the instructor. All students are:

- A. Expected to take all quizzes and exams on the scheduled dates/times.
- B. Students who arrive late for examinations/quizzes will NOT be given additional time and will be expected to complete the exam in the remaining scheduled exam time.
- C. In the event of an unforeseen emergency which caused the student to miss the exam/quiz, the student is to e-mail the instructor and upon returning to school provide medical or legal documentation to the CityTech Accessibility Office to support the absence from the examination. Students who provide acceptable documentation will be scheduled to take a “make-up” examination. Make up exams may be in a different format and may be more difficult than the original test. Make up examination may be administered on the day of the final exam. Every effort should be made to take tests on the scheduled day and time.
- D. Students who miss an exam and do not provide acceptable documentation will receive a **Zero (0) grade** for that examination.
- E. If students experience technical difficulties during online examinations (tests/quizzes), they are to report it to the instructor immediately.

Clinic: Students are evaluated on their clinical performance. These competency skills and OSCEs (Objective Structured Clinical Examinations) are based on the dental hygiene treatment modalities described in the New York State Practice Act.

- A. The exam schedules are posted in the Clinic course schedule.
- B. The course coordinator will designate specific faculty in each clinic session to administer the clinical competency skills exams.
- C. Students may not choose which clinic day they want to take the exam.
- D. Grading criteria are reflective of the clinical skills level and critical skills.
- E. Most of the Clinic Competencies are conducted on student partners (one student being the patient & the other being the clinician, switching roles during the same clinic session).
- F. An absence from a scheduled clinical competency exam affects your partner’s progress as well, including arranging for the presence of a student partner if a make up competency is feasible.
- G. If the student is absent or unable to take a clinical competency evaluation during the scheduled time, it is their responsibility to contact the clinic coordinator to discuss this situation.
- H. The feasibility of a make-up examination for an excused absence will be determined by the clinic coordinator.

CHEATING/PLAGIARISM - Penalty for a student observed cheating will be a **Zero (0) grade** for that test **PLUS up to ten (10) points off the final grade** under ‘professionalism’. Written assignments submitted

through Blackboard will undergo plagiarism check. Violations will be reported to the College Academic Integrity Officer. **** If this grade reduction results in a failing grade for DEN1100 course, the student will NOT be allowed to progress in the program.**

Dental Hygiene Department Policy on Retesting: No student in any dental hygiene course will be retested in any examination for any reason. A failing grade on a quiz/examination will remain and be averaged with all other course grades.

Academic Integrity:

New York City College of Technology Policy on Academic Integrity states that students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

The utilization of artificial intelligence assistance, such as ChatGPT or similar tools, is forbidden for assignments and assessments unless explicitly permitted by the professor. All submitted work must be original, and any violations will result in academic consequences in accordance with the institution's integrity policy. In cases specifically defined by the instructor, students permitted to use external assistance like ChatGPT on assignments must adhere to the instructed academic guidelines.

Academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is disciplinary by penalizations, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found here:

https://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf

Attendance:

In accordance with earning a professional license in Dental Hygiene, consistent attendance in clinic and seminar is the responsibility of the student. Participation in class discussions, collaborative learning activities, and clinical practice requires the student's continual presence in both the didactic and clinical environments to allow for a cohesive learning experience. Additionally, advanced development of fine motor skills applied in periodontal instrumentation and the critical thinking and reasoning skills necessary for patient care planning and implementation requires continual uninterrupted repetition. Please note that the number of hours per week the student must spend developing their dental hygiene skills is specified by the Committee on Dental Accreditation (CODA) guidelines. If a student fails to meet these minimum requirements, they cannot advance to the next clinical level.

- If you anticipate an absence, please email the clinic coordinator. For anticipated absences including religious holidays provide notice in writing (via email) at least two weeks prior.
- **For medically excused absences please notify the clinic coordinator and email** John Reed Curie your medical documentation at Accessibility@citytech.cuny.edu, for review, who will then provide documentation verifying that the absence should be excused, with the relevant dates for the student to give to the instructor.

- DEN 1100 **Seminar**: students will be responsible for learning the missed seminar material and completing any assignments due that session. **Only 1 absence on non-testing days is permitted.**
- DEN 1100 **Clinical sessions**: **Absolutely no absences are allowed for clinic. All missed clinic sessions must be made up by the last clinic session.**
- **Any unmade-up Clinic absence or more than one absence in DEN1100 Seminar will jeopardize successful completion of the course.**

The clinic coordinator will make reasonable accommodations to allow for make-up sessions. In the event that the students' individual circumstances impact their ability to complete DEN1100 seminar and/or clinical requirements, a case-by-case review by the course coordinator and the department chair will determine if the student's progression to the next level DH clinical courses (DEN1200) is reasonable.

