

University of Detroit Mercy School of Dentistry

Department of Periodontology and Dental Hygiene

Course Syllabus

Periodontal Instrumentation II

DPE 810

Course Information

Web Address: <http://knowledge.udmercy.edu>

Course Directors:

Kenneth Hillenburg, DDS, MS Office: 336 Manning Hall Office Hours by appointment . Phone: 313-494-6665 Email: hillenkl@udmercy.edu	Colleen Kuxhaus, RDH, BS Office: 247 Manning Hall Office hours by appointment. Phone: 313-494-6695 Email: kuxhaucd@udmercy.edu
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Summer Term , 2007

DS2 Students (Class of 2010)

Simulation Laboratory and/or Clinic, Tuesday mornings, 7:40 a.m. – 9:30 a.m.

Simulation Laboratory and/or Clinic, Thursday mornings, 7:40 a.m. – 9:30 a.m.

Credit Hours: 2.0

Prerequisites: DPE 811

Lecturers/Support Faculty

Lecturers:

K. Hillenburg, DDS, MS

C. Kuxhaus, RDH, BS

K. Shepherd, RDH, MS

Preclinical/Clinical Faculty:

J. Halaris, RDH, BS

L. Litonjua, DDS, MS

Periodontal Residents

Academic Policies:

All policies in the School of Dentistry Academic Policies Handbook including but not limited to academic integrity, mandatory attendance, professional decorum & dress code, identification (ID) badges, preclinical and classroom decorum, use of cell phone and electronic devices, examination policies and exam/quiz absences apply.

Accommodations:

If you would like to request a classroom, testing, preclinical, clinical, or other accommodation because of a legally protected disability, or if you might require any special assistance in the event of an emergency or evacuation, please contact the University of Detroit Mercy's Office of University Academic Services (UAC) at 313-578-0310 or email your request for information to gallegem@udmercy.edu

Student Evaluation of Instruction

Student feedback is valued by the faculty and the administration. All students are required to complete the School of Dentistry's on-line course evaluation by a specified date. Failure to comply by posted deadline dates will result in the receipt of an F (Failing) grade of record for the Evaluation Responsibility Course. Only constructive, professional recommendations will be reported and considered.

Course Description

Purpose of the course:

This course is designed to introduce the student to the foundation knowledge and skills utilized in non-surgical periodontal therapy. Emphasis is placed on the development of clinical skills in periodontal instrumentation. The course is the second in a series of three pre-clinical periodontal instrumentation courses offered through the Department of Periodontology and Dental Hygiene.

Course Goals:

This course will introduce:

- The use of area specific curets.
- Use of power driven instruments.
- Instrument sharpening.
- Advanced use of fulcrums.
- Advanced debridement techniques.
- Diagnosis and Treatment Planning Concepts.

Course Objectives:

At the conclusion of the course, the dental student will be able to:

- Describe and perform aseptic procedures to be utilized during patient care.

- Identify periodontal hand instruments and demonstrate the principles of instrumentation.
- Demonstrate the appropriate use of area specific curets.
- Demonstrate the appropriate use of power driven instruments.
- Explain the rationale for periodontal debridement and maintenance.
- Explain the clinical significance of plaque disruption, deposit removal and root smoothness.
- Demonstrate the “stationary instrument – moving stone” technique of instrument sharpening.
- Describe diagnosis and treatment planning concepts.

Instructional Methods:

Instructional methods utilized in the course include mini-lecture, demonstration, and hands-on practice in the simulation lab with typodonts. After the initial session in the simulation lab, practice will continue in the clinic with fellow students as patients. During clinical sessions, students will work cooperatively within groups of three. Performance criteria will be utilized by faculty and students for faculty evaluation, peer evaluation, and self-evaluation. Students will assume the role of operator, clinician, and peer evaluator for each unit of instruction.

The operator, patient, and peer evaluator experience active learning. The patient will provide feedback to the operator in regard to professionalism, degree of comfort, infection control, and time management. Patients are encouraged to bring a hand mirror and observe intraoral procedures as much as possible. The operator will receive **formative** feedback from faculty and his/her peer evaluator. Faculty and peer evaluators utilize the same performance criteria. Peer evaluators are expected to wear all PPEs and provide one-on-one coaching throughout the ENTIRE clinical session. Operators will provide feedback to their peer evaluator in regard to their ability to provide feedback and make suggestions for improvement.

School of Dentistry Competencies

Competency-based Education: Assumes that learning to become an entry-level professional is a progression through stages from novice to competent.

Stages of Progression to Competence:

F or Foundation Knowledge: Basic knowledge, skills, and attitudes needed to begin the journey to competence.

N or Novice Level: Ability to articulate or describe the appropriate skills, knowledge, and professional attitudes. Novices need structure, clarity of goals, single and clearly explained approaches.

