

EAST TENNESSEE STATE UNIVERSITY



Dental Hygiene Program Policies & Procedures Manual

Updated: December 2025

Introduction

This manual has been designed as a clinical resource and reference guide for dental hygiene students. The student will be responsible for all information contained in this manual and will use it as a reference for all clinic procedures.

Repeated offenses of any student related procedure would necessitate dismissal from the clinic. The content of this manual includes a comprehensive description of clinical policies and requirements, evaluation criteria and specific objectives for the performance of all dental hygiene procedures. Should changes in these policies/requirements be deemed necessary, the ETSU Clinic Coordinators reserve the right to make appropriate changes at any time.

Program Competencies

I. Foundational Knowledge

1. Prepare Dental Hygiene graduates with the knowledge base and clinical competence necessary to provide dental hygiene care.
 - a. Graduates will pass all didactic courses.
 - b. Graduates will pass all clinical/ lab courses.

II. Professionalism and Ethics

1. Adhere to the ADHA Code of Ethics
 - a. Students will sign the ADHA Code of Ethics.
 - b. Students receive a daily professionalism grade in all clinical practice courses.
2. Provide care to all individuals without discrimination, using humane empathetic treatment.
 - a. Patients will be surveyed to determine their perception of the care received in the dental hygiene clinic.
3. Advancement of the profession through affiliations with professional organizations and through community service activities.
 - a. Students will join the Student American Dental Hygienists' Association.
 - b. Students will provide 20 hours of community service during their senior year.
 - c. Students will attend at least one local, state, or national professional meeting.
4. Development of life-long learning skills.
 - a. Students will complete two writing intensive courses and two oral intensive courses.
 - b. Students will successfully complete the program of study.
 - c. Students will complete individual course research requirements.
5. Encourage interprofessional involvement with other disciplines.
 - a. Students will participate in interprofessional activities.
 - b. Students will participate in ETSU Asynchronous IPE Program.

III. Health Promotion and Disease Prevention

1. Provide community oral health education/dental hygiene services in a variety of settings.
 - a. Students will provide dental hygiene services at auxiliary sites.
 - b. Students will develop a community and rural health assessment, implement the program, and evaluate the program upon completion.
 - c. Senior students will provide 20 hours of community service.

- d. Students will provide oral health education to a variety of audiences.
- e. Students will provide tobacco cessation information.
- f. Students will present table clinics to dental hygiene professionals.
- 2. Students will assist patients in utilizing resources to enhance their oral hygiene self-care.
 - a. Students will pass an oral hygiene instruction evaluation in every clinical course.
 - b. Students will successfully complete the courses which provide foundational oral hygiene information.

IV. Patient Care

- 1. Utilize appropriate infection control procedures on all patients in clinical settings.
 - a. Students will pass all infection control clinical competencies.
 - b. Students must successfully complete Occupational Safety class before proceeding in the program.
 - c. Students will apply proper infection control techniques in clinical settings.
- 2. Students will apply the dental hygiene process of care model: assessment, diagnosis, planning, implementation, and evaluation.
 - a. Students will pass all courses that present information on the core knowledge of assessment, diagnosis, planning, implementation, and evaluation.
 - b. Students will pass the daily treatment plan.
 - c. Students will pass case study requirements.
 - d. Students will pass the National Board Dental Hygiene Exam (NBDHE).
 - e. Students will pass a clinical board exam.
 - f. Students will pass the instrumentation portion of pre-clinical and clinical courses.
 - g. A quality assurance audit will be conducted on patient charts.
 - h. Alumni and employer surveys will be conducted.
 - i. Determination of graduate placement rates.
- 3. 100% of all students will treat a variety of patients according to age, medically compromised, and all types of periodontal disease.
 - a. Students will meet the specific clinical requirements for graduation.

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Section 1

STERILIZATION AND INFECTION CONTROL POLICY

- A. Infection Control Policies and Procedures
- B. Hand Hygiene
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Section 1 Sterilization and Infection Control Policy

A. INFECTION CONTROL POLICIES AND PROCEDURES

- The dental hygienist has both a professional and legal obligation to render treatment utilizing the highest standards of infection control available. Strict adherence to the principles and practices of infection control will ensure the standard of care and practice expected by both practitioner and patient.
- The ETSU Exposure/Infection Control policies and procedures are based on the concept of Standard Precautions. Standard Precautions refers to an approach to infection control that assumes that all human blood and other potentially infectious materials (OPIM's) of all patients are potentially infected with HIV, HBV, or other bloodborne pathogens. Standard Precautions are intended to prevent health care workers from parenteral, mucous membrane and non-intact skin exposure to blood-borne pathogens while carrying out the tasks associated with their occupation.

Objectives for the Delivery of Care

Infectious Diseases: Dental education has the obligation to maintain standards of health care and professionalism that are consistent with the public's expectations of the health professions. The following principles should be reflected in the education, research, and patient care programs for all dental personnel, including dentists, dental hygienists, dental assistants, dental laboratory technologists, and other faculty, students, and support personnel.

- All dental health care providers are ethically obligated to provide competent patient care with compassion and respect for human dignity.
- Dental health care personnel cannot refuse to treat a patient based on suspicion that the patient may have a bloodborne illness. Patients must not be subjected to discrimination.
- All dental health care providers are ethically obligated to respect the rights of privacy and confidentiality of patients with infectious diseases.
- Dental health care providers who pose a risk of transmitting an infectious agent should consult with appropriate health care professionals to determine whether continuing to provide professional services represents any material risk to the patient, and if so, should not engage in any professional activity that would create a risk of transmission of the disease to others.
- This protocol is subject to annual review and modifications as knowledge and recommendations from appropriate agencies become available.

B. HAND HYGIENE

- Hand Hygiene (e.g. handwashing, hand antisepsis, or surgical hand antisepsis) substantially reduces potential pathogens on the hands and is considered the single most critical measure for reducing the risk of transmitting organisms to patients.
- An antimicrobial soap is used in the ETSU dental hygiene clinic.

- At the beginning of the day, three consecutive hand washings with antimicrobial soap are performed during a one-minute period. During the day, hands will be washed at the following times for 15 seconds with an antimicrobial soap:
 - Between patients
 - Before gloving
 - After removal of gloves
 - Before leaving the operatory
 - Upon returning to the operatory
 - As necessary to maintain the aseptic chain
 - Gloves should be washed before disposal if visible blood is present
- Fingernails will be kept short and nail polish will not be worn.
- Jewelry will not be worn during treatment or at any time in the clinic.
- Guidelines for handwashing:
 - Don mask and protective eyewear
 - Use cool water,
 - Apply antimicrobial soap
 - Lather hands, wrists, and forearms, rubbing all surfaces vigorously, interlace fingers, rubbing back and forth with pressure
 - Rinse thoroughly
 - Repeat twice
 - Use paper towel for drying, being careful not to re-contaminate
 - A surgical procedure will require scrubbing hands and arms up to the elbows for 5 minutes with a surgical antimicrobial handwash. Hands will be dried with a sterile towel.

C. GUIDELINES FOR USE OF PERSONAL PROTECTIVE EQUIPMENT

Gloves: Treatment

- Treatment gloves (nitrile) are worn during patient treatment
 - Perform hand hygiene as outlined in the pre-treatment infection control competency evaluation
 - Gloves should be donned in the presence of the patient
 - Gloves are changed between patients or if punctured, ripped, or torn
 - Gloves are removed and hands washed before leaving the operatory
 - Do not touch mask, glasses, face or hair with gloved hands
 - Do not touch any unnecessary surfaces with gloved hands (e.g. cabinet handles)
 - No petroleum or mineral based lotions may be used, as these items affect glove integrity.
- Glove Disposal
 - When removing gloves, avoid touching contaminated glove with bare hand
 - Gloves are disposed of immediately following treatment and before leaving operatory
 - Hands are washed immediately after removal of gloves

Gloves: Utility

- Utility gloves are worn:
 - During all disinfection procedures
 - Whenever handling contaminated instruments or sharps
 - When assigned to clinical assistant duties

- Following use, utility gloves will be washed with an antimicrobial hand soap, rinsed thoroughly, and dried and sprayed with disinfectant prior to removal. The utility gloves will be replaced at the first signs of cracking or deterioration.

Masks

- Disposable masks will be worn whenever aerosol spray or spatter is generated (during patient treatment, operatory preparation, disinfection, and sterilization)
- Mask should be comfortable and fit well over the nose to avoid fogging glasses
- A new mask is worn for each patient; if mask becomes wet during treatment, it should be replaced.
- Remove mask when treatment is complete
- Remove mask by the elastic earloops; do not touch contaminated portion of mask
- Masks are disposed of with regular waste
- Masks should always be removed before leaving the operatory
- N95 masks are required when using ultrasonic scalers or air polishing devices. N95 fit testing is required annually.

Eyewear: Operator

- Protective goggles that seal completely around face are required for all patient treatment in addition to cleaning and disinfecting operatory
- Goggles that seal completely must also be worn over eyeglasses
- Goggles are to be cleaned with soap and water between patients

Eyewear: Patient

- Protective eyewear is required and must be used during all intra-oral procedures
- Eyewear must be disinfected between patients
- Patients may wear their own prescription glasses or protective eyewear

Face Shield

- Face Shield that completely covers face must be worn during all patient treatment

Protective Clothing

- Students will be required to purchase three designated lab gowns
- To prevent contamination of uniform and to protect the skin of dental health care providers from exposures to blood and body substances, a lab gown must be worn during all patient care procedures
- The lab gown should be buttoned during all patient treatment procedures
- Students should avoid touching clothing throughout the day; inspect the lab gown between patients, and change the lab gown every day.
- The lab gown should be removed before leaving the operatory
- Protective clothing is not to be worn outside the clinic area
- Students will be responsible for laundering their individual scrubs and lab gowns. Clinic attire should be washed separately from street clothes. In situations in which the water temperature is questionable, a laundry sanitizer should be considered (e.g. Lysol or bleach).

D. PRE-PROCEDURAL MOUTH RINSE

- Antimicrobial mouth rinses used by the patient before a dental procedure are intended to reduce the number of microorganisms present in the oral cavity, thereby reducing the number of microorganisms present in the form of aerosols or spatter that can contaminate dental health care personnel and equipment surfaces. In addition, pre-procedural mouth rinsing can decrease the number of microorganisms introduced into the patient's bloodstream during invasive dental procedures.
- Procedure:
 - Dispense mouth rinse into disposable patient cup
 - Prior to treatment, at the beginning of each appointment, instruct the patient to swish the mouth rinse for 30 seconds and expectorate

E. DENTAL UNIT WATER LINES

- Dental unit water lines are to be flushed for 3 minutes before use at each clinic session and 30 seconds between each patient. Water lines should be flushed for 3 minutes at the end of the clinic session.
- Water lines for the ultrasonic scaler and air polisher should be flushed for 3 minutes before use and 30 seconds between patients prior to inserting sterile tip. Water lines should be flushed for 3 minutes at the end of the clinic session.

F. EVACUATION UNITS

- Suction lines should be flushed for 3 minutes at the beginning of each clinic session and 30 seconds between patients. At the end of the clinic session, suction lines should be flushed for 3 minutes.
- At the end of the clinic session, the suction basket will be removed and scrubbed clean.
- Suction system cleaner will be run through the suction hoses daily.
- Do not advise patients to close their lips tightly around the tip of the saliva ejector to evacuate oral fluids.

G. GUIDELINES FOR MAINTAINING SURFACE AND EQUIPMENT ASEPSIS

- Utilize standard precautions with every patient
- Remove any unnecessary supplies and equipment from the operatory
- Touch as few operatory surfaces as possible; have the clinic assistant retrieve items needed from outside the treatment area
- Minimize aerosols by utilizing HVE system
- After use, all reusable, autoclavable items are cleaned, dried, wrapped, immediately sterilized and stored for future use
- During the data collection phase of the appointment, students will use laminated charts and transfer data after patient dismissal (during Pre-Clinic and Clinic I). Students will record assessment data utilizing Eaglesoft, software during Clinic II, III, and IV. Meticulous care should be taken to prevent contamination of the records. During screening sessions an assistant will record data.

H. TECHNIQUES USED TO ACHIEVE ASEPSIS

Good housekeeping and cleaning practices are the basis of sound aseptic technique. This is followed by a combination of sanitization, disinfection, and sterilization. Whenever possible, instruments and equipment are sterilized and disposable products are used. Items that cannot be sterilized are disinfected.

The dental hygiene program currently has 3 large autoclaves and a Statim in the supply room. Student clinic assistants, under the supervision of the appropriate clinic coordinator are responsible for autoclaving the instruments and supplies. As recommended by the American Dental Association and the Centers for Disease Control and Prevention, sterilization will be verified weekly using a biological indicator. A biological indicator will be utilized to test each autoclave that is routinely used for sterilization to ascertain that the equipment is functioning properly. Manufacturer's instructions will be carefully followed to ensure accurate test results. Verification records will be kept on each autoclave that is routinely used by the department.

Cleaning of Instruments and Equipment

- Place instruments in ultrasonic cleaner for 16 minutes; close ultrasonic bath before activating
- Rinse off ultrasonic solution
- Air dry
- Insert instrument cassette in sterilization pouches and seal, labeling with student's name in capital letters and student's number
- Ultrasonic inserts are wiped with disinfectant and placed in sterilization pouches
- Handpieces are lubricated (monthly) and placed in sterilization pouches
- Autoclave tape is placed on all packages

Sterilization

Critical and semi-critical items (penetrate soft tissue or contact mucous membranes) are autoclaved whenever possible. Instruments that are heat sensitive will be prepared for sterilization and immersed in an EPA approved disinfectant/sterilant for the contact time specified by the manufacturer.

Items to be autoclaved:

- All instruments
- Handpieces
- Ultrasonic inserts
- Air polisher inserts
- Cavitron handles
- XCP equipment
- Oraqix dispensers
- 2x2 gauze, cotton rolls, cotton tip applicators, tongue depressors
- All items must be wrapped or bagged prior to sterilization

Statim

- The Statim sterilizer is available for items that are needed quickly, such as handpieces between patients or items that become contaminated during treatment and are needed quickly.

Procedure

- All sterilizable instruments, equipment and supplies are packaged and sterilized before and after each use
- Instrument cassettes should be prepared and placed in the sterilizer according to the manufacturer's directions
- Remove items from sterilizer immediately after cycle is complete and place in students' assigned instrument box

Operatory Disinfection (Please refer to Pre-Clinic Infection Control Competency Evaluation for step-by-step infection control instructions)

- An EPA registered disinfectant/sterilant will be used for high-level disinfection. An EPA approved hospital disinfectant with a claim for tuberculocidal activity will be utilized for intermediate-level disinfection. The mixing, dilution, replenishing, monitoring and changing of the solutions will be performed by the student clinic assistants under the supervision of the appropriate clinic coordinator.
- Use the Environmental Protection Agency (EPA) approved disinfectant
- Wear appropriate personal protective equipment
- Disinfect all articles before and after each use

Items to disinfect:

- Counter tops
- Clip board
- Hand mirror
- Pencils and pens
- Safety glasses
- Cabinets and handles
- Dental chair (seat, back, arms, headrest)
- Operator stool and lever
- Unit light switch and handles
- Bracket tray
- Cart or additional operator stool
- Color-coded signal light switches
- Dental unit arms
- Air/water syringe and housing
- Handpiece motor and housing
- Suction hoses and holder
- Base of chair
- Window sills
- Operatory ledges
- Silver foot pedals
- Visibly soiled flooring
- Junction Box
- Ultrasonic scaler
- Any other items touched during treatment

- Procedure:
 - Surfaces should be cleaned utilizing Cavicide/Advantaclear disinfectant wipes. Surfaces are disinfected using saturated Cavicide/Advantaclear wipes and left for 3 minutes for disinfection. Items that cannot be sprayed (e.g. electronic items) are wiped twice.

Barriers

Barrier protection of surfaces and equipment can prevent contamination of clinical contact surfaces, but is particularly effective for those that are difficult to clean. Barriers include clear plastic wrap, bags, plastic adhesives, or other materials that are impervious to moisture. Because such coverings can become contaminated, they should be removed and discarded between patients, while dental health care providers are still gloved. After removing the barrier, examine the surface to make sure it did not become soiled inadvertently. The surface needs to be cleaned and disinfected only if contamination is evident. Otherwise, after removing gloves and performing hand hygiene, dental health care providers should place clean barriers on these surfaces before the next patient.

- Use a disposable cover as a barrier
- Equipment to be covered:
 - Light handles
 - Light switch
 - Color-coded signal light switches
 - Any switches/controls (including ultrasonic scalers, air polishers, etc.)
 - Bracket tray
 - Back of dental chair
 - Operator stool lever
 - Air/water syringe
 - Handpiece
 - Saliva ejector
 - Curing light
 - Ultrasonic scaler
 - X-ray head/tube
 - Computer keyboard and mouse
- Technique for use
 - At the beginning of each clinic day, disinfect item before putting barrier in place
 - Between patients, replace barrier
 - At end of day, disinfect after removing barrier

Disposables

- Replace for each patient:
 - Saliva ejector/HVE tip
 - Drinking cup
 - Prophylaxis angle
 - Air/water syringe tip
 - Fluoride trays
 - Patient napkins
 - All plastic barriers

Other Infection Control Techniques

- **Radiography Asepsis**

- Prepare the area before bringing the patient into the radiography room; use standard aseptic and barrier techniques to prepare the tube-head, cone, chair arms, control panel, chair, and work areas such as countertops. Barriers should be placed on the dental chair, x-ray tube head, controls, computer keyboard and mouse.
- Patient charts and forms will be kept away from the treatment area to prevent contamination.
- The tray setup for the patient will include the appropriate number and type of Scan-X plates or Schick digital radiography sensors, and sterilized x-ray equipment. The tray will be covered until used.
- Scan-X plates are placed in the appropriate barrier and sealed to protect from moisture.
- After exposure of the plate, a fellow student or instructor will remove the plate from the contaminated barrier envelope and place it blue side down in the transfer box.
- Digital radiography sensors will be disinfected with Cavicide wipes before use. The sensor will be covered with a plastic barrier during use, and disinfected after removal of the barrier. When using the digital radiography system, the computer keyboard and mouse must be covered with barriers.
- Disinfect radiography area according to established guidelines
- XCP instruments will be autoclaved.

- **Laboratory Asepsis**

- Impressions and Study Models:
 - Students will use disposable or autoclavable impression trays
 - Patients will rinse with an antiseptic mouth rinse prior to inserting the impression trays
 - Rinse all impressions and wax bite registrations thoroughly with cool water to remove blood and/or saliva
 - Disinfect: spray with Cavicide; cover with disinfectant soaked paper towel and seal in plastic bag for 10 minutes prior to pouring

I. MONITORING STERILIZATION AND INFECTION CONTROL

The clinical faculty will be responsible for monitoring and assuring compliance of this infection control plan within their respective sections on a daily basis. There can be no exceptions to these policies. A 30-day period will be allowed for those engaged in patient care to become familiar with and comply with regulations. Thereafter, continued patient care privileges will be contingent upon compliance.

At the end of each clinic session, the clinical safety supervisor will monitor infection control procedures.

J. MISCELLANEOUS INFECTION CONTROL INFORMATION

- Never return anything to the bracket table that has fallen on the floor or the patient.
- Do not allow patients to handle instruments from the bracket table, top of the mobile cart, or instrument tray.
- Never place non-sterile items such as hand mirrors, pens, audio-visual aids, etc. on the bracket table.
- Personal items such as purses and books are not allowed in the cubicle.
- Open all sterile packages in the presence of the patient, including the hand piece.

- Set out all the necessary instruments and supplies for your first procedure. All disposable supplies are to be dispensed prior to patient treatment and discarded at the end of the appointment.

K. HOUSEKEEPING

- The window sills and operatory ledges will be cleaned daily. Operatory ledges will not be used as storage areas.
- The cubicle walls will be scrubbed clean approximately every 6 months or when visibly soiled. This task will be completed routinely when the clinic is opened at the beginning of each semester.
- At the beginning of the semester, the operatories, x-ray units, supply room, common areas, and reception area will be thoroughly cleaned, disinfected, and restocked.
- Non-infectious departmental trash will be emptied daily by the custodians.
- Departmental restrooms will be routinely cleaned by the custodians.
- The clinic floor will be mopped by the custodians as warranted.

L. DEPARTMENTAL RISK LEVELS

High Risk

Faculty Members

The clinical faculty are considered to be at a high-risk of contracting a blood borne virus (i.e., HBV and HIV) due to their exposure to blood, saliva, gingival fluids and mucous membranes as well as their potential contact with aerosols.

Students

The dental hygiene students are classified at a high-risk level due to their knowledge level, as well as their exposure to blood, saliva, gingival fluids, mucous membranes and aerosols.

Moderate Risk

Dental Equipment Technician/Clinic Safety Supervisor

The Dental Equipment Technician is at moderate risk of being exposed to bloodborne pathogens through contact with contaminated equipment, and pre-cleansed, wrapped instruments.

Low Risk

Custodians

On a day to day basis, the custodians are at low risk of being exposed to blood since the infectious waste generated within the department is separated from the non-infectious waste. The custodians will not be exposed to the infectious waste as they will only be required to collect the non-infectious waste from the trash receptacles on the clinic floor. The custodians will wear gloves when emptying the clinic floor trash.

Student Workers

The student workers have no exposure to blood, mucous membranes, body fluids or aerosols.

Section 2

HAZARD CONTROL POLICIES

- A. Material Safety Data Sheets File
- B. Eye Wash Stations
- C. Infectious Waste Disposal
- D. Blood Spills and Other OPIMs
- E. Protocol for Handling Sharps
- F. Immunizations
- G. Actions to Take in the Event of Occupational Exposure at the ETSU Clinic
- H. Actions to Take in the Event of Occupational Exposure at an Offsite Facility
- I. ETSU Illness/Injury Report

Section 2

Hazard Control Policies

The intent of the Dental Hygiene Program is to provide a safe and healthy working environment for all employees, students, and patients.

All faculty and staff must attend/review an annual educational program that reviews the risks present in the dental environment and the measures available to control these risks. Verification of attendance is required. All students must complete the Occupational Safety course during their first semester in the dental hygiene program.

A. MATERIAL SAFETY DATA SHEETS FILE

- Material Safety Data Sheets (MSDS) are located in the supply cabinet in a designated notebook

B. EYE WASH STATIONS

Clinic (at Common Area #2)
Laboratory

C. INFECTIOUS WASTE DISPOSAL

Infectious Waste

- During the appointment, contaminated gauze or cotton rolls will be placed in a plastic cup on the bracket table. Care should be taken to avoid gauze saturation. Saturated gauze will be placed in the red biohazard bag found in each operatory and then placed in the biohazard container in the sterilization/processing cubicle.

Non-Infectious Waste

- Non-infectious waste will be placed in the operatory waste receptacle. Following treatment, the operatory waste should be emptied into one large waste receptacle located on the clinic floor. The large can will be emptied daily by a gloved custodian.

D. BLOOD SPILLS & OTHER OPIM'S

Blood spills and other OPIM's will be cleaned by clinical faculty as follows:

- Fluid-resistant clothing, mask, utility gloves and glasses will be worn by persons cleaning the spill.
- The spill will be decontaminated for 10 minutes with an EPA approved chemical germicide, cleaned up with disposable paper towels, and decontaminated again with a chemical germicide.

The faculty, staff and/or students performing any non-routine tasks will evaluate the risk of contacting blood or body fluids during the task, and don the personal protective equipment necessary to prevent an occupational exposure.

E. PROTOCOL FOR HANDLING SHARPS

Work-practice controls for needles and other sharps include placing used disposable syringes and needles, scalpel blades and other sharp items in appropriate **puncture-resistant containers** located as close as feasible to where the items were used. Used needles should never be recapped or otherwise manipulated by using both hands or any other technique that involves directing the point of the needle toward any part of the body. A one-handed scoop technique, a mechanical device designed for holding the needle cap to facilitate one-handed recapping, or an engineered sharps injury protection device (e.g., needles with re-sheathing mechanisms) should be employed for recapping needles between uses and before disposal. Dental health care providers should never bend or break needles before disposal because the practice requires unnecessary manipulation. Before attempting to remove needles from non-disposable aspirating syringes, they should be recapped to prevent injury. Passing a syringe with an unsheathed needle should also be avoided because of the potential for injury.

Immediately, or as soon as feasible after use, contaminated sharps must be disposed of in sharps containers. Containers provided for this purpose are closable, puncture-resistant, leakproof on sides and bottom and marked with the biohazard label or color-coded red.

Protocol:

- Sharps containers are located in each operatory under the sink
- A large sharps container is also located in the cabinet in the processing cubicle
- Sharps containers should be considered full when $\frac{3}{4}$ full to prevent overfilling. Alert the appropriate clinic coordinator when sharps containers are full.

F. IMMUNIZATIONS

- All dental hygiene students, faculty and staff who are at risk of coming into contact with blood or other infectious materials are required to be vaccinated for Hepatitis B, if they are not already immune. The department will provide the immunization for their employees; however, students will be responsible for the payment for their vaccination. A record of each employee's hepatitis B vaccination will be kept in the personnel records. Employees or students refusing to be vaccinated will sign an "Informed Refusal for Hepatitis B Vaccination Form" which will be kept in their confidential file.

G. ACTIONS TO TAKE IN THE EVENT OF OCCUPATIONAL EXPOSURE AT THE ETSU CLINIC

1. After an occupational blood exposure, first aid should be administered as necessary. Puncture wounds and other injuries to the skin should be washed with soap and water; mucous membranes should be flushed with water. The eye-wash stations can be used for this.
2. Report the incident immediately to the appropriate clinic coordinator.
3. Following a mucous membrane, percutaneous or cutaneous exposure to blood or body fluids, the program director or appropriate clinic coordinator will notify the source patient of the incident and inform the patient of protocol for testing.
4. The patient and the exposed individual will be serologically tested as soon as possible after the exposure. ETSU Family Medicine Associates (917 W. Walnut St., Johnson City,

- TN 37604, 439-6464) will perform the serological tests for student clinicians, faculty, and patients.
5. The exposed individual should report and seek a medical evaluation for any acute febrile illness (characterized by fever, rash or lymphadenopathy) that occurs within 12 weeks following the exposure.
 6. Seronegative individuals should be retested 6 weeks post-exposure and on a periodic basis thereafter (e.g., 6 weeks, 12 weeks and 6 months after exposure).
 7. If the source patient cannot be identified, the decision regarding proper follow-up care will be individualized.
 8. The same procedures will be followed in the event that the patient is exposed to the blood or body fluids of the health-care worker.
 9. Obtain an “OSHA Form No. 101” and “Exposure Incident Report” from clinic coordinator or clinical faculty. These forms are located in the red Exposure Control Plan notebook located in the supply room.
 10. Complete the “OSHA Form No. 101” and “Exposure Incident Report”. Document the source patient information. Also document the date and time of exposure, circumstances surrounding the incident, the route of exposure, other engineering controls, work practices, and personal protective equipment used at the time of the exposure, and details of the exposed person.
 11. Obtain consent from the exposed individual for post-exposure medical evaluation. Complete the “Consent or Declination of Post-exposure Medical Evaluation” form. ETSU must document consent or declination of the post-exposure follow-up that was recommended. Even if the individual refuses baseline testing, counseling and evaluation of reported illnesses is required.
 12. The completed forms should be taken to ETSU Family Medicine Associates and then returned to the appropriate ETSU dental hygiene clinic coordinator.
 13. The originals of all forms will be placed in the exposed individual’s confidential medical file.

Hepatitis B

Since all students, faculty and staff involved in patient care have been immunized against Hepatitis B, the treatment following a percutaneous exposure to blood will be dependent on the source of exposure and on whether the vaccinated person has developed anti-HB's following vaccination. All providers -- including those with adequate vaccine protection -- should immediately report blood or body fluid exposures.

No post-exposure management is needed for providers who have been completely vaccinated and have adequate antibody levels.

- The recommendations of the Centers for Disease Control and Prevention Advisory Committee on Immunization Practice (December, 2013) will be followed.

H. ACTIONS TO TAKE IN THE EVENT OF OCCUPATIONAL EXPOSURE AT AN OFFSITE FACILITY

- When exposure occurs, immediately report incident to the supervising faculty.
- Follow site-specific protocols which have been outlined by each facility.
- Upon returning to the ETSU clinic, obtain postexposure forms from appropriate clinic coordinator and complete.

EXPOSURE INCIDENT REPORT

(Routes and Circumstances of Exposure Incident)

Please Print

Name _____ Date _____

Date of Birth _____ E# _____

Telephone (Business) _____ (Home) _____

Job Title _____

Date of Exposure _____ Time of Exposure _____ AM _____ PM _____

Hepatitis B Vaccination Status _____

Location and department where incident occurred _____

Describe what job duties you were performing when the exposure incident occurred

Describe the circumstances under which the exposure incident occurred (what happened that resulted in the incident) _____

What body fluid(s) were you exposed to? _____

What was the route of exposure (e.g., mucosal contact, contact with nonintact skin, percutaneous)?

Describe any personal protective equipment in use at time of exposure incident

Did PPE fail? _____ If yes, how? _____

Identification of source individual(s)(names) _____

Other pertinent information _____

Cc: Human Resources Box 70564
Environmental Health & Safety Box 70653

East Tennessee State University
OSHA Form No. 101
SUPPLEMENTARY RECORD OF OCCUPATIONAL INJURIES AND ILLNESSES

EMPLOYER

1. Name: EAST TENNESSEE STATE UNIVERSITY 33272
2. Mailing Address: Human Resources, Box 70564, Johnson City, Tennessee, 37614
3. Location, if different from mail address: _____

INJURED OR ILL EMPLOYEE

4. Name _____ Social Security No. _____
(First) (Middle) (Last)
5. Home address _____
(No. and street) (City or town) (State) (Zip Code)
6. Age _____ 7. Sex: Male _____ Female _____ (Check one) 8. Home Phone: _____
9. Occupation _____
(Enter regular job title, not the specific activity being performed at the time of injury.)
10. Department _____
(Enter name of department or division in which the injured person is regularly employed, even though they may have been temporarily working in another department at the time of injury.)