Student Lateness

- Students are expected to be on time.
- Lateness in Seminar is disruptive to the instructor and other students. Attendance will be taken at the start of each seminar class and lateness will be recorded and will result in point deductions off the final course grade as delineated above.
- In clinic, attendance is taken promptly 15 minutes before the start of the clinic. Students are considered **late** if they are not in full uniform **15 minutes prior** to the start of the clinic. Clinic doors open 30 minutes before clinic start time to allow students to prepare their cubicles for the session. In DEN 1100 clinic, if late more than 30 minutes past clinic start time, students are marked as absent. Students can participate in the clinic for the remaining session time. If any clinical demonstrations are missed due to a student being late, the student will be offered an opportunity to attend a demonstration with another group (if applicable).
- If you anticipate to be arriving late, email the coordinator as soon as you know (kvyprynyuk@citytech.cuny.edu), CC the lead clinic instructor for the day (if you are late for clinic), **and** contact a fellow classmate, who will notify the course coordinator and/or clinical instructor. You will still be marked late or absent.
- Students who are habitually late will incur the following point deductions off their DEN1100 final grade under the category of **Professionalism**.

3 lateness = 1 point

4-6 lateness = 5 points

>7 lateness = 10 points

**** If this grade reduction results in a failing grade for DEN1100 course, the student will NOT be allowed to progress in the program.**

Professionalism:

As per the Dental Hygiene Policy and Procedures Manual, the following will be taken into consideration in determining the final grade: rapport with instructors and peers, punctuality, professional appearance and communication, proper care and use of clinic equipment, ethical management and treatment of patients, adherence to established procedures and behaviors, infection control guidelines, and academic integrity (See more on Academic Integrity Policy below). Up to **ten (10) points** may be deducted from the **FINAL COURSE GRADE** for non-compliance with the above-stated professional expectations.

****If this point deduction results in a grade below 75, the student will not be allowed to progress in the program.**

DEN 1100 Seminar Schedule
 1A Wed 10-11:40 am 1B Wed 2-3:40 pm 1E Wed 6-7:40 pm

Date/Session	Session Topics Overview	Assigned Readings	Assignments
Session 1 8/28	<ul style="list-style-type: none"> Summer reading assignments and Dental Care.com <i>brief review</i> Ergonomics Positioning Instrument Grasp, Fulcrum 	Review: course documents, schedules, DHPPM, Infection Control Manual W: Ch 1, 5-7, 9 FPI: Module 1-4 W: 8, 37 (p. 697-700)	Upload dentalcare.com certificates to BS before your first lecture Introductory post and respond to a classmate due date 8/28
Session 2 9/4	<ul style="list-style-type: none"> Instrument Design & Classification Finger Rests Adaptation & Instrument movement, orientation & strokes 	W: p. 694-697 FPI: Mods. 5-11	Discussion Board Assignment on NYS Practice Act: Main post due by Wed 09/04 Reply due by end of day 09/08
Session 3 09/11	<ul style="list-style-type: none"> Communication Skills Medical and Dental History Vital Signs 	W: 3, 11, 12 DHPPM forms: Medical history, High Blood Pressure, Med. Clearance, beyond scope Video in BS: Health History & Blood Pressure Intake	Writing Assignment #1 is due by end of day 09/15
Session 4 09/18	<ul style="list-style-type: none"> Indices Oral Physiotherapy: TB & Interdental Care (Bring Toothbrush and floss) 	Ch. 21 (388-396) Ch. 26 Ch. 27	Reflective Journal #1 is due by end of day 09/22
Session 5 09/25	Exam #1 Day Groups 1A/1B at 4:00 pm Room TBD		Exam # 1 Eve Group 1E at 06:00 pm Room TBD
Session 6 10/09	<ul style="list-style-type: none"> Sickle Scalars Angulation & Calculus Removal Universal Curets Area Specific Curets 	W: 700-703 FPI: 14, 15, 16, 19	Interactive post due by end of day 10/09
Session 7 10/16	<ul style="list-style-type: none"> Head & Neck Exam: <ul style="list-style-type: none"> Extra-oral examination (EO) Intra-oral examination (IO) Soft Tissue Lesion Identification 	W: 13 PAT: Mod 12-14 Videos in BS: Extra/Intraoral Exam Handout: EO/IO guidelines	