B or Beginner Level: Combines the appropriate skills, knowledge, and professional attitudes, all of which are performed with guidance and correction.

C or Competent Level: Combines the appropriate supporting skills, knowledge, and professional attitudes, all of which are performed reliably without assistance.

	Competencies of the Graduating Dental Student	Addressed	Evaluated	Method
1.	The graduating student obtains, records, updates and organizes accurate and completed medical/dental histories including pertinent psychological and socioeconomic information.	NO	NO	NA NA NA
2.	The graduating student performs, records and organizes a physical assessment appropriate for dental care.	YES	N	Written Evaluation NA NA
3.	The graduating student determines differential, provisional or definitive diagnoses by correlating and interpreting examination and assessment findings.	YES	N	Written Evaluation NA NA
4.	The graduating student develops alternative treatment plans which are sequenced to address the chief complaint, eliminate oral disease, restore function, and maintain health, and prevent oral disease consistent with assessment and diagnoses.	NO	NO	NA NA NA
5.	The graduating student establishes with the patient a mutually acceptable treatment plan.	NO	NO	NA NA NA
6.	The graduating student monitors and provides for patient comfort associated with dental care.	NO	NO	NA NA NA
7.	The graduating student delivers and/or manages the planned treatment in sequence and in accordance with accepted standards of care.	YES	N	Written Evaluation Pre Clinical Competency Evaluation NA
8.	The graduating student promotes health maintenance and disease prevention.	YES	N	Written Evaluation Pre Clinical Evaluation NA
9.	The graduating student applies the principles of infection control and environmental safety.	YES	B	Written Evaluation NA NA

	Competencies of the Graduating Dental Student	Addressed	Evaluated	Method
10.	The graduating student makes professional decisions affecting the practice of dentistry based on values that satisfy legal and ethical principles and service to society.	NO	NO	NA NA NA
11.	The graduating student performs routine self evaluation.	NO	NO	NA NA NA
12.	The graduating student applies business and practice management skills.	NO	NO	NA NA NA
13.	The graduating student demonstrates interpersonal skills to function successfully in a multicultural work environment.	NO	NO	NA NA NA
14.	The graduate critically evaluates the validity of new information, new products, and/or techniques and their relevance to the practice of dentistry.	NO	NO	NA NA NA

Course Policies

Attendance and Participation

Attendance at all clinical and lecture sessions and full participation as a group member is critical to group learning. Each member of the group is valuable. The peer evaluator/clinical assistant is critical to the triad and provides feedback/coaching and help to the operator during clinical sessions. Therefore points for lateness or absence will be deducted from the final score based upon attendance and participation as a group member.

Attendance will be taken at each class/lab/clinic session by placing a sign-in sheet in a designated location (to be announced on the first day of class) before the beginning of the session (7:30 a.m.). That sign-in sheet will be removed at 7:40 a.m. and a new sheet will be placed for those who arrive late. The second sheet will be removed at 8:00 a.m. Any student who arrives after 8:00 a.m. will be recorded as absent for that session.

All students will be allowed the equivalent of two absences or four late arrivals (4 points, see below) without penalty. Students must report any absence to the Office of Academic Administration and to the course directors.

Students are required to sign in using a full signature. It is a violation of academic integrity to sign in for anyone else. **Failure to sign in using a full signature will result in an absence for that session.**

Up to 10 final course percentage points may be deducted for inadequate participation or unprofessional conduct or inappropriate behavior at the discretion of the course directors in consultation with instructors and students.

Deductions (**%from final course grade**), made after the above allowed late arrivals/absences, will be done as follows:

Each Late arrival = 1 pt.

Each Absence = 2 pts.

Students who must be absent because of **official school business**, such as, attendance at an ASDA meeting, will not be charged an absence provided they provide written verification from the Dean's Office. They must also have informed the course directors in advance and made arrangements to obtain any needed notes, handouts, information etc. presented in their absence.

If a students know they will be absent for religious holidays, family events or other planned activities, they must use their non-penalized absence points (4 points) for this purpose.

This policy avoids the need to judge absences as excused or unexcused. All students are awarded the non-penalized absence points (equal to a week of class time). Students are advised to save these points for unforeseen emergencies.

If an absence should occur the student is expect to follow the protocols that are outlined in the UDMSD Academic Policies Handbook, as well as notify the co-course directors of such absence(s). Proper notification does not imply an absence will be excused.

Rest breaks will be provided during the class/clinic sessions. The food and drink guidelines from the Academic Policies Handbook (p.56) will be followed.

Professional Attire

Students are expected to adhere to the Professional Decorum Policy outlined in the UDMSD Academic Policies Handbook.

Reading Assignments

Reading assignments are listed in the course schedule. Students are expected to complete reading assignments *prior to* class.