THE ACCIDENT OR EXPOSURE TO OCCUPATIONAL ILLNESS

11. Place of accident or exposure _____
(No. and street) (City or town) (State)
If accident or exposure occurred on employer's premises, give address of plant or establishment in which it occurred. Do not indicate department or division within the plant or establishment. If accident occurred outside employer's premises at an identifiable address, give that address. If it occurred on a public highway or at any other place which cannot be identified by number and street, please provide place references locating the place of injury as accurately as possible. State weather conditions: _____

12. Was place of accident or exposure on employer's premises? _____ (Yes or No)
13. What was the employee doing when injured? _____
(Be specific. If employee was using tools or equipment or handling material, name them and tell what employee was doing with them.)

14. How did the accident occur? _____
(Describe fully the events which resulted in the injury or occupational illness.
Tell what happened and how it happened. Name any objects or substances involved and tell how they were involved.
Give full details on all factors which led or contributed to the accident. Use separate sheet for additional space.)

OCCUPATIONAL INJURY OR OCCUPATIONAL ILLNESS

15. Describe the injury or illness in detail and indicate the part of body affected. _____
(i.e.: amputation
of right index finger at second joint; fracture of ribs; lead poisoning; dermatitis of left hand, etc.)

16. Name the object or substance which directly injured the employee. (For example, the machine or object employee struck against or was stuck by; the vapor or poison inhaled or swallowed; the chemical or radiation which irritated the skin; or in cases of strains, hernias, etc., the object being lifted, pulled, etc.)

17. Date of injury or initial diagnosis of occupational illness _____
(Date) (Time)
18. Did employee die? _____ (Yes or No)
19. Name and address of physician _____
20. If hospitalized, name and address of hospital _____
Date of report _____ Prepared by _____ Position _____
Employee Signature _____

NUMBER OF WORK DAYS MISSED _____
NAME & ADDRESS OF WITNESS(S): _____

Consent or Declination of Postexposure Medical Evaluation

Department Of Dental Hygiene
Protocol for Post-Exposure Potential HIV (AIDS) Virus

To be Completed by Clinic Coordinator

Name: _____ SSN: _____ - _____ - _____

Address: _____

Student: _____ Faculty: _____

All employees or students exposed to potentially HIV contaminated materials will seek immediate evaluation of the incident through their Clinic Coordinator .

Reporting Date: _____ Exposure Date: _____

Dental Hygiene Clinic/Other site: _____

Statement of Exposure/Circumstances: _____

Patient and/or Source of Infective Material: _____

Name

Address

Patient known to be HIV infected: Yes _____ No _____

I have been informed and advised to pursue HIV testing immediately and a follow up test at six weeks, 12 weeks, and six months post exposure . I am aware that if I choose to wait for HIV serologic testing, a blood sample may be drawn and preserved for 90 days and I may then request for a sample testing. I understand that this service is available from at no charge.

STUDENT/FACULTY SIGNATURE

CLINIC COORDINATOR

DATE

DATE

Consent or Declination of Postexposure Medical Evaluation

Department Of Dental Hygiene
Protocol for Post-Exposure Potential HIV (AIDS) Virus

To be Completed by Clinic Coordinator

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STUDENT/FACULTY SIGNATURE

CLINIC COORDINATOR

DATE

DATE



EAST TENNESSEE STATE UNIVERSITY

Illness/Injury Report Form

1. ETSU colleges and departments are required to complete this form for incidents (i.e. minor injuries involving first aid, near miss events, etc.) involving employees, students and guests when Public Safety is not called. The report must then be faxed to Public Safety (423-439-5805) within 24 hours of the event.
2. Public Safety is required to scan all the completed forms and send to listserv: injuryreports@listserv.etsu.edu
3. Employees who have received a work-related illness or injury must contact Corvel (State of Tennessee Workers' Compensation Program) at (866) 245-8588 with their immediate Supervisor prior to seeking medical treatment unless the illness/injury is life-threatening. For more information regarding Worker's Compensation, please contact Human Resources or click the link <http://www.etsu.edu/safety/occupational/accidents.php> **Person Injured**

Name of person injured: _____ Today's Date: _____ Time of report: _____
_____ AM/PM

Employee ☐ Student ☐ Guest ☐ Volunteer ☐ E#: _____

Male ☐ Female ☐
Phone Number: _____ Date of Birth: _____
☐ Indian ☐ Other ☐

Race: White ☐ Black ☐ Asian ☐ American Indian/Alaska Native ☐

Full Address (CITY, STATE, ZIP):

Date of Injury/Incident: _____ Time of Injury/Incident: _____ AM/PM

Was injured person transported to the Emergency Room? YES/NO BY EMS YES/NO

Full address (City, State, Zip) of incident (Room #, Building, Floor, etc.). Take photos if necessary:

Weather conditions (if outside):

Lighting conditions:

Footwear of injured:

Alcohol use involved: YES/NO

Illegal drug use involved: YES/NO

Witness Information

Name of witness: _____ E#: _____

Employee ☐ Student ☐ Guest ☐ Volunteer ☐

Phone: _____ Male ☐ Female ☐

Race: White ☐ Black ☐ Asian American ☐ Indian/Alaska Native ☐ Other

Person Reporting Information

☐ Same as person injured:

Name of person reporting: _____ Today's Date: _____ Time of report: _____
_____ AM/PM

Employee ☐ Student ☐ Guest ☐ Volunteer ☐ E#:

Phone Number: _____ Date of Birth: _____ Male ☐ Female ☐

Race: White ☐ Black ☐ Asian ☐ American Indian/Alaska Native ☐ Other ☐

Full Address (CITY, STATE, ZIP):

Narrative

Summary of how the incident occurred:

What was the injury or illness? *Explain what body part was affected and how it was affected.* Be specific:

Circle the affected area:



What was the victim doing just prior to the incident? *Describe the activity:* _____

Other Comments:

ETSU employee completing this incident report:

Name: _____ Signature: _____

E#: _____ Email: _____ Phone: _____ Date: _____

Section 3

CLINIC AND LABORATORY POLICIES

- A. Clinic and Laboratory Policies
- B. Clinic Fees
- C. Responsibilities of the Student Hygienist
- D. Responsibilities of the Clinic Receptionist
- E. Responsibilities of the Clinic Assistant
- F. Auxiliary Clinical Rotations
- G. Clinical Misconduct

Section 3

Clinic & Laboratory Policies

A. CLINIC AND LABORATORY POLICIES

The following guidelines apply to all clinical personnel, including students, faculty and staff, who may come into contact with blood, OPIM's and body tissues.

Uniforms

- All students (male and female) will wear scrubs that are specified by the clinic coordinator.
- Uniform must be clean and wrinkle free
- Students will wear lab gowns over their scrubs during patient therapy. If needed for warmth, a plain t-shirt or turtleneck may be worn under the scrub top. Sweatshirts, heavy sweaters, etc. are not allowed on top of scrubs.
- Laundering of scrubs and lab gowns are the responsibility of the student. Scrubs must be washed separately from street clothes and are to be kept clean and neatly pressed.

Footwear

- Shoes must be close-toed with no holes or openings and puncture resistant.
- Shoes must be white or neutral-colored. Socks must be white.
- Shoes and socks must be clean and neat in appearance

Hair

- Scrub cap will be worn and must cover hair completely
- Facial hair must be neatly trimmed and not interfere with proper placement of the mask.

Other guidelines

- Fingernails must be clean, short, and smoothly trimmed and should not be visible from the palm side; no polish or artificial nails
- Jewelry is prohibited in the clinic, reception area, radiology, etc.
- Personal hygiene: as contact with patients in the clinic is close, antiperspirants/deodorants must be worn; shower daily
- No perfume or cologne
- Make-up may be worn in moderation and appropriate for a clinical setting
- No smoking in uniforms. ETSU is a tobacco-free campus!
- Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are strictly prohibited in treatment areas, sterilization areas, laboratory areas, or waste storage areas.
- Chewing gum and smoking are not permitted during clinic, including the break between patients
- Students must wear proper clinic attire at any time they visit the clinic floor.

Dress Code for Laboratory

- For all laboratory sessions, students will wear uniforms
- Clinic guidelines for PPE, hair, nails, jewelry, and makeup apply

Conduct

- Speak in a normal tone of voice on the clinic floor. Also, refrain from speaking loudly across cubicles.

- Do not congregate in areas on the clinic floor. If you do not have a patient, find someone to assist.
- Students are not to receive any personal phone calls during clinic unless there is an emergency. The phone at the front reception desk may be used to contact patients.
- Students are not allowed in the executive aide's office.
- In the event of a problem or any misunderstanding, please see the instructor involved. If the problem cannot be resolved, consult the Clinic Coordinator.
- Exhibit professional etiquette by:
 - Introducing yourself to the patient and the patient to the instructor. For example, "Mr. Jones I'd like you to meet my instructor Dr. Faust"
 - Explaining to the patient the need for each service and the procedure involved

Clinic Hours

- Students must be set up and ready to seat patients AT THE BEGINNING of each clinic session. Allow sufficient time by arriving at least 30 minutes prior to the clinic session.
- The clinic grade will be reduced by 5 points if the student is not prepared to seat the patient at the beginning of the clinic session
- Patients shall not be seated in the clinic until an instructor is present.
- Students are to schedule patients for ALL clinic sessions, even if clinic requirements are complete.
- Patients are to be treated during scheduled clinic time only. This includes ANY dental hygiene care.
- No children are allowed in the reception or clinic areas unattended.
- Broken Appointments:
 - The student should wait for 15 minutes for the late arrival of a scheduled patient. After that time period, the student should make every effort to obtain another patient for the clinic session.
 - Attendance is required for the entire clinic session. If it is impossible to schedule a patient to fill the broken appointment, the student will use the clinic time to assist other students.
 - Write the date and the details of the broken or cancelled appointment in the treatment record and have signed by clinical faculty

Clinic Attendance

- Clinic attendance is MANDATORY. Dental hygienists have a professional obligation to provide patients with prompt, quality care. The clinic grade will be reduced by 5 points for each unexcused absence, tardiness, or failure to remain until the end of the clinic session. Please note that attendance means being in the clinic on time, regardless of whether the student has a patient scheduled. Students must be available to help classmates.
- Attendance is required at ALL clinic sessions. Absences will be excused only in cases of illness or emergencies. Written documentation is required prior to the student returning to clinic (doctor excuse, etc.). Five points will be deducted from the final clinic grade for each unexcused absence. If the student is unable to attend clinic, he/she must call or email the clinic coordinator by 8:00 a.m. It is the student's responsibility to contact their patients to cancel their appointments.
- All clinical practice hours shall be recorded and verified by the Clinical Coordinator. In the event of absence due to illness or other excused circumstances, any missed clinical practice hours must be rescheduled and completed by the end of the semester in order to fulfill program requirements. If a patient cancels or fails to appear for a scheduled appointment, it is the responsibility of the student to recruit a replacement patient either from the campus community

or from established call lists. In certain cases, patients scheduled for initial assessments may be reserved for a cleaning that same day, thereby fulfilling the direct patient care requirement. Should a student be unable to secure a patient, the missed clinic session must be made up in coordination with the Clinical Coordinator and Supervising Dentist during the final week of classes.

- Personal business is not to be attended to during clinic hours. This includes personal phone calls or visitors.

Clinic Attendance at Off-Site Clinics

- Attendance at off-site clinics is also mandatory, and the above policies apply.
- Student is responsible to arrange their own travel to clinical sites.
- If the student is unable to attend an off-site clinic session, the student should contact the clinic coordinator and the off-site clinic.
- Note: In the event of inclement weather, each off-site clinic operates on the schedule of the public school systems in each respective city.

Completing Patients

- All clinic patients must be completed. Students may share patients for competency purposes, but the hygienist of record will have the responsibility of confirming that the patient has completed therapy. Any patient who indicates that they cannot return must be referred to the clinic coordinator. The clinic grade will be dropped by one letter grade for each patient that has not completed therapy.

Completion of Clinic Requirements

- For Pre-Clinic Lab and Clinical Practice I, II, & III, clinic requirements for each semester should be completed by the last clinic day of each semester. Students who do not complete the requirements within the time limits of the semester will receive a “0” for each incomplete requirement. These incomplete requirements must be completed during the first two weeks (6 cleaning/radiography days; dependent on unmet requirements) of the next semester, or the clinic grade will be changed to an “F”. Student progress will be monitored at each clinical evaluation to ensure that students are progressing through the clinical requirements. Students should present a plan at each clinical evaluation for completing requirements during the time limits of the semester.
- For Clinical Practice IV (the final clinical course), incomplete clinical requirements will result in a grade of “incomplete”. The student must complete the requirements during the following summer semester. The student will then receive a grade for clinical practice IV.

Infection Control Monitoring

- Infection control will be monitored daily by clinical faculty and the clinic coordinator. Any violation of infection control policies will result in a reduction of the clinic grade. Point values are listed on clinic violation sheets. Three infection control violations will result in suspension from clinic until the student receives remediation and completes the infection control competency to 80%.
- Clinic violations (as listed on violation forms, or at the discretion of clinical faculty) will result in point deductions from the final clinic grade.
- Students must observe clinical policies whenever present in the clinic. If violations are received during lab time, the points will be deducted from the clinic grade.

Recare Policy

- Upon completion of each patient, the student should make a recommendation for the patient’s next treatment based on their oral health condition. The student will inform the patient when they are due to return to the clinic and document appropriately in the treatment record.

Periodontal Probing Policy

- Periodontal probing shall be performed on all patients during assessment at each recare appointment. Probing depths of 4 mm and higher are recorded in red, probing depths of 3mm or less are recorded in blue. Bleeding points are circled in red.
- Periodontal evaluation will include recording of: gingival margin, mobility, furcation involvement, open contacts, abrasion/abfraction, attrition, food impaction, etc.
- Periodontal probing on children will begin when the child has a full permanent dentition. PSR is performed on younger children.
- So as not to disrupt the healing process, students should avoid probing dental implants placed within 6 months. Students may probe and scale implants under direct faculty supervision. If there are signs of gingival inflammation or radiographic bone loss around a dental implant, the patient will be referred to their specialist.

Periodontal Debridement Policy

- Periodontal debridement includes the complete removal of all plaque and calculus. The patient should be completely plaque and calculus free at the final debridement check prior to dismissal.
- During Clinic I: patients are to be checked by an instructor after scaling, and again after polishing. In subsequent clinics, A and B patients should be scaled, polished, and flossed prior to instructor check.
- C patients are to be checked by an instructor after each quadrant is scaled. C patients should also be polished, and flossed prior to final instructor check.

Cosmetic Stain Removal Policy

- The decision to polish a patient's teeth will be based on the patient's individual needs. When polishing is indicated, the choice of the appropriate cleaning or polishing agent, is to be selective. If a cleaning agent will not remove the stain, the least abrasive polishing agent should be applied.
- Some patients may request full mouth coronal polishing. In this situation, students may polish using a cleaning agent, such as toothpaste.

Oral Hygiene Plan and Treatment Plan

- Every patient will have a signed Oral Hygiene Plan and Treatment Plan completed at each recare visit. Failure to complete will result in a loss of points from the clinic grade. The Oral Hygiene Plan/Treatment Plan must be signed by the patient and faculty before treatment is provided.

Patient Hygiene Performance (PHP) (Wilkins)

- At each appointment, the PHP score will be recorded on the Oral Hygiene Plan form.
- Purpose: to assess the extent of plaque and debris over a tooth surface. Debris is defined for the PHP as the soft foreign material consisting of bacterial plaque, materia alba, and food debris that is loosely attached to tooth surfaces.
- Selection of Teeth and Surfaces
 - Teeth Examined

| | |
|----------------------------|-----------------------------|
| Maxillary | Mandibular |
| No. 3 Right first molar | No. 19 Left first molar |
| No. 8 Left central incisor | No. 24 Left central incisor |
| No. 14 Left first molar | No. 30 Right first molar |

- Substitutions: When a first molar is missing, is less than three-fourths erupted, has a full crown, or is broken down, the second molar is used. The third molar is used when the second molar is missing. The adjacent central incisor is used for a missing incisor.
- Surface: The facial surfaces of incisors and maxillary molars and the lingual surfaces of mandibular molars are examined.
- Procedure:
 - Apply disclosing solution with cotton tipped applicator and rinse.
 - Examine tooth surfaces using a mouth mirror.
 - Each tooth surface to be evaluated is subdivided (mentally) into five sections as follows:
 - Vertically: Three divisions—mesial, middle, and distal
 - Horizontally: The middle third is subdivided into gingival, middle, and occlusal or incisal thirds
 - Each of the five subdivisions is scored for the presence of stained debris as follows:
 - 0 = No debris (or questionable)
 - 1 = Debris definitely present
- Scoring
 - Debris score for Individual Tooth: Add the score for each of the five subdivisions. The scores range from 0 to 5.
 - PHP for the Individual: Total the score for the individual teeth and divide by the number of teeth examined. The PHP ranges from 0 to 5.
 - Suggested Range of Scores for Evaluation:

| <u>Rating</u> | <u>Scores</u> |
|---------------|---------------|
| Excellent | 0 (no debris) |
| Good | 0.1-1.7 |
| Fair | 1.8-3.4 |
| Poor | 3.5-5.0 |

Referral

- Every patient will receive a referral to a dentist. Our services are not a substitute for examination by a dentist. Referrals should be given at the initial screening appointment and at the recare appointment, following polishing and fluoride. Referrals must be signed by the student hygienist and the dental hygiene instructor.
- Patients can request an examination by the ETSU dental hygiene clinic supervising dentist for an additional fee. The supervising dentist will examine the patient, if he/she is available.

Screening

- A screening program has been developed to assist the students in securing an adequate distribution of patient case levels. Students work in pairs alternating as operator and data recorder.
- All new patients to the ETSU dental hygiene clinic must have a screening appointment that includes: radiographs, medical history, vital signs, intra/extraoral examination, dental charting, and periodontal evaluation.
- At the completion of the screening appointment, the patient will be classified.
- Each patient is assigned to a student hygienist by the clinic coordinator and will be contacted for a cleaning appointment by the student hygienist.
- When assigned to screening, students are to set up in the assigned screening operatories.
- Screening is designed to ensure students have an equal distribution of caseloads. The clinic coordinator is responsible for the assignment of screening patients to students. In the event a patient is assigned to a student who is unable to fulfill patient therapy, the student should

immediately return the screening form to the clinic coordinator for reassignment. Students may not give patients to other students without the approval of the clinic coordinator.

- Professionalism violations will be given if a student screens a patient and does not turn in the appropriate screening form to the clinic coordinator. The clinic coordinator reserves the right to deny credit for therapy administered to patients who should have been assigned through the screening process.
- Screening students are to set up in the operatories designated for screening only.

Radiographs

- All patients should have appropriate radiographs. All screening patients will be assessed by clinical faculty to determine the need for radiographs. Please see Section 5 for information on prescribing radiographs.

Local Anesthesia

- If a patient requires local anesthesia, the student should notify the supervising dentist in advance. Each patient must complete the “Informed Consent for Local Anesthesia” form. Local anesthesia will be administered by clinical faculty or supervising DDS during Clinics I & II, and by dental hygiene students during Clinic III and IV.
- In the state of Tennessee, a licensed dental hygienist must obtain certification to administer local anesthesia before he/she can administer local anesthesia on any patient. Dental hygienists can only administer local anesthesia under the direct supervision of a licensed dentist who (1) examines the patient before prescribing the procedures to be performed, (2) is physically present at the same office location when the local anesthesia is administered, (3) designates a patient of record upon whom the procedures are to be performed and describes the procedure to be performed, and (4) examines the patient upon completion of the procedures. (Rules of Tennessee Board of Dentistry-Revised December 2007)
- Faculty will consult with the supervising dentist regarding the patient’s medical history prior to administration of local anesthesia.
- Following the administration of local anesthesia, the following information must be documented in the treatment record:
 1. date and time of administration
 2. identity of individual administering
 3. type of anesthesia administered
 4. dosage/amount administered
 5. location/site of administration
 6. any adverse reaction (if no adverse reaction occurs; state that no adverse reaction occurred). (Rules of Tennessee Board of Dentistry-Revised December, 2007).

Remedial Clinic

- Since the faculty of the dental hygiene program wants each student to be the best that they can be, a remedial clinic session may be offered for students identified by instructors as needing additional practice experience. Students may also request a remedial clinic session. Refer to section 9 in the clinic manual for the policy.

Messages

- General information is distributed to the students in their mailboxes, which are located in the clinic. Students should check their mailboxes daily for messages from patients and from the clinic coordinator.
- Additionally, announcements will be posted on the clinic D2L site and sent via email.

Unit Repairs

- If clinical equipment is inoperable, record the following information and give to the Dental Equipment Technician.
 - Unit number
 - Description of malfunction
 - Date
 - NOTE: any broken equipment (cavitrons, handpieces, etc.) must be returned to the Dental Equipment Technician with an explanation of the malfunction.

Color Coded Light System

- Blue light: to notify the clinic assistant that you need supplies
- Red light: to notify an instructor that you need a check or require assistance

Instrument Replacement

- Instruments that break, are dropped or lost must be replaced. See the Dental Equipment Technician for instrument replacement.

Medical History Protocol

- New medical history forms are to be completed every 2 years, along with a new patient consent form
- Students are to review the medical history form, according to the procedure outlined in the preclinic “Medical History” learning experience form and must be verbally presented to the instructor.
- Medical history forms for patients who are mentally handicapped or under the age of 18 years must be signed by a parent or legal guardian.
- Medical history form must be signed by patient, student, and faculty before treatment may begin.
- No treatment shall be rendered until the instructor has approved and signed the patient’s medical history.

Tobacco Cessation Counseling Intervention Program

Scope

- Every patient will be evaluated for tobacco use
- Every patient who uses tobacco will receive a clear quit message and will be followed-up at each subsequent visit

Process

1. Reception Area: the patient will be given a Tobacco Use Survey along with the other intake forms (health history, consent form...)
2. DH student: review the tobacco use survey and decide
 - a) what stage of change they are in and
 - b) what type of assistance they have requested
3. DH Student: review health history then discuss the stage of change and the appropriate intervention with a faculty member

4. DH Student: proceed with the appropriate chair side intervention, utilizing the 5 A's (Ask, Advise, Assess, Assist, and Arrange) as presented in the Chair Side Intervention script – encouragement, appropriate pamphlets, teaching aids.

PAMPHLETS to GIVE OUT

Pre-contemplator:

*The Decision is Yours- ACS**

Contemplator:

*The Decision is Yours - ACS
Questions about Smoking,
Tobacco, and Health- ACS
State Quit Line number*

ADA

Preparation / Action:

*Set Yourself Free-ACS
State Quit Line number*

Non-smoker / True maintainer:

*Second-hand Smoke (Health
EDCO)*

Use smoking related dental health pamphlets as needed.

*Make note on the health history. Tobacco Cessation Chart Record: record frequency, amount and type, and what stage of change they are in.

*If they do not use tobacco – encourage them - GREAT choice! Give second-hand smoke resource materials if requested.

5. If the patient is ready to quit and wants help:

- a) Offer words of encouragement
- b) Make note on their Tobacco Cessation Chart Record that they are a smoker and what stage of change they are in.
- c) Follow the Chair Side Script for the appropriate stage
- d) Answer any questions to the best of your ability then move on to the exam
- e) Fill out the DH Tobacco Cessation Chart Record and place it in the patient's chart

6. For patients in the pre-contemplation state (not ready to quit), students will utilize the 5 R's (relevance, risks, rewards, roadblocks, and repetition)

* ACS - American Cancer Society

* ADA – American Dental Association

Follow-up Visits

Do not have the patient fill out another tobacco use survey if they have already filled one out.

*If the patient is a non-tobacco user or a long-term maintainer:

No additional intervention or survey is given.

*If the patient is a tobacco user:

1. Verbally ask if they have thought about their tobacco use after their last appointment – be sensitive, listen and adjust your response accordingly
2. If their stage of change is different than the last visit, proceed with the appropriate intervention, pamphlet, script
3. If they are ready to quit: – follow the steps already presented in the *Initial Visit* section. Fill out the DH Tobacco Cessation Chart Record (found in the patient's chart). Place back in patient's chart.
4. If the patient is not ready to quit, make a note in the treatment notes then move to the next step of patient care.

Remember...

Do not become discouraged if patients do not respond or make any change in behavior.

Patients know tobacco use is 'bad' but the hold nicotine has on them is strong. Many do not want to face withdrawal, change in life habits, loose friends who smoke and many other real issues they will have to face if they quit.

Tobacco users need empathy, truth - and a health care provider who is willing to provide both.

You will make a difference!

Tobacco Free Curriculum by Joan Davis, RDH, MS

Assessment Protocol

- Students will perform a thorough intra/extra oral examination, gingival inspection, dental chart, and periodontal evaluation of all patients at each recare appointment.
 - **Intra/Extraoral examination:**
 - Students are to complete the intra/extra oral examination, according to the procedure outlined in the preclinic "Intra/Extra Oral Examination" learning experience form.
 - Findings are to be recorded at the first appointment. Accurately record the condition of all structures, lesions, and anomalies on the oral exam sheet.
 - When describing lesions, note the size (measure with probe), color, location, consistency, clinical impression, duration, and pain association.
 - Check with the supervising dentist concerning any suspicious oral lesion. If recommended by the dentist, refer the patient to the appropriate specialist.
 - Inform the patient of any abnormal condition, even when it has been determined by the supervising dentist that the lesion does not require immediate referral. Tell the patient to consult a dentist/physician if the condition has not resolved in two weeks.
 - Perform an intra/extra oral exam at all recare visits and record any new findings and date on the oral exam form.
 - **Gingival inspection:**

- Students are to complete the gingival inspection, according to the procedure outlined in the preclinic “Gingival Inspection” learning experience form.
- The gingival inspection should be completed at the initial screening appointment and at each recare visit.
- **Dental Charting:**
 - Students are to complete the dental charting, according to the procedure outlined in the preclinic “Dental Charting” learning experience form.
 - The dental charting should be completed at the initial screening appointment and at each recare visit
- **Periodontal Evaluation:**
 - Students are to complete the periodontal evaluation, according to the procedure outlined in the preclinic “Periodontal Evaluation” learning experience form
 - The periodontal evaluation should be completed at the initial screening appointment and at each recare and re-evaluation visit.

Procedure for Requesting Faculty Check or Assistance

- Students are assigned to one instructor for each clinic session. The student is responsible for setting up in the appropriate clinic section with the assigned instructor. Students are to work with their assigned instructor throughout the entire clinic session.
- All assessment data must be checked by clinic faculty before the student may proceed with treatment
- Necessary paperwork must be completed and laid out in proper order
- The patient is to be properly positioned for the procedure
- The bracket tray and light are to be accessible for adjustment by faculty
- The bracket table is to be cleared of all sponges, floss, disclosing solution, etc.
- Clean sterile sponges must be available and accessible
- Instruments are to be in an orderly fashion for quick transfer to faculty upon request
- The mirror face is to be properly rinsed and dried
- Turn on call light when you are prepared for a faculty check or assistance
- When the faculty enters the operatory, use professional terminology: such as: tooth number, surface or line angle
- Introduce the patient to your faculty while the faculty is adjusting light and bracket tray
- Be prepared with clean mirror in hand to transfer it to the faculty. Pass dull instruments palm up
- Sharp instruments are to be passed palm down. Instruments are to be passed over the patient’s chest, not face to reduce the risk of patient injury
- Listen attentively and carefully to faculty feedback

B. CLINIC FEES

- The current fees for services provided by the Dental Hygiene Program will be provided at the beginning of each academic year. These fees are subject to change when mandated.
- Fees:
 - Oral prophylaxis and Periodontal Therapy \$20.00
 - Electronic Delivery of Radiographs \$25.00
 - Sealants \$15.00 each

C. RESPONSIBILITIES OF THE STUDENT HYGIENIST

Each student is individually responsible for fulfilling clinical requirements. The clinic coordinator is available to advise students on how to meet clinical requirements. The student's progress is monitored at each clinical evaluation by their assigned instructor.

Appointing Patients

- The Executive Aide is responsible for scheduling all appointments. Students will need to notify the Executive Aide if they would like to schedule their friends and family.
- The student receptionist is responsible for confirming all appointments 48 hours prior to the appointment. Students should request that patients give a 24-hour notice if any changes are needed to their appointment.
- The student hygienist is responsible for reviewing the patient's chart in advance of the appointment.
- At the completion of a patient appointment, the patient's chart should always be placed in the specified location. These charts are collected by the Executive Aide, and treatment provided is updated in the "patient database".
- All cancellations and no-shows will be entered in the patient's treatment record. If a patient has two no-shows, a dismissal letter will be mailed to the patient.

D. RESPONSIBILITIES OF THE CLINIC RECEPTIONIST

- Each student will be assigned as Clinic Receptionist several times during each semester.
- The overall goal of the assignment is to give the student experience in the management of business aspects of the practice of dental hygiene, including HIPAA, patient scheduling, and collection of fees. It also assures that the operation of the Dental Hygiene Clinic proceeds smoothly and efficiently.
- When assigned to clinic receptionist duty, the student should refer to the "Clinic Reception Duties" form (shown below).

CLINIC RECEPTION DUTIES

1. **Report to reception area 30 minutes prior to the beginning of clinic.** Being late will result in a zero for the day.
2. **Act as receptionist to greet all patients with a smile.** Be friendly, professional, and helpful. Ask the patient to sign in and ask if this is their first time at the clinic. If it is their first time, give them a clipboard with a medical history and patient consent form. Highlight their name on the appointment book to show that they have arrived.
3. When the patient has completed the paperwork, use the intercom to call for the hygienist by saying, Ms. Smith - your patient is ready. **This call should be made at the appropriate time – such as 8:15, 9:15, etc. Please do not call for patients to be taken back early.**
4. **Answer the phone by saying, ETSU Dental Hygiene Clinic.** If the caller wants to make an appointment...the first thing you should ask is if they have been to the clinic before and put them on hold for the Executive Aide to schedule the appointment.
5. Collect clinic fees when the patient is completed.

| | |
|----------------------------------------------------|-----------|
| Screening..... | No Charge |
| Cleaning | \$20 |
| Senior Citizens (55+) and ETSU Students: No Charge | |
| Electronic Delivery of Radiographs..... | \$25 |
| Sealants | \$15/each |
6. A receipt must be written for each patient seen in our clinic, if money is received or not. If a payment is received and change is required, the Executive Aide has a small amount of change if you need it. If you need to void a receipt, please write VOID on the receipt and place it in the money bag. Do not throw away the voided receipt.
7. After the patients have been seated:
 - a. Pull patient files from the names on the appointment book for the next clinic day.
 - b. Prepare files for new patients.
 - c. File patient files from the previous clinic day.
 - d. Confirm appointments for the next day. Mark appointment confirmed in EagleSoft.
8. Maintain the reception area in a clean and orderly fashion. Please check the waiting room to make sure magazines and newspapers are picked up.
9. You are not allowed to leave the reception area until every patient has left the clinic. Give the money bag to the Executive Aide and check with her to make sure everything has been completed.
10. Make sure magazines are straight, file cabinets are closed, desk straight, and please spray disinfecting spray over the chairs and general in the air.