Session 8 10/23	<ul style="list-style-type: none"> Dental Charting 	W: Ch 16 FPI: Module 13 (p. 314-316)	Writing Assignment #2 is due by end of day 10/27
Session 9 10/30	<ul style="list-style-type: none"> Periodontal Charting Gingival Examination & Gingival Assessment 	W: 18, 20 FPI: Mod 12 PAT: Mod 15	Reflective Journal #2 is due by end of day 11/3
Session 10 11/6	Exam # 2	Exam # 2	Exam # 2
Session 11 11/13	<ul style="list-style-type: none"> Patient motivation Tobacco cessation *Introduce Term Paper assignment	PAT: Mod 11 W: Ch. 24	Start working on Literature review.
Session 12 11/20	<ul style="list-style-type: none"> Accretions: soft deposit/biofilm, hard deposit/calculus 	W: Ch. 17	Literature review due in BS by 11/24
Session 13 12/04	<ul style="list-style-type: none"> Introduction of E-Chart/ SOAP note format Discuss other periodontal instruments 	Handout: SOAP note FPI: Module 20	The essay and reflection parts of the Term Paper are due in BS by 12/08
Session 14 12/11	<ul style="list-style-type: none"> Concepts for Instrument Sharpening Instrument Sharpening Techniques 	FPI: Mod 23, 24	Reflective journal #3 is due by the end of day 12/15
Session 15 12/18	FINAL EXAM	FINAL EXAM	FINAL EXAM

Abbreviations:

W: Wilkins 14th Ed

PAT: Patient Assessment Tutorials

FPI: Fundamentals of Periodontal Instrumentation

BS: Brightspace

DHPPM: Dental Hygiene Policy and Procedures Man

DEN 1100 Clinic Schedule 1A/1B/1E

***Attendance is taken 15 minutes before the start of each clinic.** Students must be prepared, in proper clinic attire, and have the **necessary clinic supplies** and the **instrument set** during all clinic sessions

Session # Date	Clinic Topics/Exercises	Readings, practice, and assessments
#1 D: Th 8/29 E: Tu 9/3	Emergency management: Scavenger hunt game/exercise . Videos: Hand Hygiene, PPE, Cubicle preparation, sanitizing, disinfecting, barriers; clean up, instrument wrap, retrieval/deposit, emergency management. Game/exercise Hand Hygiene and PPE, cubicle set-up/breakdown *Check student appearance and supply list	W: Summer readings Dentalcare.com courses DHPPM & IC Manuals FPI: p. 77 (proper glove fit) Watch week 1 videos posted in BS <i>*Prepare to sterilize 1 set of instruments</i>
#2 D: Tu 9/3 E: Sat 9/7	*Split Session Video and Demo of Hand Strengthening Exercises Discuss & demo: Mathematical Princ. & Anatomical Descriptors; Positioning, Clinician Clock positions; light usage, Instr. Design & Grasp Demo on Manikin: Mouth Mirror (MM) uses, dominant & non-dominant; lip retraction techniques (using MM and using finger rests, Max and Mand.) and A/W syringe use.	FPI: Modules 1, 2, 3 (pp. 82-84 only), 4-7, and Appendix 1 B: Mathematical Principles /Anatomic Descriptors- <i>Online access only</i> W: Ch 8, 20 (p.366 only), 37 (p. 712-715 only) Bring in your power putty
#3 D: Th 9/5 E: Tu 9/10	*11/12 Explorer. Clinical lesson and demo. Explorer practice on one anterior and one posterior sextant (using direct/indirect vision); one on max / one on mand. arch. Surfaces Toward/Away anteriorly, Surfaces Toward/Away posteriorly Explorer, MM & seating positions practice.	FPI: Mod. 8-11, 13 (pp. 288-313) W: Ch 20 (p.367-369)
#4 D: Tu 9/10 E: Sat 9/14	* Rotate pts. in clinic Demo calculus detection: Supragingival (air, visual) and subgingival (tactile) detection of calcareous deposits. Demo use of over glove for the dominant hand. Identify various calcareous deposits using Calculus Pro Detector. 11/12 Explorer practice anteriorly (toward/away); posteriorly & in all sextants (direct/indirect vision). Use an Air/water syringe to check for supra gingival calculus. Practice using typodonts for calculus detection	FPI: Review Mod 1-11, 13 CW: calculus detection form Bring your typodonts and non-sterile instrument set for calculus detection practice.