Textbook and Resource Materials

Neild-Gehrig, J and Houseman, G., Fundamentals of Periodontal Instrumentation Fifth Edition, Williams and Wilkins, 2004.

Rose, L.F., Mealey, B.L., Genco, R.J. and Cohen, D.W.: Periodontics: Medicine, Surgery and Implants, ElSevier Mosby, 2004.

Kathi R. Shepherd, RDH, MS, Sharpening Essentials Edge Dental, Inc.,

Additional links to sources for further study are provided on the website at knowledge.udmercy.edu

Evaluation and Grading

Grading Scale

A	=94-100%
A-	=90-93%
B+	=87-89%
B	=83-86%
B-	=80-82%
C+	=77-79%
C	=73-76%
C-	=70-72%
D	=60-69%
F	=below 60%

- W** Withdraw, no credit
I Incomplete, a temporary grade not of record

Course Grade Components

Quizzes	20%
Midterm examination	30%
Final Examination	30%
Skills Evaluations	<u>20%</u>
	100%

Course Evaluation Methods

Quizzes

Quizzes are based on the information presented and reading assignment for the previous lecture. Half of the quizzes will be given promptly at 7:40. No make-up quizzes will be given. **Students may drop one quiz (lowest score or missed quiz).** Other quizzes will be given online (they will be announced online and by email). Students who do not submit an online quiz by the due date and time posted will receive a zero for that quiz. No additional time will be given for students to submit a quiz. An average of all quizzes represents **20%** of the final course grade.

Peer Evaluator

Attendance at all clinical and lecture sessions is critical to group learning. Each member of the group is valuable. The peer evaluator is critical to the triad, providing feedback/coaching during clinical sessions. Poor peer performance may result in points being subtracted from the final course grade (as with attendance).

Examinations

Each examination is allotted a specific pre-announced time for completion. Students who arrive late to an examination will not be allowed additional time to complete the examination. Students who miss an examination due to absence will ordinarily receive a zero for the examination. Under special circumstances, the student may be allowed to take the examination at a newly specified time and place at the discretion of the course directors.

Midterm Examination

The midterm examination is based on information presented in the course up until the midterm. Questions may be based upon clinical situations (cases). The first 10 –15 questions may utilize a slide, diagram, or demonstration on the monitor in the Simulation Laboratory. The midterm examination consists of **30%** of the final course grade. Since there is not enough time at the end of the term to accommodate student requests to review the midterm, it must be reviewed before July 14 either by appointment or in groups.

Final Examination

The final examination is written and cumulative. Questions may be based upon clinical situations (cases). The first 10 –15 questions may utilize a slide, diagram, or

demonstration on the monitor. The final examination consists of **30%** of the course grade, **but must be passed with a minimum grade of 70% in order to pass the course.** The final examination is scheduled by the Office of Academic Administration during the Final Exam period.

Clinical Skills Examination

The skills examinations will assess student performance utilizing periodontal instruments. The skills exams will provide **summative evaluation (graded)**. Students will be asked to demonstrate instrumentation in a specific area of the mouth (or typodont) with each instrument without faculty coaching/feedback. (Formative or non-graded coaching/feedback is given only during clinic practice sessions.)

In the event that a student is unable to demonstrate a skill using a given instrument, the student must be reevaluated at a later date (**before the end of the term**) with the same instructor, if possible. Additional remediation (practice with feedback) is required prior to reevaluation. Students **must** pass all skills exams by the end of the grading period in order to pass the course.

Students unable to pass the skills exams for all tested instruments by the end of the course may petition an "I" grade from the course directors and, if granted, the highest final course grade that could be attained after remediation of the "I" would be a "C".

The skills examinations represent **20%** of the final course grade.

Skills Grading Guidelines

Total points possible=100

A deduction of 10 points from the number possible will be made for each failure to pass a skills examination.

Remediation and practice are required between skills assessment attempts.

Failure to pass after **five** attempts will result in failure of the course and the student will not be allowed to move forward in the periodontal curriculum.

All skills examinations must be passed in order to receive a passing grade in the course.

Additional Course Requirements

In addition to the course grade components discussed previously, students must successfully complete *formative clinical evaluation of the following procedures*:

- Instrument Identification.
- Instrument Sharpening.