Extra Notes Concerning Receptionist Duties, Appointment Book, Phone, etc.:

1. The door MUST remain closed at all times.
 2. We do not accept insurance.
 3. You will want to explain how difficult it is to find parking and ask the patient to allow extra time to find parking. If your patient gets a parking ticket, have the patient bring the ticket back into the office and we will validate the parking ticket, **as long as it was not in handicapped parking, loading zone, ROTC 24 Hour, Service Vehicles, or a fire lane.** If they bring you a ticket and it is a ticket we can validate, have them sign and date each ticket they have received. Many instances they may receive more than one ticket, so please make sure they sign and date each ticket and then place the ticket(s) in the money bag. **ETSU student tickets cannot be validated! ETSU students should not park in clinic parking!**
 4. **The reception area is not a place to gather and talk, THEREFORE, do not come into the reception area unless you are required to be in that area.**
 5. Please speak slowly and clearly when leaving messages for your patients, especially senior patients.
 6. The clinic only accepts cash or checks. No debit or credit cards are accepted.
 7. **No eating, drinking, or gum allowed during clinic hours.**
- **The office does not have a copier for student use.**
 - **Do not use the phone for personal long-distance calls.**

E. RESPONSIBILITIES OF THE CLINIC ASSISTANT

- Each student will be assigned as Clinic Assistant (CA) several times during each semester.
- The overall goal of the assignment is to give the student experience in the management of the clinical aspects of the practice of dental hygiene.
- To develop the student's skills in aseptic procedures including: sterilization, disinfection, and instrument cleaning and handling
- To maintain clinic equipment daily, weekly, and periodic maintenance procedures
- To demonstrate understanding of and practice all ETSU Infection Control Policies
- To assure that the operation of the Dental Hygiene Clinic proceeds smoothly and efficiently in order to facilitate optimum delivery of patient care
- To demonstrate working as a team member by assisting students and faculty as needed
- When assigned to clinic assistant duty, the student should refer to the "Clinic Assistant Duties and Responsibilities" form (shown below).

**EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF ALLIED HEALTH SCIENCES
DENTAL HYGIENE PROGRAM**

CLINIC ASSISTANT DUTIES AND RESPONSIBILITIES:

General CA Rules: The Clinic Assistant (CA) must remain in the clinic at all times. You must get permission from the appropriate Clinic Coordinator if you need to leave the clinic for any reason. Even if there is a “slow period” during clinic you are not allowed to “hang out” in the student lounge, the reception area, or X-Ray. You are not allowed to eat or drink or take a break during clinic. You must complete your CA duties before taking a break or leaving for the day. Failure to comply with any of these rules will result in an automatic critical incident violation.

THINGS TO DO BEFORE CLINIC SESSION BEGINS:

- ___ 1. Report to the appropriate clinic coordinator **30 MINUTES PRIOR** to the start of clinic. It is the responsibility of the Clinic Assistant (CA) to check-out instruments to each student prior to the start of clinic.

FAILURE TO DO SO WILL RESULT IN A CRITICAL INCIDENT VIOLATION!

- ___ 2. It is **mandatory** that the CA wear a laboratory gown! Do not remove your gown during clinic hours. Utility gloves, masks, and safety goggles should be worn as directed under the departmental infection control guidelines and/or as directed by the clinic coordinator. After handling contaminated objects/instruments, wash your hands and gloves with antimicrobial soap. Spray-wipe-spray utility gloves at the end of the clinic session. Please note that you should NEVER cross the threshold/door between the clinic and the main hallways with gloves on; doing so will result in an automatic infection control violation.
- ___ 3. Disinfect the counter tops of each common area, and the supply room with Cavicide (spray-wipe-spray).
- ___ 4. Cabinets will be unlocked for student access to instruments each day after CA reports to the appropriate clinic coordinator.
- ___ 5. Remain in the supply room checking out instruments and other requested equipment as needed by the students. **Record all equipment/instruments being used for clinic and make certain that each student's cubicle number (or other area) is recorded on the check-out sheet. Failure to do so will result in a professionalism violation.**
- ___ 6. Following instrument check-out, set up of the processing cubicle is as follows:
- a. Wearing utility gloves, mask, and safety glasses prepare ultrasonic bath:
 - In each ultrasonic unit, using sprayer, fill with warm water to the fill line (almost to capacity)
 - Add one and one half cups of liquid General Purpose Cleaner
 - b. Place IMS sterilization pouches on counter
 - c. Place a permanent marker and a pair of scissors on counter
 - d. Refill autoclavable tape dispensers as necessary

THINGS TO DO DURING CLINIC SESSION:

- ___ 7. Make certain that each cubicle is stocked with the following supplies:
 - a. One can of spray foam cleaner
 - b. One container Cavicide wipes/ spray bottle
 - c. Paper towel dispenser is full
 - d. Soap dispenser is full

- ___ 8. In common areas, restock the following items to capacity:
 - a. Blue safety sleeves
 - b. Large and small cups
 - c. Safety foam wipes
 - d. Thermometer covers
 - e. Ziploc bags
 - f. Disclosing solution
 - g. Patient napkins
 - h. Contents of all stainless-steel containers located on countertop
 - i. Masks and gloves (including the extra supply that we store inside the cabinets underneath the counter).

- ___ 9. It is the CA's responsibility to remain in the clinic at all times. The CA should walk through the clinic periodically and be available to assist any student that has their call light on.
NOTE: CAs ARE NOT ALLOWED TO CHART FOR OTHER STUDENTS!

- ___ 10. If dentures or partials need to be cleaned, **label a Ziploc bag with patient's name or the cubicle number**. Place appliance in bag, pouring enough Tartar/Stain remover to completely cover appliance and seal bag. (Tartar/Stain remover is located the left-hand cabinet in the processing cubicle.) Fill the small ultrasonic unit (located on the countertop in the processing cubicle) 2/3-3/4 full of tap water, place the bagged appliance in the ultrasonic unit and set the timer for 15 minutes. When timer sounds, remove appliance from bag and rinse thoroughly, making sure to handle with great care as dentures and partials are easily broken. While rinsing and handling the cleaned appliance be sure to wear CLEAN NITRILE GLOVES (this is the ONLY time you may wear the nitrile gloves while working in the processing cubicle). NEVER handle the appliance with contaminated utility gloves, as this appliance will go back into the patient's mouth. After appliance is thoroughly rinsed, wrap a moistened paper towel around the cleaned appliance, place it on another dry paper towel and return it to the cubicle where that patient is located.

- ___ 11. Sterilize and maintain an adequate supply of disposable clinic supplies, which are as follows:
 - a. 2" x 2" gauze
 - b. Cotton tipped applicators
 - c. Cotton rolls

- ___ 12. When collecting instruments from cubicles, be sure to record when instruments are checked-in at the end of the clinic session on the Instrument Check-out Sheet and initial.

- ___ 13. When collecting instruments, prepare them for autoclave sterilization as follows:
 - a. Place contaminated trays in the prepared ultrasonic bath (clip-side up) and set timer (located beneath cabinet) for 16 minutes.
 - b. IMS instrument trays must agitate in the ultrasonic units for a FULL 16 minutes.
 - c. Remove instruments when 16-minute cycle is complete; place in sink and rinse thoroughly with sprayer removing all soap residue.

- d. Allow cassettes and instruments to air dry or pat dry with paper towels if needed
- e. When trays and instruments are completely dry, wrap cassettes as you have been instructed, making sure to label autoclave tape with a permanent marker NEATLY, IN ALL CAPS with the student's last name and their cassette number. A list of all student names and their cassette numbers is conveniently located in the processing cubicle for your use.
- f. **Handpieces must be sterilized in the Statim autoclave AT THE END OF EACH CLINIC SESSION.** On a quarterly basis, all handpieces should be processed thru the assistina and then packaged in **paper** backed bags.
- g. Place all instruments in the contaminated instruments bin. When instruments are ready for sterilization, begin loading of the autoclaves.

- ___ 14. Approximately thirty minutes prior to the end of the clinic appointment take the fluoride cart to each cubicle and ask each student if and/or what type of fluoride they will need for their patient. Leave the requested fluoride type in appropriate tray size on a clean paper towel, as well as prophylaxis paste, if required. **BE SURE TO WASH YOUR HANDS BEFORE HANDLING FLUORIDE TRAYS!**
- ___ 15. Disinfect the counter tops of each common area, the processing cubicle, and the supply room (spray-wipe-spray). Restock items in common area.
- ___ 16. Empty the trash beneath each sink in the common areas at the end of the day.
- ___ 17. Using Cavicide, wipe each handpiece motor ("shorty" motor) that is returned at the end of the day, disassemble, process through the assistina, bag each part separately, mark for sealant use, and autoclave.

THINGS TO DO AT THE END OF THE DAY:

- ___ 18. Remain in the clinic until all areas are cleaned and stocked. All instruments should be checked in, processed through the ultrasonic, bagged, and ready for sterilization.
- ___ 19. Prepare the suction line disinfectant daily by diluting the solution in water according to the manufacturer's instructions. All students are responsible for suctioning both the standard and high evacuation suction lines in the operatory they used for the day. The CA is responsible for suctioning those cubicles that are not occupied by a student.
- ___ 20. Drain ultrasonic units and rinse thoroughly with hot water making sure all soap and residue is rinsed away.
- ___ 21. Neatly organize fluoride cart and supply cart and return both to the supply room.
- ___ 22. Report to clinic coordinator at the end of the clinic session for permission to leave clinic.

ON THE LAST CLINIC DAY OF THE WEEK, complete the following:

- a. Drain the water from the small ultrasonic unit (used only for partials & dentures) into the sink.
- b. Flush the stationary eye wash stations located in Common Area # 2 and in the dental laboratory (Room 110) for **3 minutes** and document this by signing your name on the form provided on the wall inside the processing cubicle.

F. AUXILIARY CLINICAL ROTATIONS

Students are assigned to provide dental hygiene care at several auxiliary clinics each semester.

- Students are to arrive at least 30 minutes prior to the clinic session at each of the auxiliary clinics.
- Students are responsible to arrange their own travel to off-site clinics.
- Students are expected to contact the auxiliary clinical site in the event that they are unable to attend the clinic session, or if they will be late for any reason. The student must also call the clinic coordinator.
- When going to an auxiliary clinic, the student should take the following equipment:
 - Lab coat
 - Utility gloves
 - Protective eyewear
 - Sterile instruments and sharpening stone
 - Sterile ultrasonic inserts
 - Sterile Rinn instruments (if desired)
 - Patient educational materials
 - Pens
- No ETSU clinic equipment is to be taken off-site, such as Cavitrons, handpieces, etc. Each auxiliary clinic has its own equipment.

Information for each auxiliary clinic is listed below:

Keystone Dental Care

603 Bert Street, Suite 12, Room 206, Johnson City, TN
(423) 232-7919

Appointment Times: 8:00 & 10:00

Please arrive by 7:45 to prepare for your patient.

Inclement weather policy: Keystone will follow ETSU's snow schedule. If ETSU is on a delay, students will see a 10:00am patient at Keystone.

Keystone Dental Care- Procedure

Arrive by 7:45 (no need to be there any earlier, the receptionist and assistants will not be there and the door will be locked).

Patients are scheduled at 8:00 & 10:00

Patients MUST be dismissed by 12:00 (the receptionist cannot take her lunch until all patients have been dismissed).

KEY is paperless, all charting will be completed on EagleSoft.

Students will need to review Medical History, take all vitals then get a faculty check before moving on to charting Watch areas and PSR.

****New Keystone Policy***** please make sure the patients personal belongings are placed where they can be seen by the patient, avoid placing them behind the patient. If the patient needs to be excused from the treatment area, they need to take purses/wallets with them.

Kingsport Dental Clinic of the Appalachian Highlands

Sevier Center Medical Office Building, Suite 220

117 West Sevier Avenue, Kingsport, TN

(423) 933-3773

Kingsport Dental Clinic of the Appalachian Highlands- Procedure

Appointment Times: 8:00 & 10:00

Please arrive by 7:30 to prepare for your patient.

Kingsport is paperless, all charting will be completed on the computer.

Medical History/Vital Signs

Assessment (I/E oral exam, check dental chart, comprehensive periodontal exam)

Oral Hygiene Instruction

Scale/ Polish/ Floss/ Fluoride

Take any necessary radiographs

Keystone Dental What to Include in Your Charting

1. Medical hx update; look-up meds and write down dental considerations
2. Vitals
3. Extra/Intra oral exam; was it WNL or write down findings
4. Write down any suspicious areas that are not already charted for DDS to check (decay, broken teeth, lesions, etc.)
5. Write down OHI instructions given to patient that you provide; be sure OHI is tailored to the patient's need
6. Write what tx you did today; hand-scaled, ultrasonic, polish, fl2, used topical, BWX, etc.
7. Write down patient tolerance of tx; Ex: did well, sensitive, used topical, couldn't use ultrasonic, nervous, not receptive to OHI, uncooperative
8. Write down what was completed today and what patient is returning for next
9. Write down the recommended recall interval
10. Sign your name and include "ETSU DHYG Student"

G. CLINICAL MISCONDUCT

ETSU Dental Hygiene Program Substance Abuse Policy

Violation of the ETSU Drug-Free Campus Policy

(https://catalog.etsu.edu/content.php?catoid=6&navoid=171#Drug-Free_Campus) is considered clinical misconduct and will be subject to disciplinary action per the Department of Allied Health Sciences Clinical Misconduct Policy. This policy also applies at all off-site auxiliary clinics.

The unlawful use, manufacture, possession, distribution, or dispensing of alcohol or illegal drugs, the misuse of legally prescribed or "over-the-counter" drugs, or being under the influence of such substances while engaged in any clinical experience is strictly prohibited.

If the student discusses drug usage, appears to be under the influence of alcohol or drugs, or functions in any impaired manner, he/she will be required to take an alcohol/drug (urine, blood, fingernail, or other)

screening test designated by the faculty member and clinic coordinator on the same day. The student will assume all testing costs. Positive test results will be considered clinical misconduct.

Dental Hygiene Code of Ethics

All ETSU dental hygiene students are expected to adhere to the ADHA Code of Ethics. The Code of Ethics can also be found at the following link: [Bylaws & Code of Ethics \(adha.org\)](http://adha.org)

Violation of the ADHA Code of Ethics is considered clinical misconduct and will be subject to disciplinary action per the Department of Allied Health Sciences Clinical Misconduct Policy.

Falsification of Documents

Falsification of documents is considered clinical misconduct and will be subject to disciplinary action per the Department of Allied Health Sciences Clinical Misconduct Policy. Examples of falsification of documents may include, but are not limited to: falsifying patient records, forging signatures (faculty, clinical instructors, or patients), documenting procedures that were not completed, or falsifying any document related to clinic.

Gross carelessness for safety in regard to patients, colleagues, faculty or clinical staff

Gross carelessness in the clinical settings is considered clinical misconduct and will be subject to disciplinary action per the Department of Allied Health Sciences Clinical Misconduct Policy.

HIPAA Violations

Patient confidentiality must be maintained. Any violation of patient privacy/HIPAA is considered clinical misconduct and will be subject to disciplinary action per the Department of Allied Health Sciences Clinical Misconduct Policy. Students are required to complete HIPAA compliance training and sign the ETSU Dental Hygiene Program Confidentiality Agreement before treating patients.

Cell phones are not allowed in the clinical setting. All ETSU dental hygiene students are required to sign the ETSU College of Clinical and Rehabilitative Health Sciences Cell Phone Policy. Use of a cell phone during clinic will result in points deducted from the final clinic grade. Repeat offenses will be considered clinical misconduct.

Social Media Policy

Students are prohibited from using any type of social media during clinic time. This includes Facebook, Twitter, Instagram, etc. Additionally, students are prohibited from discussing clinical experiences on social media after clinical hours. Do not publish any information, photographs, or video images pertaining to dental hygiene equipment, clinics, personal health information, or patients from the ETSU dental hygiene clinic or any auxiliary clinical site unless given prior approval by the clinic coordinator and program director. Violation of this social media policy will result in points deducted from the final clinic grade. Repeat offenses will be considered clinical misconduct.

Criminal Offenses

Criminal offenses are considered clinical misconduct and will be subject to disciplinary action per the Department of Allied Health Sciences Clinical Misconduct Policy. Students convicted of a criminal offense must notify the program director.

Section 4

MEDICAL HISTORY MANAGEMENT POLICIES & MANAGEMENT OF MEDICAL EMERGENCIES

- A. Medical History Management Policies
- B. Management of Medical Emergencies

Section 4

Medical History Management Policies & Management of Medical Emergencies

MEDICAL HISTORY MANAGEMENT POLICIES

Graduates must be competent in assessing the treatment needs of patients with special needs. This category includes patients whose medical, physical, psychological or social situations may make it necessary to modify oral procedures. The Dental Hygiene Program will utilize the following evidence-based protocols in decision making.

Medical/Dental Histories

Medical/dental histories are to be completed on all patients and may be signed by any licensed clinical staff. Please consult the supervising dentist as warranted.

The current medical/dental history may be utilized for two years from the initial appointment date. After this time period, the patient/guardian must complete a new form.

Vital Signs

The following vital signs will be taken at every appointment for all patients: blood pressure, pulse, temperature, and respiration. For patients with diabetes, the blood glucose level will be recorded at every appointment.

Blood Pressure Management and Evaluation

Blood pressure is measured on all patients at every appointment. The following guidelines will be utilized:

| <u>Blood Pressure</u> | <u>Dental Treatment Considerations</u> |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <140/90 | Routine dental treatment can be provided. Remeasure BP at recall appointment as a screening strategy for hypertension. |
| 140-159/90-99 | Remeasure BP after 5 minutes and document after patient has rested. Measure prior to any appointment; if patient has measurements above normal range on two separate appointments, and has not been diagnosed as hypertensive, refer for medical evaluation. Inform patient of BP measurement. Routine treatment can be provided. |
| 160-179/99 | Remeasure BP after 5 minutes and document after patient has rested. If still elevated, inform patient of readings. Refer for medical evaluation within 1 month; delay treatment if patient is unable to handle stress or if dental procedure is stressful. Use local anesthesia/1:100,000 vasoconstrictor if required. |

Routine treatment can be provided. The ETSU policy is that treatment will not be provided if the diastolic is equal to or exceeds 100. Consider using a stress-reduction protocol during dental treatment.

$\geq 180/\geq 100$

Remeasure blood pressure after 5 minutes and document after patient has rested. Delay elective dental treatment until BP is controlled, require a medical release form approving oral healthcare treatment to be completed and signed by the patient's physician.

If emergency dental care is needed, it should be done in a setting in which emergency life support equipment is available.

ETSU Policy: Patients will be dismissed when BP is $\geq 180/100$

Patients will be dismissed when temperature is above 100° F

MEDICALLY COMPROMISED / SPECIAL NEEDS FINDINGS

Angina Pectoris (chest pain): Routine care should be limited to patients with stable angina in which the pattern of symptoms has been unchanged in the past 2 months or results after a predictable amount of exertion, but is relieved by rest or nitroglycerin.

Anticoagulant/antiplatelet therapy: Given the importance of antiplatelet medications in post-stent implantation in minimizing the risk of stent thrombosis, these medications should not be discontinued prematurely. The student may provide dental hygiene treatment in a sextant. If there is bleeding, apply direct pressure to the site. If there is profuse bleeding, stop the procedure and contact the patient's healthcare provider. If bleeding is not a problem, complete care may be provided.

Corticosteroid Supplementation: Most routine dental procedures, including periodontal debridement, can be performed without glucocorticoid supplementation or steroid cover.

Diabetes: Patients with a history of diabetes will be asked to provide their blood glucose levels and most current glycated hemoglobin test (HbA1c). If the patient has not tested within 24 hours of the appointment, he/she will be tested in the clinic. Give the blood glucose monitor to the patient and have him/her check the level. Patients will only be seen if their blood glucose is equal to or greater than 75mg/ml.

Myocardial Infarction (heart attack): No treatment will be provided to those individuals who report having an MI within the past 4 to 6 weeks. After this time period, periodontal debridement is generally safe for individuals with neither major nor intermediate predictors of clinical risk and moderate or excellent functional capacity (four METs or greater).

Pacemakers and Implanted Cardiac Defibrillators: Pacemakers and ICDs with current technology are shielded. Manufacturers have reported no interference between ultrasonic scaling equipment and these products. Sonic toothbrushes with a battery charger need to be used with caution. A distance of 6 inches between the battery and the charger and the implanted device should be maintained. Moreover, a distance of at least one inch should be maintained between the toothbrush itself and the implanted device.

Premedication Policy: The current guidelines from the American Heart Association on the Prevention of Infective Endocarditis will be followed. When the supervising dentist reviews the patient's current health history and feels that a prophylactic antibiotic is necessary for patient treatment, the dentist may complete a medical consultation request. The original request form will be given to the patient and the copy will be placed in the patient's chart.

When the patient returns for his/her appointment, he/she must be taking his/her antibiotic as prescribed before treatment can be started. If the patient was referred to his/her healthcare provider, the signed statement must be presented before treatment can be provided and placed in the patient's chart.

The student must record the time the patient took his/her medication; dose; the name of the drug in the patient's treatment; and have the patient sign the treatment record before any treatment may begin. (Example: Patient states pre-medicated with four 500mg tablets of amoxicillin at 7:15 am., one hour prior to appointment).

Stroke: Do not provide elective oral healthcare during the 6-month period after a stroke.

Total Joint Replacement: The American Dental Association (ADA) and the American Academy of Orthopedic Surgeons (AAOS) are currently in the process of developing evidence-based clinical guidelines on the topic of antibiotic prophylaxis for patients with orthopedic implants undergoing dental procedures. The ADA and the AAOS do not have a joint recommendation at this time. There are differing opinions on the need for antibiotic prophylaxis. The ETSU dental hygiene clinic policy will be that patients with orthopedic implants will be referred to their appropriate health care provider to determine the need for antibiotic prophylaxis prior to receiving dental hygiene treatment. A written clearance is required for the patient's health care provider.

Special Needs Patients: The special needs category includes the pregnant, geriatric, pediatric, adolescent, cleft lip and or/palate, endocrine disorder, cancer, disability, physical impairments, sensory impairments, neurodevelopmental disorder, seizure disorder, mental health disorder, substance-related disorder, respiratory disease, cardiovascular disease, blood disorder, and diabetes mellitus. Other patient circumstances may be included at the discretion of the clinical coordinator.

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B. MANAGEMENT OF MEDICAL EMERGENCIES

MANAGEMENT OF MEDICAL EMERGENCIES AT THE ETSU DENTAL HYGIENE CLINIC

Emergencies can happen at any time. The student must be prepared for an emergency by knowing what to do and what is expected. All students and staff must be CPR certified at the Healthcare Provider level. Handling clinic emergencies is the responsibility of the supervising dentist. Only the dentist may give emergency drugs, except for oxygen. Students should be prepared to assist the dentist in handling emergencies. Should an emergency occur:

1. The operator must NOT leave the patient.
2. The operator must inform the two nearest responders that there is an emergency.
3. Responder #1 is responsible for the following and in the order stated:
 - a. assist operator in getting the patient to a hard surface (floor) if necessary
 - b. get the oxygen tank located at Common Area #1
 - c. assist operator with basic life support techniques
 - d. return to your patient if not needed
4. Responder #2 is responsible for the following and in the order stated:
 - a. inform supervising dentist and clinic coordinator
 - b. return to emergency site with the emergency cart (located at Common Area #1)
 - c. get the AED, if advised to do so
 - d. call 911 and inform them of the emergency, if appropriate
 - e. return to your patient if not needed
5. The supervising dentist and clinic coordinator will be in charge of keeping records throughout the procedure until the patient leaves the clinic.

EMERGENCY PROCEDURES EAST TENNESSE STATE UNIVERSITY

EVACUATION INFORMATION

1. Become familiar with the evacuation diagrams located in the hallways throughout the building to identify your nearest evacuation route.
2. Remain calm; follow emergency guidelines and directions given by emergency personnel.

3. If the fire alarm has been activated, go to the nearest stairwell or exit door and leave the building immediately.
4. If you are in clinic, take your patient with you.
5. If you are the student receptionist, take all individuals in the reception area with you.
6. Assist disabled persons out of the building. In the event a person with a disability cannot be immediately evacuated from the building, he or she should be directed to the nearest stairwell landing to await the arrival of emergency personnel. The Johnson City Fire Department must be notified immediately upon arrival, identifying the location of the individual.
7. Go to the designated assembly area.
 - a. For the ETSU campus: North Hutcheson Lawn (exit through glass foyer). Please walk away from building beyond the green space.
8. Do not re-enter the building unless directed by emergency response officials.
9. It will be up to clinic faculty to ensure that all patients and students have evacuated the area.

FIRE

1. If fire or smoke is discovered, notify the fire department or Public Safety immediately by dialing 9-1-1 or 9-4480.
2. Go to the nearest stairwell or exit door and leave the building immediately.
3. If you are in clinic, take your patient with you.
4. If you are the student receptionist, take all individuals in the reception area with you.
5. Pull the fire alarm as you leave the building.
6. Do not use the elevators.
7. Assist disabled persons out of the building. In the event a person with a disability cannot be immediately evacuated from the building, he or she should be directed to the nearest stairwell landing to await the arrival of emergency personnel. The Johnson City Fire Department must be notified immediately upon arrival, identifying the location of the individual.
8. Go to the designated assembly area.
 - a. For the ETSU campus: North Hutcheson Lawn.
9. Do not re-enter the building unless directed by emergency response officials.
10. It will be up to clinic faculty to ensure that all patients and students have evacuated the area.

SEVERE WEATHER

1. During a Tornado Warning
 - a. Move to the basement, or
 - b. First floor interior hallway, or
 - c. Restroom or other enclosed small areas away from large class areas
 - d. Get under sturdy furniture
 - e. Stay away from windows
 - f. If you are in clinic, take your patient with you.
 - g. If you are the student receptionist, take all individuals in the reception area with you.
 - h. It will be up to clinic faculty to ensure that all patients and students have evacuated the area.
 - i. If caught outside, crouch in a nearby ditch or close to the ground

2. During a Severe Thunderstorm Warning
 - a. Immediately go inside for protection
 - b. Stay away from windows, water faucets, and other plumbing fixtures
 - c. Do not use telephone, television, or computers since lightening can travel through connecting wiring
 - d. If outside, stay away from tall trees and other objects that are likely to be struck by lightening
 - e. If caught in an open field, crouch in a ditch or close to ground

HAZARDOUS MATERIALS RELEASE

1. Evacuate
 - a. Leave spill area immediately.
 - b. Remove personnel from danger of spill.
 - c. If you are in clinic, take your patient with you.
 - d. If you are the student receptionist, take all individuals in the reception area with you.
 - e. It will be up to the clinic faculty to ensure that all patients and students have evacuated the area.
 - f. Alert other building occupants.
2. Confine
 - a. Block area to unnecessary personnel.
 - b. Use doors to contain vapors.
 - c. Shutdown ventilation systems, where possible
 - d. Use hood to exhaust vapors.
3. Notify
 - a. Public Safety at 9-4480
 - b. Facilities Management at 9-7900
 - c. Environmental Health and Safety Office at 9-6028

POWER OUTAGE

1. For information about a prolonged outage, go to www.etsu.edu for an ETSU alert, or listen to your radio at WETS-FM, 89.5, for an up-to-the-minute information.
2. Help co-workers, patients in darkened areas move to safe locations.
3. It will be up to clinic faculty to ensure that all patients and students have evacuated the area.
4. Unplug personal computers.
5. Take personal belongings if instructed to leave the building.
6. Secure any hazardous materials or equipment before leaving.

TO OBTAIN EMERGENCY INFORMATION

1. View www.etsu.edu for an ETSU alert, or
2. Listen to your radio at WETS-FM, 89.5, for up-to-the-minute information, or

3. Check your email or cell phone for a GoldAlert Emergency Text Message. Be sure to sign up for texts.

Campus Safety

East Tennessee State University is dedicated to creating a safe and healthy environment for all students, faculty, staff, and visitors by fostering a strong culture of safety that extends beyond compliance with regulations. All members of the ETSU community play a crucial role in this shared responsibility. You are encouraged to report any issue without fear, ensuring a supportive environment. As Buccaneers, make safety a priority and contribute to a positive, productive campus community by:

- Downloading and utilizing the ETSU Safety App.
- Participating in discussions about emergency procedures at the beginning of the semester.
- Becoming familiar with emergency procedures and resources on the sites below.

[Emergency Management](#)- Emergency Training/ Campus Emergency Plan/ Building Safety
[ETSU Police Department](#)- Reporting Crimes, Assaults/ Cleary Act/ Reports and Information
[Safe Voyage Shuttle / Escort](#)- Student Safety Services

Section 5

RADIOLOGY POLICIES

- A. Introduction
- B. Policy
- C. Selecting the Patient
- D. Infection Control in Dental Radiography
- E. Performance Criteria for Periapical and Bitewing Exposure
- F. Grading Criteria for FMX and BWX
- G. Physical Facilities and Equipment
- H. Records
- I. Radiation Hygiene Guidelines
- J. Digital Panoramic Machine Operation

Section 5

Radiology Policies

A. INTRODUCTION

In keeping with the goals of the Dental Hygiene Program to prepare students to provide high quality care for all patients, these guidelines regarding exposure of radiographs have been established. The guidelines have been developed to assist you in making decisions with instructor approval, before exposing radiographs. Since dental radiography presents the risk of long-term sequelae that may result from radiation of the oral cavity, it is vital that the patient's relative risk benefit ratio be assessed. The quality of oral health care must be maintained at a high level while minimizing the potentially deleterious effects of radiation exposure to the patient as well as the operator. It is our responsibility to use professional judgment in applying the guidelines in assessing any patient's need for radiographs.