<p>#5 D: Thu 9/12 E: Tu 9/17</p>	<p>** Demo Med/Dent Hx, Vitals Practice patient interviewing, medical & dental histories, vitals. Record findings in medical history form, Clinical worksheet and e-chart. Time permitting, practice 11/12 explorer using clock/seating, indirect/direct vision, and retraction methods, in all quadrants.</p>	<p>W: Ch. 11, 12 PAT: Ch. 5-10 Medical History form Video in BS: Health History & Blood Pressure Intake</p>
<p>#6 D: Tu 9/17 E: Sat 9/21</p>	<p>* Demo Plaque Index (PI) OHI-S using PI Clinical Exercise Worksheet. Check for Materia Alba and food debris before disclosing. Demo Modified Bass, occlusal brushing, and tongue scraper. Students practice taking PI using Exercise Worksheet and TB techniques to remove visible plaque. Demo on manikin other limited-used TB techniques and Floss types (tape, waxed/unwaxed, tufted) & techniques (spool, tied/circle), and other interdental aids. Students practice these techniques. Time permitting, practice 11/12 Explorer using clock/seating, indirect/direct vision, and retraction methods, in all quadrants.</p>	<p>W: 21, 26, 27 CW Accretion form Bring in a soft TB with a cover for personal use, and various types of floss and interdental aids including floss picks, threaders, super floss, interdental brushes, etc.</p>
<p>#7 D: Thu 9/19 E: Tu 9/24</p>	<p>** Demo EO/IO & Soft Tissue Lesion Identification. Practice EO/IO, record findings in Clinical worksheet and e-chart. Time permitting, practice 11/12 explorer using clock/seating, indirect/direct vision, and retraction methods, in all quadrants.</p>	<p>Handout: EO/IO Exam Guidelines, Lesion Description Worksheet. PAT: Ch. 13,14 W: Ch. 11-13 Videos in BS: Extra/Intraoral Exam</p>
<p>#8 D: Tu 9/24 E: Sat 09/28</p>	<p>* Practice Med/Dent Hx, Vitals, EO/IO & Soft Tissue Lesion Identification, 11/12 explorer using clock/seating, indirect/direct vision, and retraction methods, in all quadrants.</p>	<p>Practice clinical competency: 11/12 Explorer Ungraded, faculty provides written and verbal feedback</p>
<p>#9 D: Thu 9/26 E: Tu 10/01</p>	<p>** Demo Anterior and Posterior Nevi Sickle Scalers (including brief discussion on sharpening) Discuss protocol for instrument tip breakage in the Manual. Adaptation and removal-activation strokes using lateral pressure with anterior sickle only. Time permitting, practice 11/12 explorer.</p>	<p>FPI: Mod 14, 15 PP Manual: Emergency Procedures: Dental (<i>instrument tip breakage protocol</i>)</p>
<p>#10 D: Tu 10/01 E: Sat 10/05</p>	<p>** Hand strengthening exercises review and demo. Practice 11/12 explorer using clock/seating, indirect/direct vision, and retraction methods, in all quadrants. Anterior Sickle Scaler practice: adaptation, strokes, lateral pressure. Using Calculus Detection form look for supra and subgingival calculus on the maxilla and mandible. Review Med/Dental Hx, vitals, EO/IO.</p>	<p>FPI: Review Mod 1-11, 13, 14, 15 CW: Calculus Detection form Bring in your power putty</p>

<p>#11 Tu 10/08</p>	<p>**Practice EO/IO; Practice using posterior sickle in all posterior sextants (posterior surfaces towards and away).</p>	<p>Quiz 1 FPI: Review Mod 1-11, 13 - 15</p>
<p>#12 D: Th 10/10 E: Sat 10/19</p>	<p>** Practice Med/dent history, vitals, EO/IO, 11/12 explorer. Preview the OSCE structure and expectations.</p>	<p>* During this week make an appointment with your Clinic Advisor to review Mid-Term Progress Report (outside of clinic time).</p>
<p>#13 Tu 10/22</p>	<p>OSCE – EO/IO, Medical/dental history</p>	<p>4 hr session 1A - 8:00 - 12:00 1B – 1:00 – 5:00 1E – 6:00 – 10:00</p>
<p>#14 D: Thu 10/24 E: Sat 10/26</p>	<p>** Demo Universal Curet</p>	<p>FPI: Modules 14, 15, 16, 17</p>
<p>#15 Tu 10/29</p>	<p>** Practice anterior/posterior sickle scalers and universal curets in all sextants.</p>	<p>Infection Control Quiz</p>
<p>#16 D: Thu 10/31 E: Sat 11/02</p>	<p>** Demo Anterior Area Specific Curets (briefly discuss sharpening): Practice Gracey ½ in sextants 2 and 5 (surfaces towards and away)</p>	<p>FPI: Modules 16, 19 (p. 452-462)</p>
<p>#17 Tu 11/5</p>	<p>** Demo posterior Areas Specific Curets (briefly discuss sharpening) : Gracey 15/16 & 17/18 including sequence. Area Specific curet practice.</p>	<p>FPI: Review Mod 16, Read Mod 19 (p.463-486)</p>
<p>#18 D: Thu 11/7 E: Sat 11/9</p>	<p>** Hand strengthening exercises review and demo Review instrumentation: 11/12 Explorer, Sickle Scalers (anterior and posterior), Universal Curet, Gracey Curets: 1/2, 15/16, and 17/18</p>	<p>Bring in your power putty Quiz 2</p>
<p>#19 Tu 11/12</p>	<p>** Demo #23 explorer for Dental Charting. 1 quadrant dental charting using Clinical Worksheet and e-chart. Time permitting: Instrument practice.</p>	<p>FPI: 13 (314-316)</p>
<p>#20 D: Thu 11/14 E: Sat 11/16</p>	<p>** Demo Perio Probe. Using Clinical Worksheet Exercise, measure 1 anterior and 1 posterior tooth and record measurements in e-chart. BOP? – record, CAL? – record, Mobility? – record. Instrument practice: Anterior and Posterior Sickle Scalers only.</p>	<p>W: 18, 20 FPI: Mod 12</p>
<p>#21 Tu 11/19</p>	<p>** Independently Probe 1 quadrant assigned by your instructor and chart findings in e-chart. Independent instrument practice.</p>	<p>Clinical Competency: Sickle Scalers</p>