COURSE SCHEDULE

DATE/LOCATION	TOPIC	READING
Tuesday, May 15 7:40 – 9:30 AM SimLab	Course Introduction/Syllabus Instrument Review /Identification.	
Thursday, May 17 7:40 – 9:30 AM Simlab	Use of Area Specific Curets (Graceys)	Nield, Module 16, Area Specific Curets.
Tuesday, May 22 7:40 –9:30 AM Simlab	Practice Graceys	Assign online presentation on clinical diagnosis.
Thursday, May 24 7:40 – 9:30 AM Clinic	Quiz #1 Area Specific Curets Practice Graceys	Nield, Module 23, Advanced Techniques for Root Surface Debridement.
Tuesday, May 29 7:40-9:30 Clinic	Practice Graceys	Nield, Module 18 Instrumentation Strategies and Patient Cases.
Thursday, May 31 7:40 – 9:30 AM Clinic	Quiz #2 Advanced Techniques for Root Surface Debridement Practice Graceys	
Tuesday, June 5 7:40 – 9:30 AM Simlab	Power-Driven Instruments Ultrasonics	Nield, Module 24, Ultrasonic and Sonic Instrumentation
Thursday, June 7 7:40 – 9:30 AM Simlab	Quiz # 3 Clinical Diagnosis Sonic Scalers and Practice.	
Tuesday, June 12 7:40 – 9:30 AM Clinic	Practice Power-Driven Instruments	
Thursday, June 14 7:40 – 9:30 AM Clinic	Quiz # 4 Area Specific Curets and Fulcrums Practice Power-Driven Instruments	
Tuesday, June 19 7:40 – 9:30 AM Clinic	Practice Power-Driven Instruments	
Thursday, June 21 7:40 – 9:30 AM Simlab	MIDTERM EXAM	
Tuesday, June 26 7:40-9:30 AM Clinic	Skills Assessment Group a,b (Lecture in Simlab, c)	(Advanced fulcrums, Intro to Dx.)
Thursday, June 28 7:40 – 9:30 AM Clinic	Quiz #5 Power-Driven Instruments Skills Assessment Group	(Advanced fulcrums, Intro to Dx.)

DATE/LOCATION	TOPIC	READING
	b,c (Lecture in Simlab, a)	
July 2-6	Mid Summer Break School Closed	
Tuesday, July 10 7:40 – 9:30 AM Clinic	Skills Assessment Group c, a (Lecture in Simlab, b)	(Advanced fulcrums, Intro to Dx.)
Thursday, July 12 7:40-9:30 AM Clinic	Quiz #6 Review Remediation and Retesting	
Tuesday, July 17 8:00-9:50 AM Simlab	Instrument Sharpening and Practice.	Shepherd, Instrument Sharpening Booklet
Thursday, July 19 7:40-9:30 AM Simlab	Instrument Sharpening Practice.	

The Final Examination is scheduled by the Office of Academic Administration during the final exam period.

Groups for Summer, 2006

Unit #	#1	#2	#3
49	Castro,Oscar	Marsack,Maryann	TorabParhiz,Maryam
50	Cergnul,Angela	Gharib,Dolly	Veenstra,Matthew
51	Conlisk,A.Terry	Gillish,Grant	Watson,MarcyJo
52	Han,Hannah	Gupta,Anish	Wietrzynski,Dominik
53	Davidson,Nick	Napolitano,Stephen	Williams,Colista
54	Davidson,Shane	Daugherty,Matt	Wu,Nelson
55	DeClerck,Krystal	Hickerson,Elise	Gadioli,Peter
56	DeHaan,D.Andrew	Hoffner,Austin	Garcia,Rafael
57	DelMoral,Tatiana	HuicocheaMartinez,Carlos	ZoBell,Todd
58	Kwon,Edwin	Hutchison,John	Zuniga,Adriana
59	Aldridge,Tom	Javidan-Nejad,Ehsan	Muller,James
60	Allswang,Rena	Manuballa,Vijayata	Habibi,Humaira
61	Kanaan,Lana	Jean-Michel,Loudjine	Nykiel,Derek
62	Andrews,Clive	Kakareka,Mike	Paige,Kevin
63	Mason,Sue	Alshukri,Zena	Patchak,Jessica
65	Aziz,Nashwa	Kerr,Jennifer	Patel,Kinnery
66	Zilinski,Gregory	Kwang,Sarah	Patel,Krishan
67	Barr,Jeff	Dhaliwal,Iqbal	Patel,Megha
68	Belbeisi,Firas	Lindsey,Brandi	Pauly,Krista
69	Bilbeisi,Ayah	Livingston,Blake	Riley,Rob
71	Bonelli,Jeff	Mallais,Terra	Rutledge,Elizabeth
72	Buckler,Phillip	Mangat,Karnjit	Schultz,Ryan
74	McNamee,Kaitlin	Mansour,Rasha	Schumer,Joseph
75	Moezzi,Neda	Javidan-Nejad,Elham	Shaouni,Sabrina
64	Badalamenti,AnnMarie	Al-Aasm,Nadia	Jabo,Reem
70	Arebi,Nora	Vaziri-Harwood,Sogol	Buccellato,Brian

Left Handed Students in **bold**.