B. POLICY

1. **All radiographs shall be approved by a faculty member at the time of the medical history review and clinical screening examination.**
2. Evaluate prior radiographs before new radiographs are made. Expose additional radiographs as needed.
3. The patient must be capable of cooperating.
4. Patients must be informed of the reasons why radiographs are being taken, and the patient must give his/her informed consent in writing prior to exposure. Minors must have a parent or guardian approval.
5. The need for radiographs during treatment and post-operatively and the frequency of recare radiographs shall be based on the patient's need and approval by the instructor.
6. Radiographs for third parties (insurance) shall not be made.
7. Students must meet competency on radiographs exposed on DEXTRs. as determined by criteria established in the radiology laboratories before exposing patients.
8. Radiographs shall not be made on patients for the purpose of training or demonstration. These radiographs may not be taken by a student, however, until that student has successfully completed the radiology laboratory class.
9. **No retakes are permitted without the instructor's permission. The instructor shall supervise retakes.** A complete intraoral radiographic survey shall demonstrate each root apex and periapical bone and each crown with minimum overlapping.
10. Vertical bitewing surveys are recommended for periodontally involved patients, in place of horizontal bitewings. **Vertical bitewings should be taken on any patient with greater than 4mm's of bone loss.**
11. Radiographs may be taken upon written prescription from the patient's dentist.
12. Radiographs may be purchased by the patient for use by their dentist. Upon completion of the Radiographic Request Form the radiographs will be emailed to the appropriate dentist.
13. Radiographic exposure requirements and grading criteria will be established on a semester basis as student skills improve.
14. A lead apron and thyroid collar is used on all patients, making sure the lead collar does not obstruct the rays on a panoramic survey. Hang the apron and collar on rack provided when not in use.

15. A consultation with the patient's physician is required before radiographs are taken on patients who have had recent extensive medical or therapeutic exposure to radiation.
16. Aseptic technique will follow the established clinical protocol.

NOTE: These guidelines are based on a clinical teaching situation and do not necessarily reflect all private practice protocol.

C. SELECTING THE PATIENT

These guidelines were established by the US Department of Health and Human Services

New Patient: All new patients may receive x-rays to assess dental disease and growth and development.

- Child: Posterior BWX if the interproximal spaces aren't visible clinically. Panoramic radiograph to look at growth and development of the permanent dentition. May also take PA's/occlusal views with posterior BWX.
- Adolescent: Individual BWX and selected PA's. A FMX is appropriate when the patient presents with generalized dental disease or a history of extensive previous dental work.
- Adult: Same as for an adolescent.
- Edentulous: FMX or preferable a panoramic radiograph.

Recall Patient: Clinical caries or high risk factors for caries.

- Child: Posterior BWX at 6 mo intervals or until no caries is evident.
- Adolescent: Posterior BWX at 6 to 12 mo intervals or until no caries is evident.
- Adult: Posterior BWX at 12 to 18 mo intervals.
- Edentulous: N/A

Recall Patient: No clinical caries and no high risk factors.

- Child: Posterior BWX at 12 to 14 mo intervals if interproximal spaces aren't visible clinically. For transitional dentition, 12 to 24 mo intervals.
- Adolescent: Posterior BWX at 18 to 36 mo intervals.
- Adult: Posterior BWX at 24 to 36 mo intervals.
- Edentulous: N/A

Recall Patient: Periodontal disease or a history of periodontal treatment.

- Child: Selected PA's as needed
- Adolescent: Selected PA's and BWX as indicated clinically
- Adult: Selected PA's and BWX as indicated clinically
- Edentulous: N/A

Recall Patient: Growth and development assessment.

- Child: not indicated, except for transitional dentition, and then use occlusal and /or pan.
- Adolescent: PA's or pan for third molars

- Adult: N/A
- Edentulous: N/A

D. INFECTION CONTROL IN DENTAL RADIOGRAPHY

Introduction

- The exposure of dental radiographs does not carry the same risks for needle and instrument sticks, exposure to aerosols, and risk of the transmission of infectious disease that is present for most dental procedures. There remains, however, a high risk of cross-contamination between radiographic patients while exposing and processing radiographs. It is therefore necessary to follow accepted aseptic guidelines while exposing and processing radiographs.

Sources of Contamination

- Unexposed and exposed film
- Dental chair
- Tube head, PID, and arms
- Control panel and dead-man switch
- Lead apron and thyroid collar
- Panoramic positioning devices
- Operatory door handles
- Film holders
- Film positioning devices

Barrier Protection

1. Gloves: Non-sterile nitrile gloves for intraoral procedures and processing. Utility gloves for operatory clean-up and handling contaminated instruments.
2. Masks: Protect the mouth and nose from potentially infectious aerosol particles and mucous membranes from direct contamination. Masks should be changed for every patient.
3. Protective Eyeglasses: Contaminated glasses should be thoroughly washed with soap and water, rinsed and disinfected.
4. Clothing: Lab coat.
5. Barrier covers: The dental chair should be covered with a plastic bag. The tube head and PID should be wrapped in a plastic bag. Plastic wrap should be placed on the control panel, dead-man switch, door handles, and chair controls. When using digital radiography, the digital sensor should be placed in a plastic barrier. The computer keyboard and mouse should be covered with plastic wrap.

Infection Control Protocol

1. Surface cleaning and disinfecting: Student clinicians are responsible for all infection control procedures in the operatories. Barrier techniques are used wherever possible. Surfaces touched and not protected by barriers must be cleaned and disinfected between patients. This includes:
 - tube head, PID, and arms
 - chair, headrest, armrest, back support, and chair controls

- control panel and dead-man switch
 - light switches and doorknobs
 - any surfaces where exposed film or contaminated instruments are placed
 - digital sensor
2. Instrument sterilization
 - Snap-o-ray and Rinn instruments must be properly washed, bagged, and sterilized after each use. (This is the responsibility of the clinician, not the clinic assistant.)
 3. Patient Screening
 - Clinicians must adhere to standard precautions.
 - The patient's medical history must be evaluated for indications of infectious disease.
 4. Utilization of lead apron and thyroid collar.
 - Placement: lead apron and thyroid collar should be placed prior to gloving to prevent contamination.
 - Removal: lead apron and thyroid collar should be removed following removal of gloves and hand washing.
 5. Procedure for handling Schick sensors.
 - Login to the computer and select the appropriate patient chart.
 - Click on the x-ray symbol.
 - Bottom left side of the screen click on new exam and select the x-ray to be taken.
 - Check that the sensor is plugged in to the computer. When it is properly set, the screen will flash blue and yellow.
 - You may then decide if the exposure is adequate and move to the next exposure. The computer will move to the next x-ray in the sequence. If you wish to expose a different area, click on that area of the screen and proceed.
 - Once all of the exposures in the sequence are completed, just click the upper right box with the “x” and exit the patient. The x-rays will be automatically saved under the patient’s name.
 6. Procedure for handling Scan-X plates.
 - Plates are placed in the appropriate barrier and sealed to protect from moisture. The plate is placed in the barrier with the blue side toward the solid black back of the barrier and the writing on the plate visible through the plastic on the other side.
 - After you have exposed the plate, one of your fellow students will remove the plate from the contaminated barrier envelope and place it blue side down in the transfer box.
 - When all of the exposures are completed, the box will be brought to the scanner and then run through the unit.
 7. Scanner procedure for the Scan-X plates.
 - Login to the computer and select the appropriate patient chart.
 - Click on the x-ray symbol.
 - Bottom left side of the screen click on new exam and select the x-ray to be taken. You must select the FMX, BWX, or PA with scan-x next to the type of x-ray.
 - Click on “acquire” in the upper right of the screen.
 - A box will appear, select start, and then start loading the plates into the scanner. The blue side of the plate goes toward the back of the scanner.
 - When all of the plates have gone through the scanner and it stops moving, click on “finished” and the images will appear and you will then have to arrange them in the proper order.

- When finished arranging the images, exit the screen and they will be saved under the patient's name.
- 8. Personal Protective Equipment
 - Clinician must wear lab coat, mask, protective eyewear, and gloves.

Exposure Procedures

1. Circular collimation is limited to a beam diameter of 2.75 inches or less at the patients face. Only lead-lined, open ended PIDs shall be used.
2. Film holding devices shall be used rather than digital retention of film. Paralleling technique is to be used unless the patient cannot cooperate.
3. Lead aprons and thyroid collar must be used on all patients. Use the double sided shield for panoramic.
4. Any malfunctioning unit shall be corrected immediately and not used until servicing is complete.
5. Do not allow the tubehead to vibrate or drift during the exposure, and do not stabilize by hand during exposure.
6. No operator shall hold a patient or film during an exposure. A non-radiation worker or a patient's family member may help. The individual shall wear a lead apron and stay out of the primary beam.
7. The operator shall stand at least six feet away from the x-ray source and behind the appropriate barrier.
8. The exposure control switch shall be immobilized behind the barrier and requires the operator to have continuous pressure throughout the exposure.

E. PERFORMANCE CRITERIA FOR PERIAPICAL AND BITEWING EXPOSURES

Periapical Examinations:

1. General Considerations: All periapicals should demonstrate:
 - 2-3 of alveolar bone visible beyond the apex of the tooth
 - Films should have adequate density and contrast for proper interpretation
2. Film Positioning for Periapical Exposures
 - Maxillary Central Incisor: The film packet is positioned so that the interproximal space between the two centrals is centered. The film must include both central incisors with open contacts between the central/central and central/lateral, and may include the following: incisive foramen, nasal fossa, mid-palatine suture, nasal septum, nasal conchae, ant. nasal spine, and soft tissue shadows.
 - Maxillary Lateral Incisor: The film packet is positioned so that the lateral incisor is centered. The film must include the lateral incisor with open contacts between the lateral/central and lateral/canine. The same structures as the central exposure may be present.
 - Maxillary Canine: The film packet is positioned so that the distal contact between the canine and premolar is centered. The film must include the canine with open contacts between the lateral/canine. (The interproximal space between the canine and premolar will be overlapped because of the film and PID placement.) Structures which may be evident are: fossa, sinus, inverted Y, and soft tissue shadows.

- Maxillary Premolar: The film packet is positioned so that the distal of the canine is present, as well as the entire first and second premolar. The interproximal contacts between the 1st premolar/2nd premolar must be open as well as the contacts between the 2nd premolar/1st molar. Structures which may be evident are: maxillary sinus, floor of sinus, malar, nasal fossa, floor of the fossa, and nasolabial fold.
- Maxillary Molar: The film packet is positioned so that the second molar is centered on the film and all three molars are evident. Interproximal contacts are open between all molars. Structures which may be evident are: malar, maxillary sinus, hamulus, maxillary tuberosity, coronoid process, zygomatic arch, nasal fossa, and the floor of the nasal fossa and sinus.
- Mandibular Incisors: The film packet is positioned so that the central incisors are centered on the film. Both central and lateral incisors must be present, with open interproximal spaces. Structures which may be evident are: lingual foramen, genial tubercles, inferior border of the mandible, mental ridge, tori, and soft tissue shadows.
- Mandibular Canine: The film packet is positioned so that the distal contact between the canine and premolar is centered on the film. The entire canine must be present, with open contacts between canine/lateral, and canine/first premolar. Structures which may be evident are: the same as the mandibular incisor view as well as the mental foramen.
- Mandibular Premolar: The film packet is positioned so that both premolars and the distal of the canine are present with all interproximal spaces open. Structures which may be present are: mental foramen, sub-mandibular gland fossa, inferior border of the mandible, mandibular canal, and tori.
- Mandibular Molar: The film packet is positioned so that the second molar is centered on the film and all three molars are evident. Interproximal contacts are open between all molars. Structures which may be evident are: mandibular canal, inferior border of the mandible, external oblique, internal oblique, and submandibular gland fossa.

Bitewing Examinations:

1. General Considerations: All bitewings should demonstrate:
 - Occlusal plane should be in the center of the film so that 2-3 mm of maxillary mandibular bone level is evident.
 - Films should have adequate density and contrast for proper interpretation.
2. Film Positioning for Bitewing Exposures:
 - Premolar: The film packet is positioned so that both premolars are present, as well as the distal 1/3 of the canine and the mesial of the first molar. Interproximal spaces are open between canine/1st premolar, first premolar/2nd premolar, and 2nd premolar/1st molar.
 - Molar: The film packet is positioned so that the three molars are evident, with the 2nd molar centered on the film. Interproximal spaces are open between 1st and 2nd molar and 2nd and 3rd molar. (Note: Because of the difference in tooth morphology between maxillary and mandibular molars and in arch form, it may be difficult to open both maxillary and mandibular molars contacts simultaneously. In these instances, it is best to concentrate on opening the maxillary contacts.)
 - Posterior Vertical Bitewings: Vertical bitewing positioning is the same as that for premolar and molar film, with emphasis on adequate bone level being evident for interpretation of bone loss

F. GRADING CRITERIA FOR FMX AND BWX

1. FMX

- -1 cone cutting
- -1 horizontal angulation error
- -1 vertical angulation error
- -1 film packet placement error
- -1 inadequate bone level
- -1 exposed backwards
- -1 movement
- -5 Any error resulting in a diagnostically unacceptable radiograph which requires a retake. (If the structures are not evident in another film.)

2. BWX

- -2 cone cutting
- -2 film packet placement error
- -2 inadequate bone level
- -2 horizontal angulation error
- -2 vertical angulation error
- -2 exposed backwards
- -10 Any error resulting in a diagnostically unacceptable radiograph which requires a retake. Note: Students may receive extra points (up to 5 points) for management of a particularly difficult patient at the discretion of the instructor. Improper infection control will result in -10 points

G. PHYSICAL FACILITIES AND EQUIPMENT

1. All radiographic equipment and facilities are evaluated by the State Division of Radiological Health at regular intervals.
2. Radiographic viewing is accomplished by use of a computer monitor.
3. Lead aprons and thyroid collars are kept on hangers when not in use.

H. RECORDS

1. Documentation of all radiation exposures for each patient shall be maintained in the patient's record. The record must include the number, type of radiographs, date of exposure, name of operator, name of faculty, and the patient's signed informed consent.
2. All radiographs will be stored on the cloud under the patient's name.

I. RADIATION HYGIENE GUIDELINES

Failure to follow proper radiation safety will result in an automatic 10 point deduction from your total FMX or BWX grade. The Dental Hygiene Program strives to maintain a safe environment, and these guidelines will help to prevent any unnecessary radiation exposure to you, your fellow students, and your patients. This includes the following:

1. no lead apron on the patient.
2. no thyroid collar on patient.

3. not closing the door completely or not stepping behind the lead barriers prior to exposure
4. not observing the patient through the lead glass during exposure
5. not setting the impulse prior to placing the radiograph in the patient's mouth
6. exposing radiographs without the permission of an instructor
7. not filling out the x-ray log before exposing radiographs
8. not recording the patient exposure on the chart

J. DIGITAL PANORAMIC MACHINE OPERATION

1. Login
2. Select patient
3. Click on x-ray
4. Select "New Exam"
5. Select "Panoramic"
6. Right click the black box in the window
7. Click on "Acquire From"
8. Select "Scanner"
9. Next, place patient in unit and proceed

TAKING THE IMAGE

1. Press the "light bulb" on the left side of the unit
2. Press the Up or Down arrows for the patient height
3. Have patient bite on bite fork
4. Move the three centering lights to center the patient
5. Select patient size
6. Exit room and press the button until the unit stops
7. Have patient exit machine and check the image at the computer
8. Select "Get Image" to save the x-ray

Section 6

CLINIC EVALUATION REQUIREMENTS

- A. Clinical Evaluation
- B. Clinic Timetables
- C. Order of Procedures
- D. Total Patient Care Experiences
- E. Clinical Grading Scale
- F. Grading Sheets
- G. Calculus Classification
- H. Patient Periodontal Case Type Classification
- I. Patient Care Competency Forms
- J. Clinical Evaluation Form

Section 6

Clinic Evaluation/Requirements

A. CLINICAL EVALUATION

Clinical Evaluation System

- Students are required to prove competency in the treatment of a wide variety of patient types, including children, adolescents, adults, geriatrics, and medically compromised individuals. Within these categories, students are also required to prove competency in the treatment of various patient type classifications, including calculus classes A, B, C and periodontal case types: health, gingivitis (Plaque-Induced, Non-Plaque Induced), I, II, III, IV.

Clinical Requirements

- For Pre-Clinic Lab and Clinical Practice I, II, & III, clinic requirements for each semester should be completed by the last clinic day of each semester. Students who do not complete the requirements within the time limits of the semester will receive a “0” for each incomplete requirement. These incomplete requirements must be completed during the first two weeks of the next semester (6 cleaning/radiography days. Dependent on incomplete requirements), or the clinic grade will be changed to an “F”. Student progress will be monitored at each clinical evaluation to ensure that students are progressing through the clinical requirements. Students should present a plan at each clinical evaluation for completing requirements during the time limits of the semester.
- For Clinical Practice IV (the final clinical course), incomplete clinical requirements will result in a grade of “incomplete”. The student must complete the requirements during the following summer semester. The student will then receive a grade for clinical practice IV.

Evaluation Criteria

- The student must complete each patient care competency to 70%, 75%, 80%, or 85% competency, in each respective clinic, in order for the patient to count toward clinical requirements.
- Each clinical skill competency must be completed to 80%, 82%, 84%, 86%, or 88% competency, in each respective clinic, to count toward clinical requirements.

Clinical Practice I

- Each student is required to complete a total of four (4) patient care learning experiences, consisting of two (2) A patients and two (2) B patients. Upon successful completion of both A learning experiences, the student may proceed to the A patient care competency. Similarly, completion of both B learning experiences is required before attempting the B patient care competency.

Clinical Practice II

- Students must complete two (2) quadrants of C patient care learning experiences. Once these initial quadrants are completed, all remaining quadrants involving C patients will be evaluated as patient care competencies.

Auxiliary Site Requirements

- Clinical requirements fulfilled at approved auxiliary sites will contribute toward the Total Patient Care Experiences. The following learning experiences completed at auxiliary sites will be assessed on a Pass/Fail basis:
 - Patient care learning experiences
 - Local anesthesia administration
 - Radiographic skill development

Competency Completion Requirements

- All clinical skill competencies, including sealant application, must be completed at the ETSU Dental Hygiene Clinic. To satisfy overall clinical requirements, each competency must meet the designated passing percentage specific to the clinic.
- Patient care competencies will be evaluated using the official Patient Care Competency forms. These competencies must also meet the required passing percentage to be counted toward the student's overall clinical requirements.

Patient Deposit Class Substitution

- For the purpose of fulfilling patient care competency requirements, a higher deposit class patient classification may be substituted for a lower deposit class patient classification. Specifically, a Class B patient care competency may satisfy a Class A requirement, and a Class C quadrant patient care competency may satisfy either a Class A or Class B requirement, as the greater amount and severity of calculus deposits demonstrate competency beyond the lower classification standard.

Periodontal Classifications Substitution

- For the purpose of fulfilling clinical requirements, a patient with a higher periodontal classification may be substituted for a lower classification. Specifically, a Perio II patient may satisfy a Perio I requirement due to increased severity of periodontal involvement, and a Perio I patient may fulfill the requirement for a 0* (Gingivitis) classification. This substitution reflects the progressive nature of periodontal disease and ensures competency in managing more complex clinical presentations.

B. CLINIC TIMETABLES

Clinic I

8:15 Seat Patient
12:00 Dismiss Patient

Clinic II

8:15 Seat patient
12:00 Dismiss patient

Clinic III & IV

8:15 Seat patient
12:00 Dismiss patient

SCREENING TIMETABLES

8:15 Seat 1st screening patient
10:00 Dismiss 1st screening patient
10:15 Seat 2nd screening patient
12:00 Dismiss 2nd screening patient

C. ORDER OF PROCEDURES

Clinic I

- Medical History/Vital Signs
- Instructor check
- Intra/Extra Oral Exam, Occlusal Classification, Gingival Inspection, Dental Charting, Periodontal Assessment
- Instructor checks assessment and classifies patient
- Disclose patient, record PHP
- Discuss patient education needs with faculty
- Complete Oral Hygiene Plan/Treatment Plan form and obtain patient signature
- Complete patient education
- Explore and scale
- Instructor check
- Polish and floss
- Instructor check
- Fluoride treatment
- Complete treatment record
- Obtain faculty signature on treatment record

Clinic II, III, & IV

- Medical History/Vital Signs
- Instructor check
- Intra/Extra Oral Exam, Occlusal Classification, Gingival Inspection, Dental Charting, Periodontal Assessment
- Instructor checks assessment and classifies patient
- Disclose patient, record PHP
- Complete Oral Hygiene Plan/Treatment Plan form and obtain patient signature
- Complete patient education & obtain faculty approval for Treatment Plan all patients.
- Explore and scale (polish and floss A & B patients) unless otherwise specified in the clinic syllabus
- Instructor check
- Polish and floss (C patients)
- Instructor check
- Fluoride treatment
- Complete treatment record
- Obtain faculty signature on treatment record

D. TOTAL PATIENT CARE EXPERIENCES

| <u>Competencies</u> | <u>Clinic I</u> | <u>Clinic II</u> | <u>Clinic III</u> | <u>Clinic IV</u> |
|--------------------------|-----------------|------------------|-------------------|------------------|
| Child (0-10 years) | 0 | 0 | 1 | 2 |
| Adolescent (11-20 years) | 0 | 0 | 1 | 2 |
| Geriatric (55+ years) | 1 | 3 | 5 | 5 |
| Special Needs Patients | 1 | 3 | 5 | 5 |
| Calculus Class A | 3 | 4 | 6 | 6 |
| Calculus Class B | 3 | 3 | 6 | 6 |
| Calculus Class C Quads | 0 | 4 | 18 | 18 |
| Perio Stage Health | 0 | 1 | 0 | 0 |
| Perio Stage Gingivitis | 1 | 2 | 2 | 2 |
| Perio Stage I | 2 | 4 | 8 quads | 8 quads |
| Perio Stage II | 0 | 2 | 4 quads | 4 quads |
| Perio Stage III/ IV | 0 | 1 | 2 quads | 2 quads |

****For Clinic II, one quadrant of a C patient must be handscaled only, no use of ultrasonic. For Clinics III and IV, four quads of C patients must be handscaled only, no use of ultrasonic.

Clinical Skill Competency Evaluations

(Must be completed to the respective % competency to count towards clinic requirements)

Clinic I (82%)

H6/H7
204SD
Nevi 1
Nevi 4
11/12 Explorer
Columbia 13/14
Columbia 4R/4L
Gracey 1/2, 11/12, 13/14
Selective Polishing
Oral Hygiene Instruction
Ultrasonic Scaling
Fluoride
Instrument Sharpening
Naber's Probe
Periodontal Probe
Periodontal Evaluation
Extraoral Fulcrums
Dental Charting
Gingival Evaluation
Periodontal Screening and Recording (PSR)
Intra/Extra Oral Examination

Clinic II (84%)

H6/H7
204SD
Nevi 1
Nevi 4
11/12 Explorer
Columbia 13/14
Columbia 4R/4L
Gracey 1/2, 11/12, 13/14
Ultrasonic Scaling
Naber's Probe
Periodontal Probe
Periodontal Evaluation (I, II, or III)
Supplemental Fulcrums
Handscale only 1 Quad on a C patient (1)
Fluoride Varnish Application
Oral Hygiene Instruction (2)
Instrument Sharpening (2)
Calculus Detection Model (2) or B/C patients
AAP Online OSCE
DOE, Eaglesoft, & Medical History OSCE
Air Polishing Introduction

Clinic III (86%)

H6/H7
 204SD
 Nevi 1
 Nevi 4
 11/12 Explorer
 Columbia 13/14
 Columbia 4R/4L
 Gracey 1/2
 Gracey 11/12
 Gracey 13/14
 Calculus detection model (2)
 Fluoride Varnish Application
 DOE Simulation OSCE
 P & F Sealants Process (2)
 P & F Sealant Product (2)
 Handscale Quad C (4)
 Oral Hygiene Instruction (2)
 Oral Hygiene Instruction (Diabetic)
 Tobacco Cessation Counseling
 Ultrasonic Scaling
 Right/Left Ultrasonic Tips Introduction
 Instrument Sharpening (3)
 Naber's Probe
 Periodontal Probe
 Periodontal Evaluation (I, II, or III)
 Supplemental fulcrums
 Air Flow Polishing Typodont
 Air Flow Polishing Patient
 Prophy Jet Polish Typodont
 Prophy Jet Polish Patient

Clinic IV (88%)

Oral Hygiene Instruction (2)
 Oral Hygiene Instruction (Diabetic)
 Tobacco Cessation Counseling
 Instrument Sharpening (3)
 P & F Sealant Process (1)
 P & F Sealant Product (6)
 Calculus detection model (2)
 Arestin Process (2)
 Arestin Product (2)
 Alginate Impressions (2)
 Air Flow Polish Patient
 Prophy Jet Polish Patient
 Handscale Quad C (4)
 DOE Simulation (1)

Local Anesthesia Clinic III (82%)

Inferior Alveolar Nerve Block (2)
 Posterior Superior Alveolar Nerve Block (2)
 Middle Superior Alveolar Nerve Block (2)
 Anterior Superior Alveolar Nerve Block (2)
 Buccal Nerve Block (2)
 Mental Nerve Block (2)

Local Anesthesia Clinic IV (84%)

Inferior Alveolar Nerve Block (2)
 Posterior Superior Alveolar Nerve Block (2)
 Middle Superior Alveolar Nerve Block (2)
 Anterior Superior Alveolar Nerve Block (2)
 Buccal Nerve Block (2)
 Mental Nerve Block (2)

RADIOGRAPHIC SKILL COMPETENCIES**Clinic II (80%)**

Digital ScanX FMX (1)
 Digital Schick BWX (2)
 Digital ScanX BWX (3)
 Panorex (3)

Clinic III (82%)

FMX (2)
 Digital Schick FMX (1)
 Digital ScanX BWX (5)
 Digital Schick BWX (4)
 VBWX Digital ScanX (2)
 Panorex (6)

Clinic IV (84%)

FMX (2)
 Digital ScanX BWX (5)
 Digital Schick BWX (4)
 VBWX Digital ScanX (2)
 Panorex (6)
 Digital Schick FMX (1)

E. CLINICAL GRADING SCALE

Clinic I

| | |
|----------------------------------------|-----|
| A & B Patient Care Competencies | 45% |
| Clinic Simulation | 20% |
| Clinic Simulation Instrumentation Exam | 20% |
| Clinical Skill Competencies | 15% |

Clinic II

| | |
|-------------------------------------|-----|
| Radiographic Skill Competencies | 25% |
| A, B, & C Patient Care Competencies | 65% |
| Clinical Skill Competencies | 10% |

Clinic III

| | |
|-------------------------------------|-----|
| Radiographic Skill Competencies | 25% |
| A, B, & C Patient Care Competencies | 65% |
| Clinical Skill Competencies | 10% |

Clinic IV

| | |
|-------------------------------------|-----|
| Radiographic Skill Competencies | 25% |
| A, B, & C Patient Care Competencies | 65% |
| Clinical Skill Competencies | 10% |

F. GRADING SHEETS

**East Tennessee State University
DENTAL HYGIENE PROGRAM
DHYG 2131 (Clinical Practice I)**

Student Name _____ Patient Name _____ Age _____

Classification Calculus _____ Stage _____ Periodontal Grade _____

Date _____ Grade _____ Instructor _____

| Category | Grade | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 1. Medical History (-1 for each minor error & -5 for each major error) | | |
| 2. Extraoral Exam, Intraoral Exam & Ging. Description (-1 for each minor error & -5 for each major error) | | |
| 3. Dental Charting/Periodontal Charting/ Use of Radiographs (-1 for each minor error & -5 for each major error) | | |
| 4. Treatment Plan & Patient Education (-1 for each minor error & -5 for each major error) | | |
| 5. Instrumentation <i>-1 point per tooth for residual calculus</i> Incorrect instrumentation and tissue trauma -1 pt. deduction per surface | | |
| 6. Plaque/Stain Removal <i>-1 point per tooth for residual plaque/stain</i> Incorrect instrumentation and tissue trauma -1 pt. deduction per surface | | |
| 7. Fluoride & Patient Education (-1 for each minor error & -5 for each major error) | | |
| 8. Daily professionalism (5 points) | | |
| TOTAL POINTS AWARDED | | |

Patient Competencies must be completed at 70% in DHYG 2131 (Clinical Practice I).

A **minor error** (e.g. minor omission or incorrect finding) will result in a 1-point deduction with a maximum of 5 points per category (e.g. EIOE, Dental Charting, Periodontal Charting are all considered separate categories). Examples of minor errors include: failure to document line alba, Fordyce granules, tori, rotations, or errors in periodontal probing, occlusal classification, and furcation identification.

*A **major error** will result in a 5-point deduction per category, at faculty's discretion. Examples of major errors include: skipping a phase of the DH treatment, placing the patient at risk, unprofessional conduct, carelessness, failure to abide by clinic policies and procedures, and proceeding without permission.*

***Five bonus points** may be awarded at faculty's discretion, for extraordinary clinical performance (e.g. going above & beyond)*

**East Tennessee State University
DENTAL HYGIENE PROGRAM
DHYG 3031 (Clinical Practice II)**

Student Name _____ Patient Name _____ Age _____

Classification Calculus _____ Stage _____ Periodontal Grade _____

Date _____ Grade _____ Instructor _____

| Category | Grade | Comments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 1. Medical History (-1 for each minor error & -5 for each major error) | | |
| 2. Extraoral Exam, Intraoral Exam & Ging. Description (-1 for each minor error & -5 for each major error) | | |
| 3. Dental Charting/Periodontal Charting/ Use of Radiographs (-1 for each minor error & -5 for each major error) | | |
| 4. Treatment Plan & Patient Education (-1 for each minor error & -5 for each major error) | | |
| 5. Instrumentation A patient= <i>-3 point per surface for residual calculus</i> B patient= <i>-2 points per surface for residual calculus</i> C patient= <i>-2 point per supragingival surface for residual calculus</i> <i>-1 point per subgingival surface of residual calculus</i> Incorrect instrumentation and tissue trauma - 1 pt. deduction per surface/ 3 areas fail | | |
| 6. Plaque/Stain Removal <i>-1 point per surface for residual plaque/stain</i> Incorrect instrumentation and tissue trauma - 1 pt. deduction per surface/ 3 areas fail | | |
| 7. Fluoride (-1 for each minor error & -5 for each major error) | | |
| 8. Daily professionalism (5 points) | | |
| TOTAL POINTS AWARDED | | |

Patient Competencies must be completed at 75% in DHYG 3031 (Clinical Practice II).