<p>#22 D: Thu 11/21 E: Sat 11/23</p>	<p>** Demo Gingival Examination & Assessment using Clinical Worksheet. Gingival description using Clinical Worksheet, air/water syringe, MM, and light Attempt gingival statement and record in e-chart. Practice instrumentation with a focus on Universal Curets only.</p>	<p>PAT: Module 15 Quiz 3</p>
<p>#23 Tu 11/26</p>	<p>** Independent Calculus Detection in 1 quadrant assigned by your faculty. Record findings (supra and subgingival) on clinical worksheet.</p>	<p>Clinical Competency: Universal Curet</p>
<p>#24 Tu 12/03</p>	<p>** Practice calculus removal using all calculus removal instruments in all sextants (surfaces towards and away, direct, and indirect vision).</p>	<p>Review all materials</p>
<p>#25 D: Thu 12/05 E: Sat 12/7</p>	<p>**Independent Instrumentation practice.</p>	<p>Clinical Competency: Area Specific Curets</p>
<p>#26 Tu 12/10</p>	<p>** Hand strengthening review and Demo Dull Instrument sharpening practice using provided dull instruments and Sharpening Guide. Instrumentation practice. *Student assignment for the Final Exam posted and the flow of the exam discussed.</p>	<p>FPI: Modules 23, 24 Print out and bring sharpening guides (FPI p. 631-632) Bring in your power putty Quiz 4</p>
<p>#27 D: Thu 12/12 E: Sat 12/14</p>	<p>Set-up assigned cubicles only. Those not participating will remain in class reviewing assigned educational materials.</p>	<p>Group 1: Instrumentation Final (4 hr session) 1B - 8:00 - 12:00 1A – 2:00 – 6:00 1E – 9:00 – 1:00</p>
<p>#28 Tu 12/17</p>	<p>Set-up assigned cubicles only. Those not participating will remain in class reviewing assigned educational materials.</p>	<p>Group 2: Instrumentation Final (4 hr session) 1A - 8:00 - 12:00 1B – 1:00 – 5:00 1E – 6:00 – 10:00</p>
<p>#29 D: Thu 12/19 E: Sat 12/21</p>	<p>No cubicle set up. Armamentarium for sharpening instruments only. *Clear out your cubicle drawers and lockers, hand in your keys.</p>	<p>Clinical Competency: Dull Instrument Sharpening</p>

Abbreviations:

D: Day Sections, **E:** Evening Section

W: Clinical Practice of the Dental Hygienist, 14th Edition, Wilkins.

FPI: Fundamentals of Periodontal Instrumentation, 8th Edition, Gehrig.

PAT: Patient Assessment Tutorials (PAT), 4th Edition, Nield-Gehrig.

PP Manual: Department of Dental Hygiene Policy & Procedure Manual, New York City College of Technology