*A **minor error** (e.g. minor omission or incorrect finding) will result in a 1-point deduction with a maximum of 5 points per category (e.g. EIOE, Dental Charting, Periodontal Charting are all considered separate categories). Examples of minor errors include: failure to document line alba, Fordyce granules, tori, rotations, or errors in periodontal probing, occlusal classification, and furcation identification.*

*A **major error** will result in a 5-point deduction per category, at faculty's discretion. Examples of major errors include: skipping a phase of the DH treatment, placing the patient at risk, unprofessional conduct, carelessness, failure to abide by clinic policies and procedures, and proceeding without permission.*

***Five bonus points** may be awarded at faculty's discretion, for extraordinary clinical performance (e.g. going above & beyond)*

**East Tennessee State University
DENTAL HYGIENE PROGRAM
DHYG 4021 (Clinical Practice III)**

Student Name _____ Patient Name _____ Age _____

Classification Calculus _____ Stage _____ Periodontal Grade _____

Date _____ Grade _____ Instructor _____

| Category | Grade | Comments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 1. Medical History (-1 for each minor error & -5 for each major error) | | |
| 2. Extraoral Exam, Intraoral Exam & Ging. Description (-1 for each minor error & -5 for each major error) | | |
| 3. Dental Charting/Periodontal Charting/ Use of Radiographs (-1 for each minor error & -5 for each major error) | | |
| 4. Treatment Plan & Patient Education (-1 for each minor error & -5 for each major error) | | |
| 5. Instrumentation A patient= <i>-4 point per surface for residual calculus</i> B patient= <i>-3 points per surface for residual calculus</i> C patient= <i>-2 point per supragingival surface for residual calculus</i> <i>-1 point per subgingival surface for residual calculus</i> Incorrect instrumentation and tissue trauma - 1 pt. deduction per surface | | |
| 6. Plaque/Stain Removal <i>-2 point per surface for residual plaque/stain</i> Incorrect instrumentation and tissue trauma - 1 pt. deduction per surface | | |
| 7. Fluoride (-1 for each minor error & -5 for each major error) | | |
| 8. Daily professionalism (5 points) | | |
| TOTAL POINTS AWARDED | | |

Patient Competencies must be completed at 80% in DHYG 4021 (Clinical Practice III).

*A **minor error** (e.g. minor omission or incorrect finding) will result in a 1-point deduction with a maximum of 5 points per category (e.g. EIOE, Dental Charting, Periodontal Charting are all considered separate categories). Examples of minor errors include: failure to document line alba, Fordyce granules, tori, rotations, or errors in periodontal probing, occlusal classification, and furcation identification.*

*A **major error** will result in a 5-point deduction per category, at faculty's discretion. Examples of major errors include: skipping a phase of the DH treatment, placing the patient at risk, unprofessional conduct, carelessness, failure to abide by clinic policies and procedures, and proceeding without permission.*

***Five bonus points** may be awarded at faculty's discretion, for extraordinary clinical performance (e.g. going above & beyond)*

**East Tennessee State University
DENTAL HYGIENE PROGRAM
DHYG 4121 (Clinical Practice IV)**

Student Name _____ Patient Name _____ Age _____

Classification Calculus _____ Stage _____ Periodontal Grade _____

Date _____ Grade _____ Instructor _____

| Category | Grade | Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 1. Medical History (-2 for each minor error & -5 for each major error) | | |
| 2. Extraoral Exam, Intraoral Exam & Ging. Description (-2 for each minor error & -5 for each major error) | | |
| 3. Dental Charting/Periodontal Charting/ Use of Radiographs (-2 for each minor error & -5 for each major error) | | |
| 4. Treatment Plan & Patient Education (-2 for each minor error & -5 for each major error) | | |
| 5. Instrumentation A patient= <i>-5 point per surface for residual calculus</i> B patient= <i>-4 points per surface for residual calculus</i> C patient= <i>-3 point per supragingival surface for residual calculus</i> <i>-2 points per subgingival surface for residual calculus</i> Incorrect instrumentation and tissue trauma - 1 pt. deduction per surface | | |
| 6. Plaque/Stain Removal <i>-3 point per surface for residual plaque/stain</i> Incorrect instrumentation and tissue trauma - 1 pt. deduction per surface | | |
| 7. Fluoride (-1 for each minor error & -5 for each major error) | | |
| 8. Daily professionalism (5 points) | | |
| 9. CDT Codes <i>-1 point for each incorrect code</i> | | |
| TOTAL POINTS AWARDED | | |

Patient Competencies must be completed at 85% in DHYG 4121 (Clinical Practice IV).

*A **minor error** (e.g. minor omission or incorrect finding) will result in a 1-point deduction with a maximum of 5 points per category (e.g. EIOE, Dental Charting, Periodontal Charting are all considered separate categories). Examples of minor errors include: failure to document line alba, Fordyce granules, tori, rotations, or errors in periodontal probing, occlusal classification, and furcation identification.*

*A **major error** will result in a 5-point deduction per category, at faculty's discretion. Examples of major errors include: skipping a phase of the DH treatment, placing the patient at risk, unprofessional conduct, carelessness, failure to abide by clinic policies and procedures, and proceeding without permission.*

***Five bonus points** may be awarded at faculty's discretion, for extraordinary clinical performance (e.g. going above & beyond)*

G. DEPOSIT CLASSIFICATION

Patient deposit classification will be based on the amount of subgingival or supragingival calculus. Students should attempt to identify a patient classification, while faculty will confirm their findings and determine the final classification.

| DEPOSIT CLASS | DESCRIPTION |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | less than or equal to 6 surfaces of subgingival spicules or light supragingival calculus throughout the entire mouth |
| B | 7-12 surfaces of subgingival spicules/ledges and/or moderate supragingival calculus |
| C | Above 12 surfaces of subgingival definitive “bumps”, ledges, and/or rings of calculus or heavy supragingival calculus. To qualify as a quadrant there must be 8 subgingival surfaces located on any surface of Posterior teeth (M, D, B, L), 5 subgingival surfaces located on M or D surfaces of Posterior teeth, 3 subgingival surfaces located on M or D surfaces of molars, and the remaining 4 supragingival surfaces (2 surfaces can be from lingual surfaces) can be on any teeth. |

**Description of Calculus Quantity

Light

Fine, granular, grainy or spicule

Located along line angles, marginal areas, and/or under contacts

Slight vibration or roughness detected with explorer

Moderate

a “bump” with thickness; readily discernible

a marginal ring or interproximal click

definite vibration felt with explorer, a “jump”, also detected with curet, interproximal deposit sometimes detected from lingual and buccal

Heavy

ledge encircling tooth; thick and dense

fills interproximal space or is a marginal ledge

definite vibration; sometimes “binds” explorer; detected with curet; interproximal deposit detected from lingual and buccal

H. PATIENT PERIODONTAL CASE TYPE CLASSIFICATION

Staging and Grading Periodontitis

Periodontitis: STAGING

| | Periodontitis | Stage I | Stage II | Stage III | Stage IV |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Severity | Interdental CAL (at site of greatest loss) RBL (radiographic bone loss) Tooth loss (due to periodontitis) | 1-2mm Coronal third (<15%) No tooth loss | 3-4mm Coronal third (15%-33%) No tooth loss | ≥ 5mm Extending to middle third of root and beyond ≤ 4 teeth | ≥ 5mm Extending to middle third of root and beyond ≤ 5 teeth |
| Complexity | Local | <ul style="list-style-type: none"> - Maximum probing depth ≤ 4mm - Mostly horizontal bone loss | <ul style="list-style-type: none"> - Maximum probing depth ≤ 5mm - Mostly horizontal bone loss | In addition to Stage II complexity: <ul style="list-style-type: none"> - Probing depths ≥ 6mm - Vertical bone loss ≥ 3mm - Furcation involvement Class II or III - Moderate ridge defects | In addition to Stage III complexity: <ul style="list-style-type: none"> - Need complex rehabilitation due to: - Masticatory dysfunction - Secondary occlusal trauma (tooth mobility degree ≥ 2) - Severe ridge defects - Bite collapse, drifting, flaring - < 20 remaining teeth (10 opposing pairs) |
| Extent and Distribution | Add to stage as descriptor | For each stage, describe extent as: Localized (< 30% of teeth involved); Generalized; or Molar/incisor pattern | | | |

Periodontitis: GRADING

| | Progression | | Grade A: Slow rate | Grade B: Moderate rate | Grade C: Rapid rate |
|-------------------------------------------------------------------------|----------------------------------|-------------------------------|-------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary criteria Whenever available, direct evidence should be used. | Direct evidence of progression | Radiographic bone loss or CAL | No loss over 5 years | < 2mm over 5 years | ≥ 2mm over 5 years |
| | Indirect evidence of progression | % bone loss/age | < 0.25 | 0.25 to 1.0 | > 1.0 |
| | | Case phenotype | Heavy biofilm deposits with low levels of destruction | Destruction commensurate with biofilm deposits | Destruction exceeds expectations given biofilm deposits; specific clinical patterns suggestive of periods of rapid progression and/or early onset disease |
| Grade modifiers | Risk factors | Smoking | Non-smoker | < 10 cigarettes/day | ≥ 10 cigarettes/day |
| | | Diabetes | Normoglycemic/no diagnosis of diabetes | HbA1c < 7.0% in patients with diabetes | HbA1c ≥ 7.0% in patients with diabetes |

PERIODONTAL RE-EVALUATION

All C patients including all generalized (> 30% of sites involved) perio. type III and IV patients diagnosed with active periodontal disease must be scheduled for a 3-4 month re-care/re-evaluation. If a senior student is unable to complete the re-evaluation visit, due to completion of program, the patient must be referred to a junior student, with the knowledge and approval of the clinical coordinator.

I. PATIENT CARE COMPETENCY FORMS

East Tennessee State University DENTAL HYGIENE PROGRAM

Comprehensive Dental Hygiene Care Competency- CHILD

The dental hygiene student will become clinically competent in this skill when the following are met:

DHYG 3031: 1 satisfactory simulation

DHYG 4021: 2 satisfactory on child patients (0-10 years of age)

Student Name: _____ Grade ____ / 21 = ____

Directions: For each criterion, indicate "A" for acceptable or "X" for unacceptable.

| | | | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date | | | |
| Patient Name | | | |
| Patient Age | | | |
| Clinical Site | | | |
| Instructor Signature | | | |
| | Criteria | A | X |
| Assessment | Accurately assesses patient general health through medical history, vital signs, and cross-examination of health concerns. | | |
| | Evaluates oral health through accurately performing intra/extra oral examination, dental charting, and periodontal assessment. | | |
| | Demonstrates ability to identify tongue thrust, oral habits, finger/ thumb sucking, altered speech development and chewing patterns, signs of abuse, exfoliation and eruption patterns, and medication interactions and adverse effects. | | |
| | Identifies chief complaint, level of pain & anxiety, assess caries, oral cancer, systemic, tobacco, and nutrition risk through risk assessment. | | |
| | Evaluates need for radiographs. | | |
| Diagnosis | Accurately identifies ASA, deposit class, and periodontal classification for patient. | | |
| | Identifies oral health issues that need current and future preventive, restorative, and oral health intervention strategies. | | |
| | Determines adequacy of home care through use of plaque index/ Patient Hygiene Performance (PHP) score. | | |
| | Selects appropriate continuing care based on adequacy of home care/ oral hygiene status or other need. | | |
| Planning | Plan's treatment schedule based on data collection and assessment results, and considering physical, behavioral, and cognitive abilities. | | |
| | Strategizes age-appropriate oral health education. | | |
| | Discusses treatment plan with parent/guardian, patient, and instructor. | | |

| | | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Implementation | Performs age-appropriate dental hygiene care, working efficiently and gently, with modifications as necessary. | | |
| | Manages patient behavior, keeping voice calm and quiet. | | |
| | Communicates age-appropriate, individualized oral hygiene instruction with patient in a manner that is understood by the patient/ parent and includes reasoning for recommendations and discussion of re-care (continuing care) recommendations. | | |
| Evaluation | Self-evaluates management of patient behavior and provision of services. | | |
| | Makes appropriate referrals with proper paperwork included. | | |
| | Assesses overall success of appointment. | | |
| Documentation | Accurately records completed treatment, charting, and assessment information in patient record. | | |
| | Includes information communicated with patient/ parent, including all necessary signatures for treatment provided. | | |
| | Referrals documented and re-care schedule noted. | | |
| | TOTAL POINTS AWARDED | | |

*Percentage of competency required increases in difficulty with each clinical course.

East Tennessee State University
DENTAL HYGIENE PROGRAM

Comprehensive Dental Hygiene Care Competency- ADOLESCENT

The dental hygiene student will become clinically competent in this skill when the following are met:

DHYG 4021: 1 satisfactory simulation

DHYG 4121: 2 satisfactory on adolescent patients (11-20 years of age)

Student Name: _____ Grade ____ / 21 = ____

Directions: For each criterion, indicate “A” for acceptable or “X” for unacceptable.

| | | | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date | | | |
| Patient Name | | | |
| Patient Age | | | |
| Clinical Site | | | |
| Instructor Signature | | | |
| | Criteria | A | X |
| Assessment | Accurately assesses patient general health through medical history, vital signs, and cross-examination of health concerns. | | |
| | Evaluates oral health through accurately performing intra/extra oral examination, dental charting, and periodontal assessment. | | |
| | Demonstrates ability to identify malocclusion, halitosis, signs of eating disorders and/or abuse, eruption of third molars, oral manifestations of STIs, effects of hormonal fluctuations, need for an athletic mouth guard/ trauma management plan, and medication interactions and adverse effects. | | |
| | Identifies chief complaint, level of pain & anxiety, assess caries, oral cancer, systemic, tobacco, alcohol, and nutrition risk through risk assessment. | | |
| | Evaluates need for radiographs | | |
| Diagnosis | Accurately identifies ASA, deposit class, and periodontal classification for patient. | | |
| | Identifies oral health issues that need current and future preventive, restorative, and oral health intervention strategies. | | |
| | Determines adequacy of home care through use of plaque index/ Patient Hygiene Performance (PHP) score. | | |
| | Selects appropriate continuing care based on adequacy of home care/ oral hygiene status or other need. | | |
| Planning | Plan's treatment schedule based on data collection and assessment results, and considering physical, behavioral, and cognitive abilities. | | |
| | Strategizes age-appropriate oral health education. | | |
| | Discusses treatment plan with parent/guardian, patient, and instructor. | | |

| | | | |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Implementation | Performs age-appropriate dental hygiene care, working efficiently and gently, with modifications as necessary. | | |
| | Manages patient behavior, keeping voice calm and quiet. | | |
| | Communicates age-appropriate, individualized oral hygiene instruction with patient in a manner that is understood by the patient/ parent and includes reasoning for recommendations and discussion of re-care (continuing care) recommendations. | | |
| Evaluation | Self-evaluates management of patient behavior and provision of services. | | |
| | Makes appropriate referrals with proper paperwork included. | | |
| | Assesses overall success of appointment. | | |
| Documentation | Accurately records completed treatment, charting, and assessment information in patient record. | | |
| | Includes information communicated with patient/ parent, including all necessary signatures for treatment provided. | | |
| | Referrals documented and re-care schedule noted. | | |
| | TOTAL POINTS AWARDED | | |

*Percentage of competency required increases in difficulty with each clinical course.

East Tennessee State University
DENTAL HYGIENE PROGRAM

Comprehensive Dental Hygiene Care Competency- ADULT

The dental hygiene student will become clinically competent in this skill when the following are met:

DHYG 2131: 1 satisfactory simulation

DHYG 2131: 2 satisfactory on adult patients (21-54 years of age)

Student Name: _____ Grade ____ / 21 = ____

Directions: For each criterion, indicate “A” for acceptable or “X” for unacceptable.

| | | | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date | | | |
| Patient Name | | | |
| Patient Age | | | |
| Clinical Site | | | |
| Instructor Signature | | | |
| | Criteria | A | X |
| Assessment | Accurately assesses patient general health through medical history, vital signs, and cross-examination of health concerns. | | |
| | Evaluates oral health through accurately performing intra/extra oral examination, dental charting, and periodontal assessment. | | |
| | Demonstrates ability to identify malocclusion, bruxism, erosion, abrasion, defective margins of restorations, bone loss, recession, periodontal disease, temporomandibular disorders, xerostomia, medication interactions and adverse effects. | | |
| | Identifies chief complaint, level of pain & anxiety, assess caries, oral cancer, systemic, tobacco, alcohol, and nutrition risk through risk assessment. | | |
| | Evaluates need for radiographs. | | |
| Diagnosis | Accurately identifies ASA, deposit class, and periodontal classification for patient. | | |
| | Identifies oral health issues that need current and future preventive, restorative, and oral health intervention strategies. | | |
| | Determines adequacy of home care through use of plaque index/ Patient Hygiene Performance (PHP) score. | | |
| | Selects appropriate continuing care based on adequacy of home care/ oral hygiene status or other need. | | |
| Planning | Plan's treatment schedule based on data collection and assessment results, and considering physical, behavioral, and cognitive abilities. | | |
| | Strategizes age-appropriate oral health education. | | |
| | Discusses treatment plan with patient and instructor. | | |

| | | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Implementation | Performs dental hygiene care, working efficiently and gently, with modifications as necessary. | | |
| | Manages patient behavior, pain level, and overall comfort. | | |
| | Communicates individualized oral hygiene instruction with patient in a manner that is understood by the patient and includes reasoning for recommendations and discussion of re-care (continuing care) recommendations. | | |
| Evaluation | Self-evaluates management of patient behavior and provision of services. | | |
| | Makes appropriate referrals with proper paperwork included. | | |
| | Assesses overall success of appointment. | | |
| Documentation | Accurately records completed treatment, charting, and assessment information in patient record. | | |
| | Includes information communicated with patient, including all necessary signatures for treatment provided. | | |
| | Referrals documented and re-care schedule noted. | | |
| | TOTAL POINTS AWARDED | | |

*Percentage of competency required increases in difficulty with each clinical course.

East Tennessee State University
DENTAL HYGIENE PROGRAM

Comprehensive Dental Hygiene Care Competency- GERIATRIC

The dental hygiene student will become clinically competent in this skill when the following are met:

DHYG 2131: 1 satisfactory simulation

DHYG 3031: 2 satisfactory on geriatric patients (55 years and older)

Student Name: _____ Grade ____ / 21 = ____

Directions: For each criterion, indicate “A” for acceptable or “X” for unacceptable.

| | | | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date | | | |
| Patient Name | | | |
| Patient Age | | | |
| Clinical Site | | | |
| Instructor Signature | | | |
| | Criteria | A | X |
| Assessment | Accurately assesses patient general health through medical history, vital signs, and cross-examination of health concerns. | | |
| | Evaluates oral health through accurately performing intra/extra oral examination, dental charting, and periodontal assessment. | | |
| | Demonstrates ability to identify malocclusion, bruxism, erosion, abrasion, defective margins of restorations, bone loss, recession, periodontal disease, xerostomia, medication interactions and adverse effects, fungal infections, denture-related issues, conduct a fall risk assessment, and dysphagia. | | |
| | Identifies chief complaint, level of pain & anxiety, assess caries and root caries, oral cancer, systemic, tobacco, alcohol, and nutrition risk through risk assessment. | | |
| | Evaluates need for radiographs. | | |
| Diagnosis | Accurately identifies ASA, deposit class, and periodontal classification for patient. | | |
| | Identifies oral health issues that need current and future preventive, restorative, and oral health intervention strategies. | | |
| | Determines adequacy of home care through use of plaque index/ Patient Hygiene Performance (PHP) score. | | |
| | Selects appropriate continuing care based on adequacy of home care/ oral hygiene status or other need. | | |
| Planning | Plan's treatment schedule based on data collection and assessment results, and considering physical, behavioral, and cognitive abilities. | | |
| | Strategizes age-appropriate oral health education. | | |
| | Discusses treatment plan with patient and instructor. | | |

| | | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Implementation | Performs dental hygiene care, working efficiently and gently, with modifications as necessary. | | |
| | Manages patient behavior, pain level, and overall comfort. | | |
| | Communicates individualized oral hygiene instruction with patient in a manner that is understood by the patient and includes reasoning for recommendations and discussion of re-care (continuing care) recommendations. | | |
| Evaluation | Self-evaluates management of patient behavior and provision of services. | | |
| | Makes appropriate referrals with proper paperwork included. | | |
| | Assesses overall success of appointment. | | |
| Documentation | Accurately records completed treatment, charting, and assessment information in patient record. | | |
| | Includes information communicated with patient, including all necessary signatures for treatment provided. | | |
| | Referrals documented and re-care schedule noted. | | |
| | TOTAL POINTS AWARDED | | |

*Percentage of competency required increases in difficulty with each clinical course.

East Tennessee State University
DENTAL HYGIENE PROGRAM

Comprehensive Dental Hygiene Care Competency- SPECIAL NEEDS

The dental hygiene student will become clinically competent in this skill when the following are met:

DHYG 4021: 1 satisfactory simulation

DHYG 4121: 2 satisfactory on special needs patients

Student Name: _____ Grade ____ / 21 = ____

Directions: For each criterion, indicate "A" for acceptable or "X" for unacceptable.

| | | | |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Date | | | |
| Patient Name | | | |
| Patient Age | | | |
| Clinical Site | | | |
| Instructor Signature | | | |
| | Criteria | A | X |
| Assessment | Accurately assesses patient general health through medical history, vital signs, and cross-examination of health concerns. | | |
| | Evaluates oral health through accurately performing intra/extra oral examination, dental charting, and periodontal assessment. | | |
| | Demonstrates ability to identify modified examination techniques such as the use of bite blocks, shorter appointments, alternative positioning to accommodate physical limitations; environmental adjustments such as light/sound sensitivity, mobility aids, or desensitization procedures; medication interactions and adverse effects. | | |
| | Identifies chief complaint, level of pain & anxiety, assess caries, oral cancer, systemic, tobacco, and nutrition risk through risk assessment. | | |
| | Evaluates need for radiographs. | | |
| Diagnosis | Accurately identifies ASA, deposit class, and periodontal classification for patient. | | |
| | Identifies oral health issues that need current and future preventive, restorative, and oral health intervention strategies. | | |
| | Determines adequacy of home care through use of plaque index/ Patient Hygiene Performance (PHP) score. | | |
| | Selects appropriate continuing care based on adequacy of home care/ oral hygiene status or other need. | | |
| Planning | Plan's treatment schedule based on data collection and assessment results, and considering physical, behavioral, and cognitive abilities. | | |
| | Strategizes age-appropriate oral health education. | | |
| | Discusses treatment plan with patient/caregiver and instructor. | | |

| | | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Implementation | Performs dental hygiene care, working efficiently and gently, with modifications as necessary. | | |
| | Manages patient behavior, pain level, and overall comfort. | | |
| | Communicates individualized oral hygiene instruction with patient/caregiver in a manner that is understood by the patient and includes reasoning for recommendations and discussion of re-care (continuing care) recommendations. | | |
| Evaluation | Self-evaluates management of patient behavior and provision of services. | | |
| | Makes appropriate referrals with proper paperwork included. | | |
| | Assesses overall success of appointment. | | |
| Documentation | Accurately records completed treatment, charting, and assessment information in patient record. | | |
| | Includes information communicated with patient/caregiver, including all necessary signatures for treatment provided. | | |
| | Referrals documented and re-care schedule noted. | | |
| | TOTAL POINTS AWARDED | | |

*Percentage of competency required increases in difficulty with each clinical course.

J. CLINICAL EVALUATION FORM

East Tennessee State University

Dental Hygiene Program

Conference Evaluation Form

Student Name: _____

Instructor: _____

Date: _____

At your conference evaluation appointment, please bring:

1. Organized clinical notebook with all learning experiences and competencies documented.
2. In writing, please provide a constructive evaluation of clinical procedures and your clinical progression.
3. A list of cancellation times, and how your time was utilized.
4. A list of all patients assigned to student, including the patient's classification, date completed and recall interval.
5. If you have received any infection control or professionalism violations, please describe your plan for remedying the issue that led to the violation.

Procedure:

- _____ 1. Comes to conference prepared with necessary information that is organized.
- _____ 2. Provides alternatives in areas of criticism.
- _____ 3. Shows objectivity when discussing areas requiring improvement.
- _____ 4. Provides adequate follow-up information at additional conference (if necessary) relating to problems with: patients, peers, instructors, or clinical performance.
- _____ 5. Provides additional information regarding patients (i.e. why a patient is incomplete, excessive cancellation time, etc.)

Areas of concern, areas of needed improvement, plan for addressing these issues:

Student Signature Date

Faculty Signature Date

Section 7

CLINICAL SKILL COMPETENCIES

- A. Pre-Clinic Clinical Skill Competencies
- B. Clinical Skill Competencies

Section 7

Clinical Skill Competencies

A. PRE-CLINIC CLINICAL SKILL COMPETENCIES

- Introduction to Clinic and Dental Operatory Equipment
- Infection Control
- Patient/Operator Positioning
- Medical History
- Vital Signs
- Blood Pressure
- Instrument Sterilization
- Grasp
- Fulcrum
- Mouth Mirror
- 11/12 Explorer on Typodont
- Shepherd's Hook Explorer
- Dental Charting
- 11/12 Explorer
- Extra/Intra Oral Examination
- Gingival Inspection
- Periodontal Probe
- Periodontal Evaluation
- Naber's Probe
- Periodontal Screening and Recording
- H6/H7
- Nevi 1
- Nevi 4
- 204SD
- Columbia 13/14
- Columbia 4R/4L
- Gracey 1/2
- Gracey 11/12
- Gracey 13/14
- Selective Polishing
- Maintaining Handpiece
- Fluoride
- Instrument Sharpening
- Lab Practical #1
- Lab Practical #2
- Lab Practical #2 Instrumentation Exam

B. CLINICAL SKILL COMPETENCIES

- Clinical Simulation
- Clinical Simulation Instrumentation Exam

- H6/H7 Curette (Clinic I, II, III)
- 204SD (Clinic I, II, III)
- Nevi 1 (Clinic I, II, III)
- Nevi 4 (Clinic I, II, III)
- 11/12 Explorer (Clinic I, II, III)
- Columbia 13/14 (Clinic I, II, III)
- Columbia 4R/4L (Clinic I, II, III)
- Selective Polishing (Clinic I)
- Oral Hygiene Instruction (Clinic I, II, III, IV)
- Ultrasonic Scaling (Clinic I, II, III)
- Fluoride (Clinic I)
- Instrument Sharpening (Clinic I, II, III, IV)
- Naber's Probe (Clinic I, II, III)
- Periodontal Probe (Clinic I, II, III)
- Periodontal Evaluation (Clinic I, II, III)
- Extraoral Fulcrums (Clinic I)
- Dental Charting (Clinic I)
- Gingival Evaluation (Clinic I)
- Periodontal Screening and Recording (PSR) (Clinic I)
- Intra/Extra Oral Examination (Clinic I)
- Air Polishing (PRN) (Clinic I, II, III, IV)
- Supplemental Fulcrums (Clinic II & III)
- Oral Hygiene Instruction (Diabetic Patient) (Clinic III & IV)
- Tobacco Cessation Counseling (Clinic III & IV)
- Sealants (Clinic III & IV)
- Fluoride Varnish Application (Clinic II & III)
- Local Anesthesia (Clinic III & IV)
- Calculus detection (Clinic II, III, & IV)
- Radiographic ring assembly (Clinic II)
- Radiographic film placement FMX on partner- No exposure (Clinic II)
- Digital radiographic film placement FMX on partner- No exposure (Clinic II)
- Arestin Application (Clinic IV)
- Alginate Impressions (Clinic IV)
- Ultrasonic Right & Left Inserts (Clinic III, IV)
- Air Flow Polisher (Clinic IV)
- Calculus Detection Cubes & Models (Clinic I, II, III, IV)
- Professionalism Rubric (Clinic I, II, III, IV)
- Screening (Clinic I, II, III, IV)
- Radiograph Competency Forms (Clinic III, IV)

East Tennessee State University
Dental Hygiene Program
Screening Grade Sheet

Student Name _____
Patient Name _____
Date _____ Instructor _____ Grade _____ **/100**

| Medical History (25 points) | Yes | NO |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Medical Alerts written in box in red 2 points | | |
| Name & city of patient's dentist or "none" written 2 points | | |
| Name & city of patient's physician or "none" written 2 points | | |
| All "yes" answers circled in red 2 points | | |
| Follow up questions/dates written for "yes" answers 2 points | | |
| Blood pressure written 1 point | | |
| Respiration written 1 point | | |
| Temperature written 1 point | | |
| If Diabetic: Blood glucose/HbA1c written (if patient did not take this morning then take in clinic) 3 points | | |
| Signature of patient 2 points | | |
| Signature of student 2 points | | |
| Current list of all medications, classification, & dental consideration written 5 points | | |
| Extra-Oral Examination Areas (25 points) | Yes | No |
| Student presented complete EO/IO in a professional manner to the instructor 7 points | | |
| EO-Student noted all areas that were not WNL for the following: gait, facial symmetry and skin 3 points | | |
| EO – Student noted all areas that were not WNL for the following: eyes, lymph nodes & glands, and TMJ function 3 points | | |
| IO- Student noted all areas that were not WNL for the following: Lips, vestibular mucosa, frena, buccal mucosa 3 points | | |
| IO- Student noted all areas that were not WNL for the following: Tongue, floor of mouth, hard palate, soft palate, uvula, and tonsils 3 points | | |
| Dental classification- Occlusal classification including midline deviation, open bite, tongue thrust, cross bite, overjet, and overbite 3 points | | |

| Dental Charting (25 points) | Yes | No |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Student presents dental charting to instructor using correct terminology in an orderly manner (starting at tooth number 1) 7 points | | |
| Missing teeth marked 3 points | | |
| Restorations marked 3 points | | |
| Open contacts marked 3 points | | |
| Attrition/Abfractions/wear facets marked 3 points | | |
| Watch areas marked 3 points | | |
| Radiographs used to mark RCT, abscesses, decay or any abnormalities 3 points | | |

| Periodontal Charting (25 points) | Yes | No |
|----------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Student calls out probe numbers to instructor in an orderly manner (starting with tooth number 1) 7 points | | |
| Students probe readings are +/- 1mm to the instructors 3 points | | |
| Recession is marked 3 points | | |
| Furcations are marked 3 points | | |
| Mobility is marked 3 points | | |
| BOP /Suppuration is marked 3 points | | |
| Radiographs are used to evaluate bone level 3 points | | |

INTRODUCTION TO CLINIC AND DENTAL OPERATORY EQUIPMENT

COMMON CLINICAL SUPPLIES AREA

- _____ 1. Three centrally located in the front, middle, and back of clinic.
These contain disposable supplies.