IC Manual: Department of Dental Hygiene

CW: Clinical Worksheet

Additional resources: Pattison or Visual DH video subscription

*** = Split Session: Operator and patient switch mid-session**

*** = Rotate Patients in the clinic, Operators remain in their assigned cubicle**

Date	DEN 1100 Mandatory Special Events	Preparation
Th 08/22 In-Person	DEN 1100 Orientation Assigned lockers Receive Hu-Friedy supplies Orientation presentation - Review expectations for the upcoming semester Time/Room TBD	Bring in all required supplies, passport photo, \$\$\$, proof of Hu-Friedy Payment
All Sections Wed 09/18 4:00 pm on Zoom	Philips/Sonicare Webinar hosted by Lee Somerville: ALL STUDENTS Those present will receive a complimentary kit from Sonicare: their NEWEST Sonicare electric toothbrush + ZOOM whitening kit!	ALL students are responsible for knowing the material, which may be on your quiz or exam.
Thu 09/19 In-Person D: 12:30 – 1:30 E: 4:45	Crest Oral B - Webinar hosted by Sonya Salisbury: ALL STUDENTS (attendance required) Those present will receive a complimentary Oral B electric toothbrush!	ALL students are responsible for knowing the material, which may be on your quiz or exam.
All Sections 10/17 In-Person Room TBD	All students attend IPE conference	To understand more on what IPE is and how dental team may get involved, please read assigned readings on IPE posted in BS.
All Sections 12/01 In-Person	Poster Session at GNYDM	See announcements for details Complete reflection on attending the poster session. *Extra credit assignment
All Sections 12/23 In-Person	Spring 2025 Registration	See announcements for details

GEN ED STUDENT LEARNING OUTCOMES

Degree of Mastery - Introductory

Reinforced in DEN 1200, DEN 2300, and DEN2400.

Upon completion of the dental hygiene program, students will have acquired the following:

General Education Student Learning Outcomes (GE-SLO)

1. Knowledge:
 - Develop a breadth of discipline knowledge and acquire tools for lifelong learning.
2. Skills:
 - Communication - technical reading and writing, listening, speaking effectively,
 - Visual: graphic representation
 - Inquiry and analysis
 - Process skills - writing and memorization, integrates theory/knowledge and hands-on application

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3. Integration:

- Information Literacies - Gather, interpret, evaluate, and apply information from various sources.

4. Values, Ethics:

- Professional Development, Intellectual integrity & professional ethics

5. Community Civic Engagement:

- Apply knowledge and analyze social, political, economic, and historical issues.

6. Global/Multicultural Orientation:

- Consider multiple perspectives, develop culturally competent skills

The NYCCT Dental Hygiene program follows the guidelines and utilizes the framework provided by the **American Dental Education Association (ADEA)**

The Core Allied Dental Competencies include:

- Professional Knowledge: 1) Professionalism, 2) Safety, 3) Critical Thinking and 4) Scientific Inquiry and Research
- Health Promotion and Disease Prevention: 1) Health Education and Community Connection and 2) Advocacy
- Professional Development and Practice: 1) Professional Growth, 2) Business Practices and 3) Leadership

Dental Hygiene discipline specific ADEA competencies include:

1. Essential knowledge
2. Person-centered care
 - a. Assessment
 - b. Dental Hygiene diagnosis
 - c. Planning
 - d. Implementation
 - e. Evaluation and documentation

Please refer to the Dental Hygiene Policy and Procedure Manual for a complete detailed description of the ADEA competencies.

The Topic objectives for DEN 1100 support students in realizing the **Graduate Competencies (GC) set forth by the NYCCT Dental Hygiene Program and the NYCCT GEN ED Student Learning Outcomes:**

1. **Professionalism and Ethics** - Graduates will be competent in delivering dental hygiene care to diverse populations of clients and communities, demonstrating the professional behaviors consistent with dental hygiene standards of care, legal regulations, and the core values of the ADHA Code of Ethics
2. **Health Promotion, Disease Prevention and Communication** - Graduates will be competent in effective, culturally responsible health communication with patients, communities, and health care professionals to promote oral and systemic health and achieve optimal, patient-and-community-centered oral health outcomes
3. **Professional Development and Practice** - Graduates will be competent in utilizing critical thinking and reasoning skills to analyze current scientific research and evaluate evolving technologies and

advanced diagnostic and treatment modalities towards achieving optimal oral health outcomes

4. **Professional Responsibility** - Graduates will be competent in applying continued self-assessment to support and facilitate their professional development, knowledge, and skills as a foundation for maintaining competency and quality assurance in patient care and practice management

5. **Professional Knowledge and Clinical Skills** - Graduates will be competent in all phases of the Dental Hygiene process of Care delivery, including assessment, dental hygiene diagnosis, planning, implementation, evaluation, and documentation of care and maintenance provided to patients of all patient populations (child, adolescent, adult, geriatric, and special needs) and all types of classifications of periodontal disease.