Counter Top

- _____ 2. Listerine
_____ 3. Chlorhexidine
_____ 4. Hand Lotion
_____ 5. Various Clinic Supplies

Shelf

- _____ 6. Blue adhesives
_____ 7. Disclosing solution in individual packets in white plastic container
_____ 8. Metal containers filled with cotton rolls, 2 X 2 gauze, cotton tipped applicators, & saliva ejectors
_____ 9. Forceps for retrieving items from metal containers

Left Drawer

- _____ 10. Plastic cups, soufflé cups

Right Drawer

- _____ 11. Safety wipes, twist ties, probe covers, baggies, blue or clear syringe sleeves, disposable mirrors, & air/water syringe tips

Right Cabinet Door

- _____ 12. Patient napkins, and extra supplies

Left Cabinet Door

- _____ 13. Plastic garbage bags and biohazard bags
_____ 14. Reference books; N95 masks (located in Common Area #2 only)

Wall

- _____ 15. Hand Soap/Hand Sanitizer

- _____ 16. Treatment gloves
- _____ 17. Saran wrap
- _____ 18. Plastic chair covers
- _____ 19. Masks

CONTENTS OF CUBICLE

Counter Top/Wall

- _____ 20. Paper towel dispenser – located above sink
- _____ 21. Soap dispenser – located above sink
- _____ 22. Ammonia carpule – attached to paper towel dispenser
- _____ 23. Computer with monitor

Under Sink

- _____ 24. Foamy disinfectant – cleaning suction traps and sinks
- _____ 25. Trash Receptacle – Replace with clean bag after each clinical session.
- _____ 26. Surface Disinfectant – Cavicide wipes/spray – for surface disinfection of cabinet top, dental unit surfaces, and operator supplies
- _____ 27. Sharps container (in some operatories)
- _____ 28. Silver foot pedals – on floor below sink. Depress pedal marked H with foot for hot water and pedal marked C for cold.

OPERATOR STOOL

- _____ 29. Sit on stool with buttocks covering seat.
- _____ 30. Lift black lever under chair seat with right hand to lower stool.
- _____ 31. Stand up and lift same lever to raise stool.

DENTAL UNIT

- _____ 32. Turn master switch on. Located below bracket tray.
- _____ 33. Rheostat pedal – Press down to activate handpiece.
- _____ 34. Overhead dental light – Turn on and off with switch. Raise and lower dental light with handle on side of dental light.
- _____ 35. Hand piece – Located on front left of bracket tray. Handpiece must be placed in this slot or it will not operate.

- _____ 36. Air/Water Syringe – Located in slot to the left of handpiece. Depression of one button supplies water and the other air. Hold over sink to activate.
- _____ 37. Saliva Ejector – Small hose located on left of dental unit. Secure saliva ejector with forceps from common area.
- _____ 38. High-powered vacuum – Large hose on left of unit
- _____ 39. Cubicle Common Area – Located in the center of the dental cabinet. Contains computer keyboard and mouse.

*****All personal items must be removed from the cubicle at the end of each clinic session to avoid receiving a clinic infection control violation.

SUPPLY ROOMS

- _____ 40. Two supply rooms are located in the clinic area (one near the processing cubicle and one near X-ray). Contain sterile supplies, instruments, etc. This area is to be occupied by the clinic assistant only. If you need something from the supply room please see the dental equipment technician.

PROCESSING CUBICLE

- _____ 41. This cubicle is located at the left side of the clinic. Used for preparation of instruments for sterilization.

SAFETY EQUIPMENT

Located at common area #1

- _____ 42. Oxygen tank
- _____ 43. First Aid Box
- _____ 44. Emergency Cart
- _____ 45. Locate eye wash station at Common Area #2

RECEPTION AREA

- _____ 46. Clinic forms

Students should check each task as it is completed and have this form signed by your clinical instructor.

THIS IS NOT A GRADED EXERCISE, BUT THE FORM MUST BE SIGNED BY YOUR INSTRUCTOR. Return form to Dr. Bailey.

Instructors: Please show the students the following areas as well:

- Student mailboxes
- Student File/Grade Folder Return Location (cart)

Infection Control

General Principles

- _____ 1. Lower dental chair and place rheostat pedal in floor.
- _____ 2. Begins day with three consecutive hand washings with an antimicrobial hand wash solution during a one-minute time period.
- _____ 3. Fingernails are short with no nail polish. All hair secured and covered by scrub cap.
- _____ 4. No jewelry, including all piercings.

15 second hand wash at the following times during the appointment

- _____ 5. Between patients.
- _____ 6. Before gloving.
- _____ 7. After removal of gloves.
- _____ 8. Before leaving operatory.
- _____ 9. Upon returning to operatory.
- _____ 10. After removing gloves that are torn.
- _____ 11. Gently rinses gloved hands with water when excessively soiled with blood during treatment of patient or before glove removal.

Pre-Treatment Phase

- _____ 12. Retrieves mask.
- _____ 13. Operator wears lab gown, mask, eyewear, and utility gloves when preparing cubicle for patient. Operator should first put on lab gown, followed by mask, followed by goggles, and finally the utility gloves.
- _____ 14. Be sure to depressurize water bottle by ensuring the switch is flipped down. Switch is located below air and water ports on side of unit. Remove water bottle and fill to capacity with tap water. Be careful not to touch the disinfectant stick (It must not be contaminated and it is very fragile). Place water bottle on unit and flip switch up to pressurize bottle.
- _____ 15. Retrieves suction trap from bracket table and places it in unit.
- _____ 16. Flushes air/water syringe for three minutes at the beginning of each day. This is followed by 30 seconds of flushing between patients. Flush suction hoses for three minutes at the beginning of each day and 30 seconds between patients.
- _____ 17. Places clipboard, hand mirror, patient safety glasses, and pens on countertop.

- _____ 18. Uses an EPA/ADA approved **disinfectant wipe** to clean the following items and surfaces:
- a. Counter tops
 - b. Clip board
 - c. Hand mirror
 - d. Pencils and pens
 - e. Patient safety glasses
 - f. Operator stool lever
 - g. Unit light switch and handles (do NOT use disinfectant on reflective surface of new dental lights, only **distilled water** can be used on these surfaces; plastic light covers must be removed and cleaned with soap and water)
 - h. Color coded signal light switches
 - i. Bracket table
 - j. Dental unit arms
 - k. Air water syringe
 - l. Hand piece motor
 - m. Fronts of unit cabinets and drawers
 - n. Suction hoses on unit
 - o. Dental chair
 - p. Operator stool
 - q. Cart or additional operator stool for charting
 - r. Window sills
 - s. Operatory ledges
 - t. Base of dental chair
 - u. Junction Box (locate the power switch)
 - v. Silver foot pedals
 - w. Visibly soiled flooring
- _____ 19. **Spray CaviCide disinfectant onto a clean disinfectant wipe to ensure that it is saturated.**
Thoroughly wet all surfaces previously cleaned. Treated surfaces must remain visibly wet for a full **three minutes** to ensure disinfection.
- _____ 20. After 3 minutes, use wet paper towel to wipe disinfectant from dental chair to preserve the surface of the chair.
- _____ 21. Washes, disinfects, removes, and stores utility gloves under sink. Removes goggles, mask, and lab gown (you are leaving the cubicle). Dispose of mask. Place operator safety goggles on countertop.
- _____ 22. Washes hands and retrieves barriers with **clean hands**.

Retrieves the Following Disposable Items from Common Area

- _____ 23. 3 blue syringe sleeves (for air/water, regular suction, one hand piece – other is left under bag).
- _____ 24. 3 blue adhesives (one for operator stool lever, and two to cover pen/marker).
- _____ 25. 3 dry cleaning bags (for chair, bracket table, and cart for charting)
- _____ 26. 3 cotton tipped applicators. Use forceps to retrieve. (exam use, disclosing agent, clean suction trap)
- _____ 27. 2 cups (mouth wash, cotton tip applicators)
- _____ 28. 1 patient napkin

- ___ 29. Dry gauze (use forceps to retrieve)
- ___ 30. 1 yellow/blue foam instrument wipe
- ___ 31. 1 saliva ejector (use forceps to retrieve)
- ___ 32. 1 probe cover
- ___ 33. 1 packet of disclosing solution and 1 souffle cup
- ___ 34. Gloves and masks for patient care.
- ___ 35. 6 pieces of plastic wrap (signal lights, keyboard, computer mouse, light handles and switch)
Carry individually; do NOT stick them to clothing

Placing Barriers

- ___ 36. Place plastic wrap on color-coded light switches, overhead light handles and switch.
- ___ 37. Cover back of dental chair with one dry cleaning bag.
- ___ 38. Cover bracket tray with one dry cleaning bag. Cover the right 2 handpiece tubing with the bag.
- ___ 39. If using a cart or operator stool for charting, cover with one dry cleaning bag. Place computer keyboard under bag or wrap in plastic wrap. Place plastic wrap on computer mouse.
- ___ 40. Place blue adhesive so that it completely covers the operator stool lever. Place additional blue adhesives on pens/markers used for charting.
- ___ 41. Insert saliva ejector into suction hose.
- ___ 42. Place blue sleeves on air/water syringe, handpiece, and saliva ejector.
(You may use twist ties to secure these blue sleeves in place)
- ___ 43. Place yellow/blue instrument wipe on left side of patient napkin if you are right-handed.
(Place it on the right side if you are left-handed)
- ___ 44. Place patient napkin on bracket tray or clip with bib clip and hang on dental light handle.
- ___ 45. No barriers are placed on computer monitor to increase visibility and to reduce heat production. Be mindful during treatment, and do not touch the computer monitor with gloved hands.

Treatment Phase

- ___ 46. Meet and greet patient in reception area and bring patient to operatory.
- ___ 47. Has patient brush their teeth and rinse with antiseptic mouth rinse prior to treatment.
- ___ 48. Seats patient in an upright position, and gives the patient protective eyewear.
- ___ 49. Puts on lab gown.

- ___ 50. Dons mask, safety goggles, face shield, washes hands, and gloves before beginning intraoral procedures.
- ___ 51. Open sterile instruments and insert air/water syringe tip.
- ___ 52. Has assembled sterile instruments and supplies.
- ___ 53. Does not leave cubicle after treatment has begun.
- ___ 54. Does not wipe instruments on patient napkin. Patient napkin should remain clean. Use yellow/blue foam wipes instead.
- ___ 55. Uses high velocity evacuation system when using the ultrasonic or air-polishing procedures.
- ___ 56. Removes gloves, face shield, goggles, mask and lab gown and hangs it on the hook in the operatory.
Dispose of mask. Washes hands before leaving cubicle to dismiss patient. (Lab gown should stay in operatory, because it is personal protective equipment and is contaminated after patient treatment.) (Never leave operatory wearing lab gown, treatment gloves, mask, face shield, or eyewear.)

Post – Treatment Phase

- ___ 57. Retrieve a clean mask.
- ___ 58. Dons lab gown, mask, and treatment gloves.
- ___ 59. Spray, wipe and spray operator safety goggles and face shield (or rinse with soap and water if not recommended).
- ___ 60. Dry operator safety goggles and put them on. Dispose of treatment gloves and wear utility gloves to continue disinfection.
- ___ 61. Removes barriers; hang chair bag over chair and discard barriers inside.
- ___ 62. Uses appropriate disposal techniques for waste.
 - a. Places blood **saturated** gauze in red biohazard bag. (Take red biohazard bag to processing cubicle and place in biohazard container inside the cabinet labeled “Biomedical Waste Receptacle”)
 - b. Places all other items in trash bag.
- ___ 63. Place instruments in IMS cassettes. Place on top of cubicle divider for CA to pick up. Clean top of cubicle divider with disinfectant wipes after the CA retrieves instruments.
- ___ 64. Flushes suction line and air/water line for 3 minutes.
- ___ 65. Empties water bottle and places back on unit. Be careful not to touch the disinfectant stick (It must not be contaminated and it is very fragile).
- ___ 66. Removes suction trap and cleans with foamy disinfectant cleaner and cotton tipped applicator. Trap remains in sink until operatory is disinfected.
- ___ 67. All items will be cleaned and disinfected as described in pretreatment phase of infection control.
- ___ 68. Place clean suction trap on paper towel on bracket tray. Clean sink with foamy disinfectant.

- _____ 69. Places rheostat foot pedal on paper towel on the junction box.
- _____ 70. Raises dental chair.
- _____ 71. Empties trash receptacle into trash bin at rear of clinic at the end of day. Place new trash bag in trash receptacle. Extra trash bags should be in bottom of trash can.
- _____ 72. Washes utility gloves, rinses, and dries. Spray gloves with EPA/ADA disinfectant or wipe with saturated disinfectant wipe, rinse with water, wrap with a paper towel. Remove goggles, mask, and lab gown. Wash hands.
- _____ 73. Removes utility gloves, all personal equipment, and instruments from the cubicle at the end of the clinic session. Double check unit to **avoid violations**. Utility gloves should be placed in a separate storage container before storing in clinic bag.
- _____ 74. Turn lab gown inside out. Place in small trash bag to be carried home to be laundered.

PATIENT OPERATOR POSITIONING

POSITIONS OPERATOR (Neutral Position)

- ___1. Sits on stool with weight evenly distributed and low enough so that heels are flat on floor.
- ___2. Thighs are parallel to floor with hip angle of 90°.
- ___3. Forearms are parallel to the floor (will move between 60°-100°)
- ___4. Neck, back, and shoulders are kept in recommended ranges from the neutral position (neck only tilted 0°-15°, back no more than 20°, and shoulders are relaxed and horizontal).

POSITIONS PATIENT

- ___5. Seats patient with chair in upright position.
- ___6. Places napkin and safety glasses on patient.
- ___7. Reclines patient to supine position with heels being slightly higher than tip of nose.
- ___8. Position for maxillary arch plane is perpendicular to floor.
- ___9. Position for mandibular arch plane is parallel to floor.
- ___10. Patient's head is even with upper edge of headrest.
- ___11. Adjusts chair height so operator's elbows are at waist level when fingers touch teeth in treatment area (tip of patient's nose is below the clinician's waist level).
- ___12. Avoids placing legs under patient chair.
- ___13. Avoids leaning or bending over patient.

CLOCK POSITIONS

| <u>Sextant</u> | <u>SURFACES</u> | <u>POSITION</u> |
|-----------------------------|-----------------|-------------------|
| ___14. Mandibular Anterior | toward | 8:00-9:00 (4-3) |
| ___15. Maxillary Anterior | toward | 8:00-9:00 (4-3) |
| ___16. Mandibular Anterior | away | 12:00 |
| ___17. Maxillary Anterior | away | 12:00 |
| ___18. Mandibular Posterior | toward | 9:00 (3) |
| ___19. Maxillary Posterior | toward | 9:00 (3) |
| ___20. Mandibular Posterior | away | 10:00-11:00 (2-1) |

10:00 – 11:00 (2-1)

MEDICAL HISTORY

- ____ 1. Review the history form, making sure it is completed in blue or black ink and signed by the patient.
- ____ 2. Confirm the form has been completed by a parent/guardian for patient under the age of 18 or mentally handicapped patients.
- ____ 3. Clinically review the medical history of the patient, including reappoints and recalls, to utilize information from the patient's master chart and a cross-examination technique to elicit further data or clarify existing data.
- ____ 4. Circle all "YES" responses in red.
- ____ 5. Ask appropriate questions for each "YES" response and record information on the line adjacent to the question. ALL "YES" RESPONSES MUST HAVE DOCUMENTATION OF FOLLOW-UP QUESTIONS.
- ____ 6. Review and record the patient's vital signs.
- ____ 7. Record and date all vital sign readings and changes in each patient's medical history.
- ____ 8. Record in red conditions that require special attention in the upper right-hand corner of the medical history. (Examples: allergies, need for pre-medication, etc.)
- ____ 9. Determine through the use of the Physician's Desk Reference, Dental Drug Reference, and other references, any contraindication to treatment.
- ____ 10. Determine if a doctor's consultation or premedication is necessary prior to treatment. Student should be able to identify conditions requiring antibiotic premedication.
- ____ 11. Recognize contraindications in the patient's medical history and vital signs, which would indicate postponing or discontinuing dental treatment.
- ____ 12. Recognize the need to refer a patient to his/her physician for additional medical services.
- ____ 13. Review and sign in ink the completed medical history form.
- ____ 14. Request the instructor to approve and sign before beginning treatment.
- ____ 15. Verbalize all procedures.

VITAL SIGNS : PULSE, RESPIRATION, & TEMPERATURE

PULSE

- ___ 1. Explain the procedure to the patient.
- ___ 2. Identifies location of radial pulse inferior to thumb.
- ___ 3. Palpate radial or carotid pulse for one minute using the fleshy portion of the first two fingers.
- ___ 4. Record rate, rhythm, and quality of pulse on medical history form in ink.
- ___ 5. Compares pulse to range of normal (60 – 100 bpm) and reports abnormal status to faculty.

RESPIRATION

- ___ 6. Maintain the fingers over the radial pulse after counting the pulse.
- ___ 7. Count the number of times the chest rises in one clock minute.
- ___ 8. Observe depth, rhythm, quality and note sounds.
- ___ 9. Record findings on the patient's medical history.
- ___ 10. Compare respiration to range of normal (14 –20) and reports abnormal status to faculty.

TEMPERATURE

- ___ 11. Cover the sheath of the thermometer.
- ___ 12. Depress power switch and continue to hold down until display reads 100.0E.
- ___ 13. Release power switch to reveal C or F flashing on the display.
- ___ 14. Place the probe tip under tongue until thermometer beeps.
- ___ 15. Record temperature displayed and compares to range of normal (96.0 – 99.5F) and reports abnormal status to faculty.
- ___ 16. Turn off power switch.
- ___ 17. Remove and discard sheath cover.
- ___ 18. Return thermometer to storage.

BLOOD PRESSURE

- ___ 1. Explain the procedure to the patient.
- ___ 2. Patient sits in an upright position with the arm resting horizontally at chest level with the palm up.
- ___ 3. Place the blood pressure cuff around the bare arm one inch above the antecubital space.
- ___ 4. Palpate the radial pulse.
- ___ 5. Inflates cuff until radial pulse disappears, add 30 mm Hg, this is the maximum inflation level.
- ___ 6. Completely deflates cuff.
- ___ 7. Places stethoscope earpieces in ears.
- ___ 8. Place bell of stethoscope over the brachial artery.
- ___ 9. Re-inflate cuff to the maximum inflation level.
- ___ 10. Opens valve slowly (2-3 mm per second).
- ___ 11. Observes dial of sphygmomanometer and listens to hear the first pulse sound. (systolic)
- ___ 12. Continues to decrease pressure slowly.
- ___ 13. Notes millimeter when last sound was heard. (diastolic)
- ___ 14. Remove cuff, record reading and arm of blood pressure measurement on appropriate form.
- ___ 15. Identify blood pressure readings that are above normal limits or that contraindicate treatment.
 - Normal: <120/<80
 - Pre-hypertension: 120-139/80-89
 - Stage 1 hypertension: 140-159/90-99
 - Stage 2 hypertension: >160/>99
 - Treatment cutoff: 180/100
- ___ 16. Request instructor's signature before beginning treatment.

INSTRUMENT STERILIZATION

- ____ 1. Put on utility gloves, safety glasses, and mask. (If you are clinic assistant, wear your lab coat. If you were clinician for the day, do not wear your lab coat out of your cubicle, because it is contaminated.)
- ____ 2. Check instrument set up to be certain all instruments are present.
- ____ 3. Secure instruments with cross bar.
- ____ 4. Close cassette and secure.
- ____ 5. Preparation of ultrasonic bath includes filling ultrasonic bath to fill line with warm water and 1 ½ cups of general purpose cleaner.
- ____ 6. Trays are placed in the ultrasonic bath for no less than 16 minutes.
- ____ 7. Remove instruments following adequate agitation and rinse.
- ____ 8. Allow cassettes and instruments to air dry or pat them dry with paper towels.
- ____ 9. When cassettes and instruments are completely dry, insert cassettes into sterilization pouches.
- ____ 10. Place a piece of autoclave tape on the cassette.
- ____ 11. Label cassette with cassette number, student name (in capital letters), date, & autoclave number.
- ____ 12. Place in appropriate location for instruments to be autoclaved.
- ____ 13. See autoclave.

East Tennessee State University
Dental Hygiene Program

Name: _____
Date: _____
Instructor: _____
Grade: ____/6=_____

GRASP

| | 1 st attempt | 2 nd attempt |
|------------------------------------------------|-------------------------|-------------------------|
| 1. Thumb and index finger opposite each other. | | |
| 2. Side of middle finger resting on shank. | | |
| 3. Handle between second and third knuckle. | | |
| 4. Relaxed, fingers not blanched. | | |
| 5. Roll 180 degrees smoothly. | | |
| 6. Verbalization | | |

FULCRUM

| | 1 st attempt | 2 nd attempt |
|--------------------------------------------------------|-------------------------|-------------------------|
| 1. Thumb and index finger opposite of each other. | | |
| 2. Middle finger resting on shank. | | |
| 3. Handle between second and third knuckle. | | |
| 4. Relaxed, fingers not blanched. | | |
| 5. Places tip of fulcrum finger on stable surface. | | |
| 6. Pivots on finger rest for mesial and distal. | | |
| 7. Rocks on finger rest, no independent finger motion. | | |
| 8. Verbalization. | | |

INSTRUCTIONS FOR UTILIZATION OF MOUTH MIRROR

Use of Mouth Mirror

1. Indirect Vision
2. Indirect Illumination
3. Retraction of cheeks, lips, and tongue.
4. Transillumination

Technique for use

1. Modified pen grasp.
2. Fulcrum: different than that for other instruments since you are striving to keep the hand out of the area of operation and out of the light. See below for specific fulcrums for each area of the mouth.
3. Insertion and removal: plane of mirror head is parallel to the floor of the mouth and enters and exits between the maxillary and mandibular teeth without contacting them – called closing the working end.
4. Movement within mouth: once mirror head has been inserted and has cleared the teeth, the handle may be rolled to position mirror head. To move the mirror around the arch, the hand pivots on the fulcrum finger in the direction in which the mirror head is moving.

Positioning for areas of the mouth

Using the 9:00 to 11:00 position view the following areas of the mouth

1. Mandibular anterior linguals: fulcrum on mandibular left premolars. Rotate mirror on fulcrum to see six anterior teeth.
2. Mandibular left linguals: fulcrum on mandibular right premolars. Mirror should be retracting tongue and enabling operator to see the distals. OR fulcrum on max. anterior.
3. Maxillary anterior linguals: fulcrum on maxillary left premolars.
4. Maxillary left linguals: fulcrum on maxillary right premolars.
5. Maxillary left buccal: fulcrum on maxillary left cheek with the left arm raised above typodont.
6. Mandibular left buccal: fulcrum on maxillary left premolars in same manner as for the maxilla.
7. Maxillary right linguals: fulcrum on maxillary left premolars with the arm raised above typodont.
8. Mandibular right linguals: fulcrum on maxillary left premolars in same manner as for the maxilla.
9. Maxillary right buccal: fulcrum on maxillary right cheek.
10. Mandibular right buccal: fulcrum on maxillary right cheek.

MOUTH MIRROR

GRASP

- ____ 1. Holds with index finger and thumb pads opposite.
- ____ 2. Stabilizes with side of pad of middle finger.
- ____ 3. Maintains handle between second and third knuckle of forefinger.
- ____ 4. Palm mirror when not in use.

FULCRUM

- ____ 5. Establishes stable fulcrum on tooth, patient's face, or mirror handle.
- ____ 6. Pivots on or separates grasp from finger rest for retraction.

STROKE

- ____ 7. Maintains clean mirror surface.
- ____ 8. Retracts cheek without pressing on attached gingiva.
- ____ 9. Rotates mirror for indirect vision of surfaces away from operator.
- ____ 10. Trans-illuminates anterior teeth.
- ____ 11. Reflects light onto work areas.
- ____ 12. Closes mirror so as not to strike teeth upon insertion and passing between arches.

11/12 Explorer on Typodont

A= Acceptable
X= Unacceptable

| | | |
|-------------------------------------------------------------------------------------------------------------------------|---|---|
| 1. Maintains grasp | A | X |
| 2. Establishes/maintains appropriate fulcrum. | A | X |
| Can adapt correct end of instrument in various sextants | | |
| 3. Maxillary right posterior buccal----- | A | X |
| 4. Maxillary right posterior lingual----- | A | X |
| 5. Maxillary left posterior buccal----- | A | X |
| 6. Maxillary left posterior lingual----- | A | X |
| 7. Mandibular right posterior buccal----- | A | X |
| 8. Mandibular right posterior lingual----- | A | X |
| 9. Mandibular left posterior buccal----- | A | X |
| 10. Mandibular left posterior lingual----- | A | X |
| 11. Maxillary anterior facial surfaces toward----- | A | X |
| 12. Maxillary anterior facial surfaces away----- | A | X |
| 13. Maxillary anterior lingual surfaces toward----- | A | X |
| 14. Maxillary anterior lingual surfaces away----- | A | X |
| 15. Mandibular anterior facial surfaces toward----- | A | X |
| 16. Mandibular anterior facial surfaces away----- | A | X |
| 17. Mandibular anterior lingual surfaces away----- | A | X |
| 18. Mandibular anterior lingual surfaces toward----- | A | X |
| 19. Keeps tip in contact with tooth by rolling handle between thumb and forefinger (especially at line angles) | A | X |
| 20. Strokes are short/overlapping. | A | X |
| Evaluate stroke on a posterior molar | | |
| 21. Strokes are systematic walking strokes----- | A | X |
| 22. Adapts at distal line angle of tooth----- | A | X |
| 23. Work toward distal continuing halfway across distal from facial (the other half is explored from the lingual) ----- | A | X |
| 24. Readapt instrument at distal line angle to explore facial surfaces ----- | A | X |
| 25. Roll instrument at mesiofacial line angle to explore into mesial surface at least halfway from facial ----- | A | X |

East Tennessee State University
Dental Hygiene Program

Name: _____
Date: _____
Instructor: _____
Grade: ____/10= _____

SHEPHERD'S HOOK EXPLORER

- ____ 1. Position the operator and patient properly.
- ____ 2. Maintain proper visibility by the use of the dental light and dental mirror.
- ____ 3. Uses appropriate grasp.
- ____ 4. Establishes appropriate finger rests as close to the working area as possible.
- ____ 5. Dry teeth with compressed air for better visibility.
- ____ 6. Adapts the point of the explorer into the pits and fissures at correct angle.
- ____ 7. Verbalizes correct use of the shepherd's hook explorer and verbalizes indications of caries.
- ____ 8. Chart caries and watch areas on the dental charting form using correct symbols.
- ____ 9. Evaluate margins of all restorations.
- ____ 10. Verbalizes all procedures.

DENTAL CHARTING

- ___ 1. Assembles correct instruments.
- ___ 2. Uses laminated chart and red and blue pens.
- ___ 3. Places patient and operator in correct position.
- ___ 4. Charts in a logical sequence.
- ___ 5. Uses dental light, compressed air, and **radiographs** to aid in examination.
- ___ 6. Demonstrates proper use of Shepherd's Hook explorer to detect caries.
- ___ 7. Recognizes and charts carious lesions using correct symbolic placement.
- ___ 8. Checks margins of various restorations for recurrent caries.
- ___ 9. Checks root surfaces for caries.
- ___ 10. Charts all restorations: amalgams, composites, etc. using G.V. Black's classification system
- ___ 11. Charts onlays, crowns of various materials, bridges, etc. using correct symbolic placement and G.V. Black's classification System.

Charts other findings

such as:

- ___ 12. Impacted / unerrupted teeth
- ___ 13. Missing teeth
- ___ 14. Sealants
- ___ 15. Root Canals
- ___ 16. Fractured teeth or restorations
- ___ 17. Overhangs
- ___ 18. Malpositioned teeth (drifting, torsoversions)
- ___ 19. Abscesses
- ___ 20. Uses correct terminology when verbalizing all findings to instructor.

11/12 EXPLORER

- ___ 1. Grasp: Utilizes modified pen grasp properly.
- ___ 2. Fulcrum: Utilizes appropriate and effective intra oral or extra oral fulcrum.
- ___ 3. Selects correct working end.

ADAPTATION

- ___ 4. Inserts tip maintaining contact with tooth surface.
- ___ 5. Holds handle parallel to long axis of anterior teeth and as close to parallel as possible on posterior teeth.

STROKE

- ___ 6. No independent finger motion.
- ___ 7. Maintains side of tip on tooth as stroke is continued.
- ___ 8. Moves explorer in direction tip is facing.
- ___ 9. Uses short, overlapping strokes.
- ___ 10. Covers area from epithelial attachment to margin of gingiva on the entire tooth.

TECHNIQUE

- ___ 11. Uses mirror effectively.
- ___ 12. Maintains correct patient/operator positioning.
- ___ 13. Utilizes light effectively to aid instrumentation.
- ___ 14. Utilizes standard precautions

EXTRAORAL EXAM

GENERAL PRINCIPLES

- ___ 1. Observes and records gait.
- ___ 2. Seats patient in upright position.

ASSESSES FACE AND NECK REGION BY OBSERVING

- ___ 3. Face and neck symmetry.
- ___ 4. Masses or restricted mobility when moving head from side to side.
- ___ 5. Skin color and texture, noting visible lesions.
- ___ 6. Eyes and eyelids.
- ___ 7. Thyroid gland by placing fingers and thumb on either side of cartilage area and having patient swallow.

PALPATES LYMPH NODES

- ___ 8. Bilateral palpation of occipital nodes.
- ___ 9. Bilateral palpation of pre and post auricular nodes.
- ___ 10. Bilateral palpation of parotid gland.
- ___ 11. Palpation of submandibular and submental area by pressing submandibular nodes on inferior border of mandible and roll toward cheek.
- ___ 12. Bidigital palpation of upper and lower deep cervical nodes bilaterally

EXAMINES TMJ

- ___ 13. Bilateral palpation using two hands to examine corresponding structures of TMJ upon opening and closing

INTRAORAL EXAM

GENERAL PRINCIPLES

- ___ 14. Places protective glasses on patient.
- ___ 15. Places patient in supine position

EXAMINES LIPS AND VESTIBULE

- ___ 16. Having the patient occlude; holding lips out to view vestibule of entire mouth.
- ___ 17. Bidigital (finger/thumb) palpation, rolling tissue between forefinger and thumb.
- ___ 18. Direct vision rolling lip over finger to stretch tissue for accurate examination.

- ___ 19. Observe and palpate maxillary and mandibular mucobuccal fold.

EXAMINES GINGIVA

- ___ 20. Drying the gingiva to have a clean view.
- ___ 21. Utilizing the mirror to view surfaces not clear to viewing directly and use direct vision for appropriate areas
- ___ 22. Observe for lesions and inflammation.

EXAMINES BUCCAL MUCOSA AND SALIVARY GLANDS

- ___ 23. Retracts cheeks to observe buccal mucosa.
- ___ 24. Bidigital palpation.
- ___ 25. Manipulate Stenson's duct opening and note salivary flow.

EXAMINES FLOOR OF MOUTH AND UNDERSIDE OF TONGUE

- ___ 26. Have patient raise tongue to hard palate.
- ___ 27. Utilizing direct vision and retracting tongue with mirror observe floor of mouth.
- ___ 28. Bimanually palpate from angle of mandible to submental area.
- ___ 29. Utilize digital palpation for tori on cortical plates.

EXAMINES TONGUE

- ___ 30. Bidigital palpation of entire tongue.
- ___ 31. Utilizing direct vision, examine dorsal and ventral surfaces.
- ___ 32. Having patient extend tongue, wrap a gauze square around tip and move tongue from side to side to examine lateral borders.

EXAMINES PALATE, MAXILLARY TUBEROSITIES, AND RETROMOLAR AREA

- ___ 33. Using mouth mirror for indirect illumination and indirect vision.
- ___ 34. Digital palpation to determine tissue consistency.

EXAMINES ORAL PHARYNX

- ___ 35. Examines oral pharynx by pressing on dorsal surface of the tongue with mouth mirror and have patient say "ah".
- ___ 36. Observes uvula; anterior pillars of soft palate, note color of tonsillar area.

EXAMINES OCCLUSION AND SWALLOWING PATTERN

- ___ 37. Have patient close normally and classify occlusal pattern. Identify malrelations of groups of teeth

(overjet, overbite, underjet, crossbite, etc.) and midline deviation.

- ____ 38. Asking patient to swallow while still occluding with lips held apart and observing thrusting of tongue into open bite or pushing of saliva into anterior vestibule.

RECORDING OF DATA

- ____ 39. Use correct dental terminology in a concise and accurate manner to describe atypical or abnormal findings.
- ____ 40. Questions patient or uses didactic knowledge to correlate etiology of positive findings.
- ____ 41. Records findings accurately, noting rationale for positive findings.
- ____ 42. Presents findings to instructor using correct dental terminology in a concise and accurate manner.

BODY MECHANICS - ASEPSIS

- ____ 43. Uses mirror, light, compressed air to aid examination.
- ____ 44. Maintains proper patient/operator position.
- ____ 45. Utilizes standard precautions.

GINGIVAL INSPECTION

Examines the following gingival tissue markers (1-9) of the papillary, marginal, and attached gingival and uses descriptive terminology:

- ___ 1. Color
- ___ 2. Size
- ___ 3. Shape (contour) free and papillae
- ___ 4. Consistency
- ___ 5. Texture
- ___ 6. Position (noting recession or clefting)
- ___ 7. Mucogingival junction (noting adequate/inadequate zone of attached tissue)
- ___ 8. Bleeding
- ___ 9. Exudate (expressed on pressure)

- ___ 10. Records gingival margin along CEJ looking for recession or hyperplasia (on perio chart)
- ___ 11. Utilizes air.
- ___ 12. Utilizes mirror for retraction, indirect vision, and illumination
- ___ 13. Would utilize probe to detect bleeding on probing
- ___ 14. Records atypical findings
- ___ 15. Questions patient to correlate etiology of positive findings
- ___ 16. Maintains proper patient/operator positioning
- ___ 17. Utilizes standard precautions.

PERIODONTAL PROBE

- ___1. Uses modified pen grasp.
- ___2. Establishes fulcrum on stable tooth preferably within the same arch.
Alternative fulcrums:
 - Embrasure area – occlusal or incisal surface
 - Extra oral:
 - Maxillary right posterior by using the back of the middle, ring, and little fingers against the mandible.
 - Maxillary left posteriors by using the front surfaces of middle, ring, and little fingers resting against the mandible of the left side of the patient. Palm should cup the chin.
- ___3. Uses light grasp with constant equal pressure from fulcrum.
- ___4. Rotates handle between thumb and forefinger when adapting to tooth surface to keep tip flush.

STROKE

- ___5. Insert probe at the distofacial or distolingual line angle and probe distal.
- ___6. Position probe as parallel as possible to the long axis of the tooth surface being probed adjusting for tooth contour or deposits.
- ___7. Adapt the tip of the probe to the tooth surface as you activate short up-and –down strokes staying within the sulcus and touching the junctional epithelium with each down stroke.
- ___8. Assess the area beneath proximal contact areas by tilting the probe and extending the tip beneath the contact area.
- ___9. Reinsert probe at distal line angle being careful not to miss any area and probe in the mesial direction.
- ___10. Walk the probe around the entire circumference of the junctional epithelium using strokes that are about 1 mm apart.
- ___11. Records/Verbalizes 6 measurements per tooth (deepest measurement in each of 6 sites).
- ___12. Uses systematic sequence.
- ___13. Uses mirror effectively.
- ___14. Maintains correct patient/operator positioning.
- ___15. Utilizes light effectively to aid instrumentation.
- ___16. Utilizes standard precautions.

PERIODONTAL EVALUATION on Class I, II or III

- ____1. Mark out all missing teeth.
- ____2. Probes all sulci to determine probing depth.
- ____2. Correctly records probing depths for 6 sites per tooth (uses red for depths above 3mm).
- ____3. Circles bleeding points in red.
- ____4. Confirms gingival line is correctly charted in red. Uses probe to ascertain amount of recession from CEJ.
- ____5. Uses probe to calculate (or verbalize how) "clinical attachment level" for the following gingival variations:
 - ____gingival margin is at the CEJ
 - ____gingival margin is apical to the CEJ (recession)
 - ____gingival margin is coronal to the CEJ
- ____6. Ascertains inadequate widths of attached gingiva (measures from gingival margin to mucogingival junction and subtracts the probing depth).
- ____7. Correctly records furcation involvements by symbols.
- ____8. Determines tooth mobility (using two instrument handles) and records correct classification on facial aspect of the crown on periodontal chart.
- ____9. Check for open contacts with dental floss and record.
- ____10. Check for food impaction sites and record.
- ____11. Note any wear facets, abrasion, or attrition on periodontal chart.
- ____12. Uses mirror, light, compressed air and FMX to aid with examination.
- ____13. Present all findings to instructor utilizing correct dental terminology in a concise and accurate manner.

NABER'S PROBE

- ____ 1. Selects the correct working-end to detect furcation involvement (lower terminal shank is positioned parallel to tooth surface being examined).
- ____ 2. Can properly examine multirooted teeth on appropriate surfaces.
 - ____ Mandibular molars
 - ____ Maxillary First Premolars
 - ____ Maxillary Molars
- ____ 3. Uses correct symbols to chart furcation involvements on the periodontal chart or can verbalize the symbols for Class I, II, III, and IV furcation involvements and can describe Class I, II, III, and IV furcations.
- ____ 4. Uses dental light, compressed air, and radiographs to aid in examination.
- ____ 5. Uses correct patient/operator positioning.
- ____ 6. Utilizes proper grasp and fulcrum.

East Tennessee State University
Dental Hygiene Program

Name: _____
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Instructor: _____
Grade: ____/7=_____

PERIODONTAL SCREENING AND RECORDING (PSR)

- ____ 1. The student can read the reference markings on the probe and explain how the color-coded mark is applicable to the PSR exam.
- ____ 2. Demonstrates all aspects of proper probing technique and adaptation.
- ____ 3. Charts in a logical sequence.
- ____ 4. Probes around each tooth and scores each sextant with the appropriate PSR code (be able to verbalize criteria for each score 0-4 and *).
- ____ 5. The student relates the presence of furcation involvement, mobility, mucogingival problems, or recession to the PSR code recording with an asterisk*.
- ____ 6. Records scores correctly in the PSR box on dental chart and dates box.
- ____ 7. Can relate implications of findings to instructor for each code as to what further examination and documentation is needed per sextant or mouth.

H6/H7

- ____ 1. GRASP: MODIFIED PEN
- ____ 2. FULCRUM: Appropriately establishes on stable tooth as close to working area as possible.
- ____ 3. SELECTS CORRECT WORKING END
- Lower shank and blade are angled toward tooth surface being adapted making angle more closed.
- ____ 4. ADAPTATION
- For anterior teeth:
- Positions blade underneath calculus deposit.
 - Tilts lower shank slightly toward the tooth surface to be instrumented with face-to-tooth angulation between 70-80 degrees.
 - Anterior tip third is adapted to the tooth supragingivally
- ____ 5. STROKE ACTIVATION
- Wrist should be in neutral position with back of hand and wrist in straight alignment moving as a unit
 - Uses constant, equal lateral pressure when activating working stroke against tooth (less with adapting or exploring).
 - Pivots on fulcrum for adaptation as moves around tooth.
 - Rotates handle between thumb and index finger keeping working tip flush when adapting to tooth.
 - Maintains caution when adapting at line angles so as not to cause tissue lacerations.
 - Uses vertical strokes from midline of tooth, moving in a mesial or distal direction with short overlapping strokes.
 - Continues stroke at least half way across the proximal surface.
 - Uses horizontal strokes at midlines of facials and linguals.
- ____ 6. TECHNIQUE:
- Uses systematic sequence (surfaces toward, surfaces away facials / linguals).
Sharpens as necessary.
Maintains correct patient/operator positioning.
- -Surfaces toward 8-9:00 (4-3:00)
 - -Surfaces away 12:00 (12:00)
- Utilizes light and mirror effectively.

NEVI 1

Demonstrate Proper Use of Sickle Scaler on Anterior Teeth:

- ____ 1. GRASP: MODIFIED PEN
- ____ 2. FULCRUM: Appropriately establishes on stable tooth as close to working area as possible.
- ____ 3. ADAPTATION
- For anterior teeth:
- Positions blade underneath calculus deposit.
 - Tilts lower shank slightly toward the tooth surface to be instrumented with face-to-tooth angulation between 70-80 degrees.
 - Anterior tip third is adapted to the tooth supragingivally
- ____ 4. STROKE ACTIVATION
- Wrist should be in neutral position with back of hand and wrist in straight alignment moving as a unit
 - Uses constant, equal lateral pressure when activating working stroke against tooth (less with adapting or exploring).
 - Pivots on fulcrum for adaptation as moves around tooth.
 - Rotates handle between thumb and index finger keeping working tip flush when adapting to tooth.
 - Maintains caution when adapting at line angles so as not to cause tissue lacerations.
 - Uses vertical strokes from midline of tooth, moving in a mesial or distal direction with short overlapping strokes.
 - Continues stroke at least half way across the proximal surface.
 - Uses horizontal strokes at midlines of facials and linguals.
- ____ 5. TECHNIQUE:
- Uses systematic sequence (surfaces toward, surfaces away facials / linguals).
Sharpens as necessary.
Maintains correct patient/operator positioning.
- -Surfaces toward 8-9:00 (4-3:00)
 - -Surfaces away 12:00 (12:00)
- Utilizes light and mirror effectively.

Demonstrate Proper Use of "Scoop" End on Anterior Lingual Surfaces:

- ____ 6. GRASP: MODIFIED PEN
- ____ 7. FULCRUM: Appropriately establishes on stable tooth as close to working area as possible.
- ____ 8. ADAPTATION
- For anterior teeth:
- Positions blade underneath calculus deposit.

____ 9. STROKE ACTIVATION

- Wrist should be in neutral position with back of hand and wrist in straight alignment moving as a unit
- Uses constant, equal lateral pressure when activating working stroke against tooth (less with adapting or exploring).
- Pivots on fulcrum for adaptation as moves around tooth.
- Rotates handle between thumb and index finger keeping working tip flush when adapting to tooth.
- Maintains caution when adapting at line angles so as not to cause tissue lacerations.

____ 10. TECHNIQUE:
Uses systematic sequence
Sharpens as necessary.
Maintains correct patient/operator positioning.
Utilizes light and mirror effectively.

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- ____ 1. **GRASP: MODIFIED PEN**
- Holds with index fingers and thumb pads opposite.
 - Places index finger and thumb pads at junction of handle and shank.
 - Stabilizes with side of pad of middle finger.
 - Maintains contact between index, middle, and fulcrum fingers.
 - Maintains handle between second and third knuckle of index finger on anteriors and between second knuckle and "v" of hand on posteriors.
- ____ 2. **FULCRUM**
Establishes on stable tooth as close to working area as possible.
- ____ 3. **SELECT CORRECT WORKING END**
- Lower shank is parallel to the proximal surface of the tooth while functional shank goes up and over the tooth (inner cutting edges are used on distals while outer cutting edges are used on the mesial surfaces as well as the facial and lingual surfaces).
- ____ 4. **STROKE ACTIVATION**
- Wrist in neutral position.
 - Moves hand and wrist as a unit when pivoting.
 - Pivots on fulcrum for adaptation as moves around tooth.
 - Rotates handle between thumb and index finger keeping working tip flush when adapting to tooth.
 - Adapts anterior tip-third to tooth supragingivally.
 - Tilts lower shank slightly toward the tooth surface to achieve a face – to – tooth angulation of 70° - 80°.
 - Uses short overlapping strokes of 1-2 mm
- ____ 5. **COVERS SULCULAR DIMENSION CIRCUMFERENTIALLY**
- Begins on distals of molars. Adapt at the distofacial line angle and work onto the distal surface half way.
 - Tilt shank to close blade to the 70°-80° angle.
 - Instruments facial beginning again at distofacial line angle and correctly repositioning instrument.
 - As approaches mesiofacial line angle, rolls handle to maintain adaptation.
 - Works half way across mesial aspect.
 - Uses vertical strokes on the mesial and distal surfaces of posterior teeth.
 - Uses oblique strokes on the facials and linguals of posterior teeth.
 - Uses horizontal strokes at line angles of posterior teeth

6. **TECHNIQUE:**

- Uses systematic sequence (begins at posterior and works toward front of the mouth).
Max Rt Buccal/Max Left lingual – Mand. Left Buccal/Mand Rt Lingual
FLIP ENDS
Max Rt Lingual/Max Left Buccal – Mand Left Lingual/Mand Right Buccal
- Sharpens as necessary.
- Maintains correct patient/operator positioning.
 - For aspects toward sit at 9:00 (3:00)
 - For aspects away sit at 10-11:00 (2-1:00)

NEVI 4

- ____ 1. **GRASP: MODIFIED PEN**
- Holds with index fingers and thumb pads opposite.
 - Places index finger and thumb pads at junction of handle and shank.
 - Stabilizes with side of pad of middle finger.
 - Maintains contact between index, middle, and fulcrum fingers.
 - Maintains handle between second and third knuckle of index finger on anteriors and between second knuckle and “v” of hand on posteriors.
- ____ 2. **FULCRUM**
Establishes on stable tooth as close to working area as possible.
- ____ 3. **SELECT CORRECT WORKING END**
- Lower shank is parallel to the proximal surface of the tooth while functional shank goes up and over the tooth (inner cutting edges are used on distals while outer cutting edges are used on the mesial surfaces as well as the facial and lingual surfaces).
- ____ 4. **STROKE ACTIVATION**
- Wrist in neutral position.
 - Moves hand and wrist as a unit when pivoting.
 - Pivots on fulcrum for adaptation as moves around tooth.
 - Rotates handle between thumb and index finger keeping working tip flush when adapting to tooth.
 - Adapts anterior tip-third to tooth supragingivally.
 - Tilts lower shank slightly toward the tooth surface to achieve a face – to – tooth angulation of 70° - 80°.
 - Uses short overlapping strokes of 1-2 mm
- ____ 5. **COVERS SULCULAR DIMENSION CIRCUMFERENTIALLY**
- Begins on distals of molars. Adapt at the distofacial line angle and work onto the distal surface half way.
 - Tilt shank to close blade to the 70°-80° angle.
 - Instruments facial beginning again at distofacial line angle and correctly repositioning instrument.
 - As approaches mesiofacial line angle, rolls handle to maintain adaptation.
 - Works half way across mesial aspect.
 - Uses vertical strokes on the mesial and distal surfaces of posterior teeth.
 - Uses oblique strokes on the facials and linguals of posterior teeth.
 - Uses horizontal strokes at line angles of posterior teeth

6. **TECHNIQUE:**

- Uses systematic sequence (begins at posterior and works toward front of the mouth).
Max Rt Buccal/Max Left lingual – Mand. Left Buccal/Mand Rt Lingual
FLIP ENDS
Max Rt Lingual/Max Left Buccal – Mand Left Lingual/Mand Right Buccal
- Sharpens as necessary.
- Maintains correct patient/operator positioning.
 - For aspects toward sit at 9:00 (3:00)
 - For aspects away sit at 10-11:00 (2-1:00)

COLUMBIA 13/14

BASIC CONCEPTS

- ____ 1. **GRASP: MODIFIED PEN**
____ 2. **FULCRUM**

Establishes fulcrum on stable tooth or embrasure relative to working area.

- Uses constant, equal fulcrum pressure.
- Pivots on finger pad for adaptation.

- ____ 3. **OVERALL ADAPTATION**

- Inserts working end beneath gingival margin at a 0-40 degree angulation (blade appears closed)
- Tilts lower shank toward tooth to establish correct face-to-tooth angulation (70-80 degrees) with blade positioned underneath calculus.
- Maintains adaptation of the tip-third of the cutting edge to the tooth surface by rotating handle between thumb and forefinger avoiding tissue trauma.

- ____ 4. **OVERALL STROKE**

- Initiates stroke by pressing down with fulcrum finger and applying pressure against instrument handle with index finger and thumb to create lateral pressure.
- Strokes are short and overlapping.
- Activates calculus removal stroke using wrist motion activation.

- ____ 5. **TECHNIQUE**

Uses mirror for indirect vision to avoid incorrect instrument placement

ANTERIORS

- ____ 6. **POSITIONING**

For surfaces toward, sit at 8-9:00 (4-3:00)

For surfaces away sit at 12:00

- ____ 7. **SELECTS CORRECT WORKING END**

- Adapts instrument at midline of anterior tooth.
- Adapts to either surface toward or away using only outer cutting edges (does not use opposite cutting edges of same end on anterior surfaces).
- The face tilts toward the tooth (face is not open). When adapted on a proximal surface, the lower shank goes across the tooth.

- ____ 8. **USES SEQUENCE**

Surfaces toward, then surfaces away.

Works into proximals so as to cover sulcular dimension.

___ 9. **UTILIZES VARIOUS STROKES**

- Uses horizontal strokes on facial and lingual root surfaces of anteriors.
- Uses vertical strokes on facial, lingual, and proximal surfaces.
- Uses oblique strokes on facial and lingual surfaces.

POSTERIOR

___ 10. **POSITIONING**

- For aspects toward, sit at 9:00 (3:00).
- For aspects away sit at 10-11:00 (2-1:00).

___ 11. **SELECTS CORRECT WORKING END**

- Adapts instrument at distal line angle of posterior tooth.
- The lower shank is parallel to the proximal surface (distal) and functional shank goes up and over.
- The inner cutting edges are used on the distal surfaces of posteriors.
- The outer cutting edges are used on the facial, lingual, and mesial surfaces of posteriors.
- Does use opposite cutting edges of the same end for facials/linguals of posteriors

___ 12. **USES SEQUENCE:**

Begins at distofacial line angle of posterior-most tooth in sextant and works toward and into the distal. Repositions at the distofacial line angle and completes the facial (or lingual) and mesial surfaces working toward the anterior.

Covers entire sulcular dimension.

___ 13. **USES VARIOUS STROKES**

- Uses vertical strokes on the mesial and distal surfaces.
- Uses oblique strokes on the facial and lingual surfaces.
- Uses horizontal strokes on the line angles of posterior teeth (also furcations).

COLUMBIA 4R/4L

BASIC CONCEPTS

- ____ 1. **GRASP: MODIFIED PEN**
____ 2. **FULCRUM**

Establishes fulcrum on stable tooth or embrasure relative to working area.

- Uses constant, equal fulcrum pressure.
- Pivots on finger pad for adaptation.

- ____ 3. **OVERALL ADAPTATION**

- Inserts working end beneath gingival margin at a 0-40 degree angulation (blade appears closed)
- Tilts lower shank toward tooth to establish correct face-to-tooth angulation (70-80 degrees) with blade positioned underneath calculus.
- Maintains adaptation of the tip-third of the cutting edge to the tooth surface by rotating handle between thumb and forefinger avoiding tissue trauma.

- ____ 4. **OVERALL STROKE**

- Initiates stroke by pressing down with fulcrum finger and applying pressure against instrument handle with index finger and thumb to create lateral pressure.
- Strokes are short and overlapping.
- Activates calculus removal stroke using wrist motion activation.

- ____ 5. **TECHNIQUE**

Uses mirror for indirect vision to avoid incorrect instrument placement

ANTERIORS

- ____ 6. **POSITIONING**

For surfaces toward, sit at 8-9:00 (4-3:00)

For surfaces away sit at 12:00

- ____ 7. **SELECTS CORRECT WORKING END**

- Adapts instrument at midline of anterior tooth.
- Adapts to either surface toward or away using only outer cutting edges (does not use opposite cutting edges of same end on anterior surfaces).
- The face tilts toward the tooth (face is not open). When adapted on a proximal surface, the lower shank goes across the tooth.

- ____ 8. **USES SEQUENCE**

Surfaces toward, then surfaces away.

Works into proximals so as to cover sulcular dimension.

___ 9. **UTILIZES VARIOUS STROKES**

- Uses horizontal strokes on facial and lingual root surfaces of anteriors.
- Uses vertical strokes on facial, lingual, and proximal surfaces.
- Uses oblique strokes on facial and lingual surfaces.

POSTERIOR

___ 10. **POSITIONING**

- For aspects toward, sit at 9:00 (3:00).
- For aspects away sit at 10-11:00 (2-1:00).

___ 11. **SELECTS CORRECT WORKING END**

- Adapts instrument at distal line angle of posterior tooth.
- The lower shank is parallel to the proximal surface (distal) and functional shank goes up and over.
- The inner cutting edges are used on the distal surfaces of posteriors.
- The outer cutting edges are used on the facial, lingual, and mesial surfaces of posteriors.
- Does use opposite cutting edges of the same end for facials/linguals of posteriors

___ 12. **USES SEQUENCE:**

Begins at distofacial line angle of posterior-most tooth in sextant and works toward and into the distal. Repositions at the distofacial line angle and completes the facial (or lingual) and mesial surfaces working toward the anterior. Covers entire sulcular dimension.

___ 13. **USES VARIOUS STROKES**

- Uses vertical strokes on the mesial and distal surfaces.
- Uses oblique strokes on the facial and lingual surfaces.
- Uses horizontal strokes on the line angles of posterior teeth (also furcations).

GRACEY 1/2

BASIC CONCEPTS

- ___ 1. **GRASP: MODIFIED PEN**
- ___ 2. **ESTABLISHES FULCRUM RELATIVE TO WORK AREA**
- ___ 3. **ADAPTATION**
Inserts the working-end beneath the gingival margin at a 0-40-degree angle (inserts with blade closed)
- ___ 4. **STROKE**
- Initiates calculus removal stroke by pressing down with fulcrum finger and applying pressure against instrument handle with index finger and thumb to create lateral pressure against the tooth.
 - Activates stroke using wrist motion (limits digital motion to areas where movement is restricted).
 - Maintains correct adaptation by rotating handle between thumb and forefinger keeping tip flush in order to prevent tissue trauma.
 - Positions blade underneath calculus and/or to epithelial attachment.
 - Can demonstrate vertical strokes on anterior teeth as well as horizontal strokes at the midlines of the facial and lingual surfaces.
 - Uses short overlapping strokes going into proximals to cover entire sulcular dimension.
- ___ 5. **TECHNIQUE**
Uses mirror correctly for retraction and indirect vision.

ANTERIOR TEETH

- ___ 6. **POSITIONING**
Uses correct patient/operator positioning:
Positioned correctly on stool, and in relation to equipment.
Surfaces toward – 8-9:00 (4-3:00)
Surfaces away – 12:00
- ___ 7. **SELECT CORRECT WORKING END**
- Adapts only the lower cutting edge to the appropriate tooth surface.
 - The lower shank is parallel to the long axis of tooth surface.
- ___ 8. **UTILIZES SEQUENCE:**
- Beginning with canine on opposite side of mouth, work on surfaces toward adapting at the midline of the facial or lingual surface.
 - Complete sequence with surfaces away.

GRACEY 11/12 & 13/14

AREA SPECIFIC CURETS - POSTERIOR

11/12 13/14

____% ____%

BASIC CONCEPTS

- | | | | |
|------|------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ____ | ____ | 1. | GRASP: MODIFIED PEN <ul style="list-style-type: none">• Thumb and index finger pads positioned opposite.• Pad of middle finger rests lightly on shank, and touches ring finger.• Handle rests between the 2nd knuckle of the index finger and the V of hand. |
| ____ | ____ | 2. | FULCRUM <ul style="list-style-type: none">• Establishes and positions fulcrum relative to work area. |
| ____ | ____ | 3. | BASIC ADAPTATION / STROKE ACTIVATION <ul style="list-style-type: none">• Positions blade underneath calculus and/or to epithelial attachment and adapts at a 0-40 degree angle.• Activates stroke using wrist motion (limits digital motion to areas where movement is restricted).• Maintains correct adaptation by rotating handle between thumb and forefinger when adapting to tooth surface to keep tip flush and prevent tissue trauma.• Uses short overlapping strokes going into proximals to cover entire sulcular dimension.• Can demonstrate vertical, horizontal, and oblique strokes. |

POSTERIOR TEETH - SPECIFIC AREAS

- | | | | |
|------|------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ____ | ____ | 4. | POSITIONING: USES CORRECT PATIENT/OPERATOR POSITIONING <ul style="list-style-type: none">• For aspects toward, sit at 9:00 (3:00)• For aspects away, sit at 10-11:00 (2-1:00) |
| ____ | ____ | 5. | SELECTS CORRECT INSTRUMENT <ul style="list-style-type: none">• For mesial, facial, and lingual surfaces (uses G 11/12).• For distal surfaces (uses G 13/14). |
| ____ | ____ | 6. | SELECTS CORRECT WORKING END <ul style="list-style-type: none">• Adapts only the <u>lower cutting edge</u> to the appropriate tooth surface.• The lower shank is parallel to the long axis of tooth surface. |
| ____ | ____ | 7. | UTILIZES SEQUENCE <ul style="list-style-type: none">• Completes distal surfaces first, then instruments the facial (lingual), and mesial surfaces in the sextant. |
| ____ | ____ | 8. | USES MIRROR CORRECTLY FOR INDIRECT VISION AND RETRACTION |

SELECTIVE POLISHING

Before Procedure:

- ____ 1. Teach plaque control to patient and assess their effectiveness of plaque removal.
- ____ 2. Remove as much stain as possible during periodontal instrumentation / or ultrasonic use.
- ____ 3. Review patient health/dental histories for contraindications (communicable diseases spread by aerosols, patient susceptibility to infection spread by aerosols, respiratory diseases, immunosuppressed individuals, implant abutments, patients requiring bacteremia antibiotic premedication, or poor gingival tissue health).
- ____ 4. Assesses teeth for selective polishing.
- ____ 5. Explains the procedure and rationale to patient emphasizing that this is an esthetic procedure and has no therapeutic value.
- ____ 6. Patients have rinsed with an antimicrobial solution.
- ____ 7. Provide patient with protective eyewear.
- ____ 8. Operator uses standard precautions (barrier protection).

Procedure:

- ____ 9. Positions patient in a supine position.
- ____ 10. Places saliva ejector and uses throughout procedure.
- ____ 11. Selects least abrasive grit for task and fills cup with paste.
- ____ 12. Establishes a fulcrum and rests handpiece in the "v" of hand.
- ____ 13. Holds cup so rim is close to tooth surface and activate foot pedal to regulate speed so cup rotates at a slow, steady speed.
- ____ 14. Adapts cup to cervical-third of crown, applying pressure to make cup rim flare slightly. Care is taken as cup moves into sulcus to avoid trauma and CEJ abrasion.
- ____ 15. Uses a wiping motion to draw cup across tooth surface from cervical toward incisal edge.
- ____ 16. Uses 2-3 seconds per motion and moves to next area.
- ____ 17. Applies cup to proximal surfaces by flaring the cup rim as far interproximally as possible.
- ____ 18. Polishes several teeth, using an organized sequence relative to task, rinses the tooth surfaces, and refills cup as necessary.
- ____ 19. Uses bristle brush to polish grooves, pits, and fissures if necessary or instruments remaining stain.
- ____ 20. Flosses entire mouth after procedure to remove abrasive particles and rinses mouth.

MAINTAINING HANDPIECE

Following use (to be completed at the end of each month)

- ____1. Attach gray adaptor to handpiece.
- ____2. Push the adaptor with handpiece onto the assistina.
- ____3. Close the cover and the waste disposal drawer before starting the assistina.
- ____4. Press the program button ONCE for TWO seconds.
- ____5. Wait 35 seconds for cycle to finish.
- ____6. Press red button to unlock and release adaptor and handpiece.
- ____7. Unscrew adaptor from handpiece and place adaptor on top of assistina in area provided.
- ____8. Wipe of handpiece with paper towel and place in "self-sealing" paper sterilization bag (these are found in drawer).
- ____9. Process handpiece in autoclave.