DEN 1100 COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES (SLOs):

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

Topic 1: Medical Emergencies – (GE-SLO 1-6) (GC – 4, 5) – Summer reading assignments and Clinical session #1

Demonstrate an understanding of the clinic’s emergency medical procedures by:

- a. identifying the location and operate the oxygen tank
- b. identifying the location of the emergency kit and AED
- c. discussing the contents of the emergency kit and each item’s intended purpose
- d. identifying the locations and use of clinic eye wash stations
- e. understanding the college’s Post Exposure Protocol (PEP) policy, form location, form information and completion process
- f. explaining and conducting clinic emergency procedures for student and patient life-threatening and non-life-threatening situations

Topic 2: Infection Control - (GE-SLO 1-6) (GC - 5) – Summer reading assignments and Clinical session #1

Demonstrate proficiency in infection control guidelines and techniques by:

- a. understanding state, federal, and local regulations and statutes
- b. understanding occupational risk exposure to infectious materials and using Standard Precautions
- c. understanding the recommendations to dental health care professionals to prevent and reduce the potential for disease transmission (Personal Protective Equipment, immunizations, monitoring, etc.)
- d. using Personal Protective Equipment (PPE) in a methodical order, including hand hygiene
- e. understanding and demonstrating the clinical procedures & general rules for cubicle preparation/breakdown, equipment uses and maintenance, surface disinfection, barrier control and proper cross-contamination prevention techniques.
- f. demonstrating the clinical procedures to prepare instruments for disinfection and sterilization.

Topic 3: Communication Skills - (GE-SLO 1-6) (GC – 1, 2) - lecture session # 3 and 11

Demonstrate proficiency using communication techniques for assessment by:

- a. understanding the communication process and communicating with patients
- b. understanding roadblocks to effective communication and making healthcare words understandable

- c. overcoming language barriers

Topic 4: Patient assessment (GE-SLO 1-6) (GC – 2, 5)

Medical/Dental History and Vital Signs Lecture

Lecture session #3, clinic session #5

Demonstrate proficiency in assessment skills including:

- a. understanding the medical history assessment and informed consent
- b. conducting, reviewing, interpreting and discussion of a medical history assessment
- c. conducting, reviewing, interpreting and discussion of a dental history assessment
- d. conducting, reviewing, interpreting and discussion of vital signs: pulse & blood pressure assessment, equipment uses, measurement and documentation of results

Extra-oral/Intra-oral Examination, Soft Tissue Lesion Identification

Lecture session #7, clinic session #7

Demonstrate competency performing and extra oral intraoral oral examination by:

- a. recognizing the normal anatomy of the structures of the head and neck
- b. recognizing deviations from normal of the head and neck: on the skin, lymph nodes, salivary, and thyroid glands
- c. positioning the patient correctly for the head and neck examination
- d. demonstrating the head and neck examination using the correct technique and a systematic sequence of examination
- e. recognizing the normal anatomy of the oral cavity
- f. locating the following anatomical structures: parotid ducts, sublingual fold, sublingual caruncles, papillae, anterior and posterior pillars/columns, and tonsils
- g. recognizing deviations from normal in the oral cavity
- h. positioning the patient correctly for the oral examination
- i. demonstrating the oral examination using the correct technique and a systemic sequence of examination
- j. demonstrating knowledge of the soft tissue findings
- k. documenting all findings in patient record accurately

Assessment of Dentition and Dental Charting

Lecture session #8, clinic session #19

Demonstrate an understanding of dental charting by:

- a. discussing the purposes of charting the hard and soft tissues of the oral cavity
- b. identifying different types of restorative materials used and determining the appropriate classification for the carious lesion or restorations present
- c. discussing classifications for dental caries
- d. discuss the findings of the hard tissue examination

Gingival Examination & Assessment

Lecture session #9, clinic session #22

Demonstrate an understanding of gingival assessment by:

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- a. recognizing normal periodontal tissues
- b. knowing the clinical features of the periodontal tissue that must be examined for a complete assessment
- c. comparing the color, contour, and consistency of the gingival tissue in both health and disease
- d. differentiating between key gingival terms; papillary, bulbous, marginal, blunted, diffuse, cratered, enlarged, nodular, fibrotic
- e. discussing the factors that affect the color, contour, and consistency of the gingival tissue

Periodontal Charting

Lecture session #9, clinic session #20

Demonstrate an understanding in the periodontal assessment and periodontal charting by:

- a. differentiating and identifying the various types of probes
- b. explaining the basic use of the periodontal probe including the following:
 - probing depths
 - measurement of gingival recession
 - clinical attachment level (CAL)
 - mucogingival examination
 - furcation involvement
 - mobility
 - measuring lesions
- c. describing the selection and proper technique for instrumentation with the probe
- d. describing the components of the comprehensive periodontal charting and discussing the methods of determining and recording each component

Accretions: Biofilm and other Soft Deposits, Calculus & Calculus Detection

Lecture session #12, clinic session #4, 6

Demonstrate an understanding of soft and hard deposits by:

- a. explaining soft deposits: acquired pellicle, dental biofilm material alba, and food debris
- b. defining and stating the classification, distribution, and significance of soft deposits and calculus
- c. stating the composition of inorganic/organic contents of various soft and hard deposits
- d. describing the formation process of calculus
- e. identifying clinical characteristics calculus
- f. explaining the prevention and removal of calculus using instruments and patient education physiotherapy aides

Topic 5: Ergonomics (GE-SLO 1-6) (GC – 5)

Lecture session #1, clinic session #2

Develop an understanding of ergonomics as it relates to the proper positioning of the clinician, patient, and equipment in the dental operator by:

- a. identifying and demonstrating optimum clinician, patient, and tray positioning
- b. describing the proper method for adjusting the dental light to illuminate the oral cavity
- c. identifying ergonomic hazards or work-related musculoskeletal disorders related to the incorrect clinician and patient positioning

Topic 6: Instrumentation (GE-SLO 1- 6) (GC – 5)

Instrument Design & Classification, Grasp/Finger Rests, Movement & Orientation to Tooth Surface, Adaptation & Instrument Strokes

Lecture session #1, 2, clinic session #2, 3

Understand the principles of instrumentation utilized for all instruments and/or equipment in the dental hygiene operatory by:

- a. describing and labeling the three parts of a dental instrument
- b. identifying dental instruments according to classification and design
- c. describing the modified pen grasp
- d. explaining the purposes of a modified pen grasp
- e. explaining the basic principles to be followed in establishing a fulcrum location
- f. stating the purpose and principles of instrument adaptation, instrument insertion, instrument activation, and instrument angulation with each hand-activated instrument
- g. differentiating between working and exploratory/assessment strokes
- h. describing lateral pressure and its relationship to the working stroke
- i. identifying the parts of the working end; face, back, lateral borders, and cutting edge
w. identifying instruments according to design features of the working end, design name, and number
- j. describing the following strokes; vertical, horizontal, oblique
- k. explaining the importance of instrument sharpening and describe and demonstrate technique

Instruments for dental/periodontal assessment: Explorers, Periodontal Probe, Mouth Mirror and Air/Water syringe - Lecture session #8, 9, clinic session #2, 3, 19, 20

Understand the use of assessment and evaluation instruments by:

- a. identifying the uses for explorers
- b. identifying the types of explorers available by design and stating their functions and limitations
- c. describing the key factors in the proper instrumentation technique used with explorers
- d. identifying by design, the periodontal probe and the reference markings on it
- e. explaining the basic uses of the periodontal probe

Apply the use of the dental mirror and compressed air and water syringe by:

- a. stating and demonstrating the uses of the mouth mirror for retraction, indirect illumination, indirect vision, and transillumination
- b. stating the purposes of using compressed air and water irrigation
- c. demonstrating the techniques for using compressed air safely and effectively

Instruments for periodontal debridement: Sickle Scalars, Universal Curets, Area Specific Curets, Instrument Sharpening – Lecture session #6, 14, clinic session #9, 14, 16, 17, 26

Develop proficiency in the use of various hand-activated scaling instruments by:

- a. identifying a sickle scaler by design including anterior and posterior scalars
- b. describing the uses, limitations, and contraindications of sickle scalars
- c. describing the hand-activated strokes (exploratory and working) to be used with various instruments
- d. identifying a curet according to its shape and design characteristics
- e. describing the design characteristics of all area-specific curets
- f. describing the differences between universal and area-specific curets
- g. describing the correct sequence for use of sickles, universal curets, area-specific curets
- h. explaining how to determine the correct working end of any hand-activated instrument

- i. identifying a dull instrument and demonstrating moving stone sharpening technique

Topic 7: Oral Physiotherapy (GE-SLO 1-6) (GC – 2,5):

Tooth brushing methods & flossing, Plaque Index (OHI-S; simplified debris index), and Patient Motivation – Lecture session #4, clinic session #6

Demonstrate an understanding of oral physiotherapy aids and methods for health promotion and disease prevention by:

- a. defining and stating the objectives of oral physiotherapy
- b. stating the desirable characteristics of a toothbrush, including handle, head, and bristles
- c. stating the purposes, indications, techniques, and problems for the various tooth brushing methods
- d. explaining the effects of improper tooth brushing on the gingival and teeth and demonstrating corrective measures to improve, demonstrating interdental biofilm removal using floss
- e. conducting a Plaque Index and stating the importance of plaque removal for optimum oral health
- f. describing the various methods for using dental floss
- g. explaining the steps in a preventive program, identify the need to conduct preventive counseling, and describe the proper setting
- h. describing the importance of partnering with the patient to come up with a plan for change
- i. describing and explaining the methods of motivational interviewing.