FLUORIDE APPLICATION

Before Application

- ___ 1. Assess the need for topical fluoride.
- ___ 2. Removal of debris and biofilm with toothbrush and floss during patient instruction. Patient should learn all methods of caries prevention and how they work together.
- ___ 3. Patient is seated upright.
- ___ 4. Explain procedure to patient and explain the benefits of fluoride.
- ___ 5. Patient is instructed not to swallow.
- ___ 6. Select the appropriate tray size and check the fit in the patient's mouth.
- ___ 7. Dispense the minimum amount of gel into each tray.

Application

- ___ 8. Dry the mandibular teeth.
- ___ 9. Insert the mandibular tray.
- ___ 10. Insert the saliva ejector.
- ___ 11. Dry the maxillary teeth.
- ___ 12. Insert the maxillary tray.
- ___ 13. Ask patient to close and bite the teeth together gently and tilt head forward.
- ___ 14. Begin timing for 4 minutes.
- ___ 15. Instruct the patient not to swallow.
- ___ 16. Monitor patient comfort and do not leave patient unattended.
- ___ 17. Remove trays after the full 4 minutes have elapsed.
- ___ 18. Allow patient to expectorate excess fluoride into saliva ejector keeping head tilted forward.
- ___ 19. Instruct patient not to rinse, eat, drink, or smoke for 30 minutes following fluoride application.

INSTRUMENT SHARPENING

- ____ 1. Prepare work area and assemble equipment.
- ____ 2. Lubricates sharpening stone (use water during treatment of patient otherwise oil).
- ____ 3. Identifies a dull instrument and cutting edge to be sharpened.
- ____ 4. Grasps instrument handle and rests on a stable surface.
- ____ 5. Positions the instrument with the face parallel to the countertop (floor).
- ____ 6. Grasps edges of stone.
- ____ 7. Establishes stone to instrument angulation (Starts at 90 degrees and swing lower end of stone to meet face at approximately 70-80-degree (100-110 degree) angle).
- ____ 8. Begins with heel third, activating light strokes, ending with a down stroke.
- ____ 9. Rotates stone to sharpen middle and toe/tip ending with a down stroke.
- ____ 10. Would sharpen toe and back of a curet.
- ____ 11. Evaluates sharpness of entire length of cutting edge using testing stick with cutting edge adapted to the stick at the same angulation that would be used against a tooth surface (70-80 degrees).
- ____ 12. Removes metal filings from pores of stone immediately after each use and sterilize stone.

Pre-Clinic Lab Practical 1

Student: _____

Faculty: _____

Date: _____

| | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Does the student: |
| | 1. Seat the patient in an upright position to review the medical history and take vital signs. |
| | 2. Complete new medical history and review, including appropriate follow up questions; take, record & evaluate vital signs & accurately present positive finding of history to the instructor; including drug classification and dental considerations. |
| | 3. Obtain patient, student, and faculty signature on Medical History before beginning treatment. (2 points each error) |
| | 4. Complete Extra/Intra Oral Examination & record positive findings or notes WNL for normal conditions on the Oral Evaluation Form. Classify occlusion & record findings on Oral Evaluation Form. (2 points each error) |
| | 5. Complete Dental Charting. (Instructor will watch you use your shepherd's hook and mirror. Use appropriate grasp & fulcrum.) (2 points each error) |
| | 6. Obtain faculty check of extra/intra oral exam, occlusion, & dental charting. Present all findings to instructor using correct dental terminology, including G.V. Black's classification for dental charting. (2 points each error) |
| | 7. Use proper patient/operator positioning throughout. (2 points each error) |
| | 8. Use standard precautions throughout. (5 points each error) |

Comments: _____

Grade: _____

Lab Practical should be completed within 2 hours. 5 points will be deducted for failure to complete within the time limit.

Pre-Clinic Lab Practical 2

Student: _____

Faculty: _____

Date: _____

| | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Does the student: |
| | 1. Seat the patient in an upright position to review the medical history and take vital signs. |
| | 2. Obtain patient, student, and faculty signature on Medical History before beginning treatment. (2 points each error) |
| | 3. Complete Gingival Inspection & record findings on Oral Evaluation Form. (2 points each error) |
| | 4. Complete Periodontal Assessment on Quadrant 1. (Including gingival margin, mobility, furcation involvement, open contacts, attrition, abrasion, food impaction, etc.). Demonstrate use of the periodontal probe for instructor. Instructor will check periodontal charting; your probing depths must be within 1 mm of the instructor's readings. (2 points each error) |
| | 5. Complete PSR on sextant 6. Verbalize PSR codes and their description to your instructor. (2 points each error) |
| | 6. Demonstrate use of periodontal instruments for your instructor. (See Instrumentation Exam). |
| | 7. Use proper patient/operator positioning throughout. (2 points each error) |
| | 8. Use standard precautions throughout. (5 points each error) |

Comments: _____

Grade: _____

(must meet 80% competency)

Lab Practical should be completed within 2 hours. 5 points will be deducted for failure to complete within the time limit. _____

Instrumentation Exam Pre-Clinic Lab Practical

Student: _____

Instructor: _____

| | Positioning | Grasp | Fulcrum | Adaptation | Angulation | Stroke | Correct Use of Mirror |
|-------------------------------------------------------------|-------------|-------|---------|------------|------------|--------|-----------------------|
| 11/12 Explorer (buccal surfaces of sextant 1) | | | | | | | |
| Periodontal Probe (lingual surfaces of Sextant 3) | | | | | | | |
| Shepherd's Hook (sextant 4) | | | | | | | |
| Naber's Probe (sextant 1: buccal and lingual) | | | | | | | |
| H6/H7 (facial surfaces of sextant 5) | | | | | | | |
| NEVI 1 (lingual surfaces of sextant 5) | | | | | | | |
| 204SD (lingual surfaces of sextant 6) | | | | | | | |
| NEVI 4 (lingual surfaces of sextant 3) | | | | | | | |
| Columbia 13/14 (lingual surfaces of sextant 4) | | | | | | | |

| | | | | | | | |
|--------------------------------------------------------------------|--|--|--|--|--|--|--|
| Columbia 4R/4L (lingual surfaces of sextant 1) | | | | | | | |
| Gracey 1/2 (facial surfaces of sextant 2) | | | | | | | |
| Gracey 11/12 (buccal surfaces of sextant 3) | | | | | | | |
| Gracey 13/14 (buccal surfaces of sextant 3) | | | | | | | |
| Additional Comments | | | | | | | |

****Errors in each of the above categories will result in a 1 point deduction.**

Point Deductions: (5 points)

- Infection Control throughout entire clinical exam
- Have all necessary equipment/supplies (instruments, pens, charts, etc.)
- Professional conduct, speech, and terminology
- Correct end of instrument
- Instrument correct teeth

You are given this exam prior to testing for preparation purposes. You may practice on typodonts, practice in clinic, utilize the Gehrig text for tutorial help, and seek instructors' assistance during clinic. On the day of the test, you are not allowed to ask for aid from instructors. Take this opportunity to put your hard work and practice to the test. Take pride in your professionalism and accomplishments. You have done well this semester.

Instructor Comments:

CLINIC SIMULATION

Student: _____

Faculty: _____

Date: _____

S = satisfactory U = unacceptable (more than 3 mistakes in category)

| S/U | Does the student: |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1. Greet the patient promptly upon arrival to the clinic |
| | 2. Seat the patient in an upright position to review the medical history and take vital signs. |
| | 3. Review medical history, including appropriate follow up questions; take, record & evaluate vital signs & accurately present positive finding of history to the instructor; including drug classification and dental considerations. |
| | 4. Obtain patient, student, and faculty signature on Medical History before beginning treatment. |
| | 5. Complete extra/intra oral exams & gingival exam. Check occlusal classification. Record positive findings or notes WNL for normal conditions. Record info on the Oral Evaluation Form. |
| | 6. Complete dental charting. Complete periodontal assessment (Including gingival margin, mobility, furcation involvement, open contacts, attrition, abrasion, food impaction, etc.) |
| | 7. Obtain faculty check on intra/extra oral exams, gingival exam, occlusal classification, dental charting, & periodontal assessment. Faculty will classify patient at this step. Present all findings to instructor using correct dental terminology, including G.V. Black's classification for dental charting. (2 points each error) (Also verify at this time when the patient will be checked (ex: after quadrant, arch, etc.) |
| | 8. Disclose patient, record PHP on the Oral Hygiene Plan/Treatment Plan Form and discuss patient education needs and treatment plan with faculty. |
| | 9. Complete patient education. |
| | 10. Explore the entire mouth to detect calculus and determine which instruments should be used for deposit removal. |
| | 11. Remove deposits with appropriate instruments. Faculty will administer an instrumentation exam. |
| | 12. Obtain faculty check that calculus was removed. |
| | 13. Selectively polish where indicated & check technique with disclosing solution. |
| | 14. Floss entire mouth |
| | 15. Obtain faculty check on plaque removal |
| | 16. Administer fluoride treatment |
| | 17. Complete Treatment Record on left side of patient chart and get faculty's signature |
| | 18. Use standard precautions throughout appointment |

Grade ____/18 = ____
(must meet 80% competency)

Instructor Comments:

Instrumentation Exam Clinic Simulation

Student: _____

Instructor: _____

| | Positioning | Grasp | Fulcrum | Adaptation | Angulation | Stroke | Correct Use of Mirror |
|--------------------------|-------------|-------|---------|------------|------------|--------|-----------------------|
| 11/12 Explorer | | | | | | | |
| Periodontal Probe | | | | | | | |
| Shepherd's Hook | | | | | | | |
| Naber's Probe | | | | | | | |
| H6/H7 | | | | | | | |
| Nevi I | | | | | | | |
| 204SD | | | | | | | |
| Nevi 4 | | | | | | | |
| Columbia 13/14 | | | | | | | |

| | | | | | | | |
|--------------------------------|--|--|--|--|--|--|--|
| Columbia 4R/4L | | | | | | | |
| Gracey 1/2 | | | | | | | |
| Gracey 11/12 | | | | | | | |
| Gracey 13/14 | | | | | | | |
| Additional Comments | | | | | | | |

****Errors in each of the above categories will result in a 2 point deduction.**

Point Deductions: (5 points)

- Infection Control throughout entire clinical exam
- Have all necessary equipment/supplies (instruments, pens, charts, etc.)
- Professional conduct, speech, and terminology
- Correct end of instrument
- Instrument correct teeth

You are given this exam prior to testing for preparation purposes. You may practice on typodonts, practice in clinic, utilize the Gehrig text for tutorial help, and seek instructors' assistance during clinic. On the day of the test, you are not allowed to ask for aid from instructors. Take this opportunity to put your hard work and practice to the test. Take pride in your professionalism and accomplishments.

Instructor Comments:

ORAL HYGIENE INSTRUCTION

ORAL HYGIENE AIDS (e.g. brushing, flossing, tongue scraper, proxy brush, floss holder, stimudent)

- ____ 1. Patient meets established criteria for OHI (0*, B, or C patient).
- ____ 2. Student requests evaluation after recording PHP.
- ____ 3. Effective instructional materials present and used throughout the appointment.
- ____ 4. Places patient in the upright position.
- ____ 5. Shares PHP results with patient.
- ____ 6. Identifies appropriate oral hygiene aid(s) to remove the plaque. *TELL
- ____ 7. Demonstrates the correct technique with the selected aid(s). *SHOW
- ____ 8. Assists the patient in self-evaluation. *DO
- ____ 9. Provides positive reinforcement and feedback
- ____ 10. Recommends realistic home care regime and recall interval.

DIABETIC PATIENT

- ____ 1. Discusses the effects of uncontrolled diabetes on periodontal disease.
- ____ 2. Discusses patient's blood glucose and A1C levels (if available) related to control of diabetes.
- ____ 3. Discuss current concepts of oral hygiene self-care related to the patient's Condition (e.g. the bi-directionality of diabetes and periodontal disease)
- ____ 4. Explains the etiology of the patient's oral disease as relevant to the patient's needs.
- ____ 5. Discusses the patient's responsibility in attaining and maintaining effective oral hygiene practices
- ____ 6. Confirms patient's understanding of their role in the improvement, maintenance, and progression of their oral condition.
- ____ 7. Recommends home care instructions relevant to patients' condition and needs. *TELL
- ____ 8. Demonstrates oral hygiene techniques appropriate for the patient's condition, as applicable. *SHOW
- ____ 9. Assist the patient in the performance of indicated oral health techniques demonstrated, as applicable. *DO
- ____ 10. Recommends realistic home care regime, recall interval, and need for referral to a medical doctor or specialist.

ULTRASONIC SCALING

____ 1. Explains procedure to the patient and reviews medical history for contraindications.

____ 2. Prepares unit for ultrasonic use

- ____ Places foot control on floor within easy access.
- ____ Places plastic wrap as barrier over unit and controls
- ____ Bleeds the line and runs water for three minutes.
- ____ Selects and inserts ultrasonic tip.
- ____ Tunes handpiece until fine spray is obtained.
- ____ Gets suction ready for use.

____ 3. Patient considerations

- ____ Drapes patient
- ____ Adapts saliva ejector in patient's mouth so a continuous evacuation is maintained.
- ____ Positions patient's head so that water flows away from working area to the area where saliva ejector has been placed.

____ 4. Technique

- ____ Utilizes modified pen grasp.
- ____ Utilizes intra/extra oral fulcrum.
- ____ Adapts working end at a 15 degree angle to the tooth.
- ____ Does not use point, face, or back of blade on tooth.
- ____ Keeps steady pressure on foot control.
- ____ Holds handpiece lightly, but firmly.
- ____ Inserts tip into sulcus to epithelial attachment to remove deposits.
- ____ Uses suction constantly.
- ____ Keeps tip in constant motion on tooth surface.
- ____ Strokes are short, light, smooth, precise and overlapping.

____ 5. Post treatment procedures

- ____ Remove and sterilize tips.
- ____ Bleeds line for 3 minutes
- ____ Flush all water from unit.
- ____ Turn power adjustment off and unplug unit.
- ____ Removes soiled barrier and wipes unit and hoses with phenol wet towel
- ____ Prepares equipment for storage.

Ultrasonic Curved Inserts (Right & Left)

CURVED INSERTS - POSTERIOR

RIGHT LEFT

____% ____%

BASIC CONCEPTS

- ____ ____ 1. **GRASP**
- Thumb and index finger pads positioned opposite.
 - Handle rests between the 2nd knuckle of the index finger and the V of hand.
- ____ ____ 2. **FULCRUM**
- Establishes and positions fulcrum relative to work area.
 - Uses appropriate intraoral or extraoral fulcrum
- ____ ____ 3. **BASIC ADAPTATION / STROKE ACTIVATION**
- Adapts lateral surface of insert/tip at the distobuccal line angle of most distal tooth
 - Moves subgingivally, adapting lateral surface with horizontal and oblique strokes to debride root surfaces
 - Transitions to oblique adaptation, adapting face/back and stroking vertically to debride contact areas
 - Can demonstrate vertical, horizontal, and oblique strokes.

POSTERIOR TEETH – SPECIFIC AREAS

- ____ ____ 4. **POSITIONING: USES CORRECT PATIENT/OPERATOR POSITIONING**
- For aspects toward, sit at 9:00 (3:00)
 - For aspects away, sit at 10-11:00 (2-1:00)
- ____ ____ 5. **SELECTS CORRECT INSERT/TIP**
- For maxillary right buccal, maxillary left lingual, mandibular left buccal, and mandibular right lingual (use LEFT insert).
 - For maxillary right lingual, maxillary left buccal, mandibular left lingual, and mandibular right buccal (use RIGHT insert).
- ____ ____ 6. **UTILIZES SEQUENCE**
Completes distal surfaces first, then instruments the facial (lingual), and mesial surfaces in the sextant.
- ____ ____ 7. **USES THE SALIVA EJECTOR/ HIGH EVACUATION SUCTION CORRECTLY**
- ____ ____ 8. **USES MIRROR CORRECTLY FOR INDIRECT VISION AND RETRACTION**

EXTRA-ORAL FULCRUMS

MAXILLARY RIGHT POSTERIOBS **BUCCAL ASPECT**

GRADE ____/ 5= ____

- ____ 1. Utilizes modified pen grasp.
- ____ 2. Utilizes 9:00 position.
- ____ 3. Positions patient's head straight ahead or slightly away from operator.
- ____ 4. Mirror retracts cheek. Use direct vision and illumination when possible.
- ____ 5. Places backs of middle, ring, and little fingers against the lateral aspect of the mandible on the right side of the face.

MAXILLARY LEFT POSTERIOBS **BUCCAL ASPECT**

GRADE ____/5 = ____

- ____ 1. Utilizes modified pen grasp properly.
- ____ 2. Utilizes 9:00 position.
- ____ 3. For buccal aspect, positions patient's head toward operator with chin up.
- ____ 4. Utilizes direct vision and illumination.
- ____ 5. Cup chin with palm, extending fingers against left cheek.

AIR POLISHING

- ____ 1. Uses the principles of selective polishing to determine indications for use of air polisher.
- ____ 2. Identifies patients with contraindications for use of air polishing:
Restricted sodium diets, respiratory disease, or conditions that limit swallowing or breathing, a communicable infection known to be transmitted by aerosols.
- ____ 3. Identifies other precautions: Avoid use on cementum and dentin, severely inflamed gingiva, most restoration surfaces.
- ____ 4. Patient pre-rinses.
- ____ 5. Angle the sodium bicarbonate spray away from the gingival margin.
- ____ 6. Only use the spray to an area for 3-5 seconds.
- ____ 7. Keep stream in constant circular motion with the nozzle tip about 4-5 mm away from the enamel surface.
- ____ 8. Utilizes appropriate evacuation.
- ____ 9. Effectively removes stains without tissue trauma.
- ____ 10. Utilizes standard precautions.

SUPPLEMENTAL FULCRUMS

____ 1. **Maxillary right posterior – lingual aspect**

- ____ Utilizes 9:00 position.
- ____ Positions patient's head toward operator with chin up.
- ____ Uses direct vision and illumination.
- ____ Place index finger of non-operating hand on shank of instrument to apply lateral pressure to the surface being instrumented.

____ 2. **Maxillary left posterior – lingual aspect**

- ____ Utilizes 9:00 position.
- ____ Positions patient's head slightly away from operator with chin up.
- ____ Uses direct vision and illumination.
- ____ Places index finger of non-operating hand on shank of instrument to apply lateral pressure to the surface being instrumented.

____ 3. **Mandibular left posterior – buccal aspect**

- ____ Utilizes 7:00 position.
- ____ Positions patient's head toward the operator with chin down.
- ____ Uses direct vision and illumination.
- ____ Places index finger of non-operating hand in mandibular left vestibule.
- ____ Establishes stable fulcrum with ring finger resting on index finger of non-operating hand.

____ 4. **Mandibular right posterior – buccal aspect**

- ____ Utilizes 7:00 position.
- ____ Positions patient's head straight ahead or slightly toward operator.
- ____ Uses direct vision and illumination.
- ____ Places index finger of non-operating hand in mandibular right vestibule.
- ____ Establishes stable fulcrum with ring finger resting on index finger of non-operating hand.

Tobacco Control Intervention Competency Form

Student Name: _____

Date: _____

Faculty: _____

Points/Grade: _____/100pts

Assessment

_____ The Tobacco Use Survey was reviewed and discussed with a clinical faculty.

_____ The type, amount, and frequency of use was identified.

_____ The stage of change was correctly identified.

_____ A periodontal screening and tissue assessment was performed.

_____ An oral cancer screening was performed.

_____ Intra oral signs of tobacco use was shown to the patient and was related to the patient.

Intervention

_____ The student correctly used the 5As

- Ask – confirms what the patient marked on Tobacco Use Survey.
- Assess – confirms level of readiness to make a quit attempt
- Advise – in a clear, unambiguous way, advises patient to quit using tobacco. The quit message is tied into any identified oral pathology/disease.
- Assist- appropriate resource materials are selected; referral options are discussed.
- Follow-up is offered

_____ For those who are not interested in quitting, one of the 5Rs are attempted.

_____ The stage of change and the patient's response to the intervention is recorded in the patient's progress notes.

Pharmacotherapy advice

_____ The health history was reviewed prior to advising a pharmaceutical choice.

_____ Nicotine replacement therapies and bupropion was discussed

Presentation of intervention

_____ Open-ended questions were used

_____ Active listening was utilized

_____ The intervention was provided with empathy and sensitivity

_____ The intervention was presented with confidence

Comments and Suggestions of Reviewer:

Sealants

- ___ 1. Assembles necessary equipment.
- ___ 2. Explains procedure to patient.
- ___ 3. Evaluates occlusal surface utilizing both explorer and bitewing radiographs.
(recent: 6 to 12 months)
- ___ 4. Plaque removal from the occlusal surface is accomplished with dry prophylaxis brush or air powder polisher. Traces grooves with explorer.
- ___ 5. Isolates teeth with cotton rolls and uses high speed suction. Dry surface to be sealed.
- ___ 6. Applies etching solution to surface for 30 seconds.
- ___ 7. Completely rinses and dries surface for 10-15 seconds.
- ___ 8. Etched surface appears uniformly chalky white. Surface remains dry without contamination from saliva.
- ___ 9. Applies sealant carefully, avoiding overfill and material placement in embrasures. Trace grooves if bubbles are evident. Cures with curing light for 60 seconds.
- ___ 10. Checks sealant with an explorer for coverage and retention.
- ___ 11. Checks for occlusal interference with articulating paper. If interference exists, student reduces sealant until sealant no longer creates occlusal interference.
- ___ 12. Sealant is smooth with no voids or bubbles, material covers all intended areas and cannot be dislodged with explorer.
- ___ 13. Uses floss to check for excess interproximal sealant material.
- ___ 14. Gives fluoride treatment immediately following sealant placement.
- ___ 15. Records treatment accurately on treatment record and dental chart.

FLUORIDE VARNISH APPLICATION

Before Application

- ___ 1. Assess the need for fluoride varnish.
- ___ 2. Explain procedure to patient and explain the benefits of fluoride varnish.
- ___ 3. Dispense fluoride varnish into soufflé cup.
- ___ 4. Instruct patient not to swallow during the procedure.

Application

- ___ 5. Dip applicator brush in varnish and mix well.
- ___ 6. Systematically paint a thin layer on all tooth surfaces.
- ___ 7. Provide full coverage to all areas of the teeth including areas of recession and the cervical third of facial, lingual, and palatal surfaces and occlusal surfaces.
- ___ 8. Instruct the patient that the teeth will have a yellow film until the varnish is removed with a toothbrush.
- ___ 9. Instruct the patient to avoid:
 - hard, crunchy foods
 - hot or alcoholic beverages
 - brushing or flossing the teeth until the next day or at least the next 4-6 hours

Digital Radiographic Film Placement on Partner

FMX/No Exposure

Posterior - Correct film placement for:

- ____1. Maxillary right molar
- ____2. Maxillary right premolar
- ____3. Mandibular right molar
- ____4. Mandibular right premolar
- ____5. Maxillary left molar
- ____6. Maxillary left premolar
- ____7. Mandibular left molar
- ____8. Mandibular left premolar

Anterior - Correct film placement for:

- ____9. Maxillary right canine
- ____10. Maxillary central incisors
- ____11. Maxillary left canine
- ____12. Mandibular right canine
- ____13. Mandibular central incisors
- ____14. Mandibular left canine

Bitewings - Correct film placement for:

- ____15. Molars right side
- ____16. Premolars right side
- ____17. Molars left side
- ____18. Premolars left side

Radiographic Film Placement on Partner

FMX/No Exposure

Posterior - Correct film placement for:

- ____1. Maxillary right molar
- ____2. Maxillary right premolar
- ____3. Mandibular right molar
- ____4. Mandibular right premolar
- ____5. Maxillary left molar
- ____6. Maxillary left premolar
- ____7. Mandibular left molar
- ____8. Mandibular left premolar

Anterior - Correct film placement for:

- ____9. Maxillary right canine
- ____10. Maxillary central incisors
- ____11. Maxillary left canine
- ____12. Mandibular right canine
- ____13. Mandibular central incisors
- ____14. Mandibular left canine

Bitewings - Correct film placement for:

- ____15. Molars right side
- ____16. Premolars right side
- ____17. Molars left side
- ____18. Premolars left side

Radiographic Ring Assembly

Posterior

- ____1. Assembles posterior ring correctly for the maxillary right quadrant
- ____2. Assembles posterior ring correctly for the mandibular right quadrant
- ____3. Assembles posterior ring correctly for the maxillary left quadrant
- ____4. Assembles posterior ring correctly for mandibular left quadrant

Anterior

- ____5. Assembles ring correctly for the maxillary anteriors
- ____6. Assembles ring correctly for the mandibular anteriors

Bitewing

- ____7. Assembles ring correctly for the right side of oral cavity
- ____8. Assembles ring correctly for the left side of the oral cavity
- ____9. Shows correct placement on Dexter

Arestin Placement

- ____1. Student explains what Arestin is to the patient.
- ____2. Student explains indications for use.
- ____3. Student identifies the antibiotic used in Arestin.
- ____4. Student explains contraindications for use.
- ____5. Student identifies the length of time (number of days) Arestin adheres to the periodontal pocket.
- ____6. Student explains informed consent form to patient and receives patient signature.
- ____7. Student reviews patient's medical history and has supervising dentist approve and sign patient chart.

How to Administer:

- ____8. Student gathers all necessary equipment.
- ____9. Student demonstrates correct loading of the cartridge into the syringe handle. Locking the cartridge in place.
- ____10. Student explains technique used to reach difficult-to-access areas.
- ____11. Student demonstrates proper placement of tip, parallel to the long axis of the tooth, into the periodontal pocket.

Patient Instructions After Treatment:

- ____12. Student informs patient to delay brushing treated areas for 12 hours after placement.
- ____13. Student informs patient not to use floss or interproximal cleaning devices around the treated areas for 10 days.
- ____14. Student informs patient to avoid hard, crunchy, or sticky foods such as caramel or popcorn that could traumatize the area.

Alginate Impressions

| Criteria | S | U |
|-----------------------------------------------------------------------------------------------------------|---|---|
| 1. All teeth are present without voids and air bubbles | | |
| 2. All edentulous ridge/spaces are present | | |
| 3. All vestibular areas are present and intact | | |
| 4. All frena and muscle attachments are present and intact. | | |
| 5. All interpapillary spaces are present with minimal tearing. | | |
| 6. No voids in critical areas: palate, floor of mouth, vestibular areas, tray showing through impression. | | |
| 7. Impression is stable; alginate is attached to tray. | | |
| 8. Adequately extended; retromolar area included. | | |
| 9. Appropriate infection control procedures: bowls, spatula, impression. | | |

LOCAL ANESTHESIA COMPETENCY

LA Lab (Student must attain 80% to receive credit)
Clinic III (Student must attain 82% to receive credit)
Clinic IV (Student must attain 84% to receive credit)

Injection Type: _____

(This evaluation sheet will be used for each of the 24 injections)

Directions: For each criterion, indicate "A" for acceptable or "X" for unacceptable.

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 1. Explains rationale and technique to patient. | | |
| 2. Applies standard precautions. | | |
| 3. Uses correct ergonomics. | | |
| 4. Reviews patient's medical/dental history; takes and records vital signs. | | |
| 5. Selects appropriate injection for treatment rendered. | | |
| 6. Verbalizes the nerves and tissues that will be anesthetized. | | |
| 7. Applies appropriate selection criteria for needle and anesthetic. | | |
| 8. Uses sterilized sharp needle. | | |
| 9. Loads cartridge properly and engages harpoon. | | |
| 10. Checks the flow of LA prior to use and eliminates bubbles. | | |
| 11. Aligns bevel of needle towards bone. | | |
| 12. Aligns large window towards operator. | | |
| 13. Maintains optimum lighting. | | |
| 14. Visually and by palpation, locates and identifies the landmarks for the injection. | | |
| 15. Wipes area with gauze; applies topical; waits 1-2 minutes and/or applies pressure anesthesia. | | |
| 16. Grasps movable soft tissue taut for maximum visibility and positive control. | | |
| 17. Establishes and maintains stable fulcrum. | | |
| 18. Selects correct penetration site. | | |
| 19. Follows correct pathway of insertion. | | |
| 20. Proceeds to proper depth for injection and indicates site of deposit. | | |
| 21. Aspirates in 2 planes prior to depositing solution. | | |
| 22. Injects slowly and with control (approx. 1ml/60 seconds) | | |
| 23. Manages patient in manner which minimizes anxiety and discomfort and promotes safety (prepares patient, keeps needle out of patient's sight. Reassures patient throughout procedure, avoids unnecessary relocation of needle, recaps needle correctly, etc.) | | |
| 24. Records injection type and amount of anesthetic and patient response in the patient treatment record. | | |
| 25. Follows protocol for infection control, sharps handling, and disposal. | | |

Local Anesthesia Administration

- If a patient requires local anesthesia, the student should notify the supervising dentist in advance. Each patient must complete the “Informed Consent for Local Anesthesia” form. Local anesthesia will be administered by clinical faculty or supervising DDS during Clinics I & II, and by supervised dental hygiene students during Clinics III & IV.
- In the state of Tennessee, a licensed dental hygienist must obtain certification to administer local anesthesia before he/she can administer local anesthesia on any patient. Dental hygienists can only administer local anesthesia under the direct supervision of a licensed dentist who (1) examines the patient before prescribing the procedures to be performed, (2) is physically present at the same office location when the local anesthesia is administered, (3) designates the patient of record upon whom the procedures are to be performed and describes the procedure to be performed, and (4) examines the patient upon completion of the procedures.
- Faculty will consult with the supervising dentist regarding the patient’s medical history prior to the administration of local anesthesia.
- Following the administration of local anesthesia, the following information must be documented in the treatment record:
 1. date and time of administration
 2. identity of individual administering
 3. type of anesthesia administered
 4. dosage/amount administered
 5. location/site of administration
 6. any adverse reaction (if no adverse reaction occurs; state that no adverse reaction occurred). Rules of Tennessee Board of Dentistry- Revised December 2007.

LOCAL ANESTHESIA CALCULATIONS:

1.8 mL cartridges

| Concentration | Mg per cartridge | If only 1 cartridge is given | If 2 cartridges were given | If 3 cartridges were given | Notes |
|---------------|------------------|------------------------------|----------------------------|----------------------------|--------------------------------------------------------------------------------------------------------|
| 2% solution | 20x1.8= 36mg | 36mg | 36x2= 72mg | 36x3= 108mg | For additional cartridges, multiply the mg in one cartridge by the # of cartridges given |
| 3% solution | 30x1.8= 54mg | 54mg | 54x2= 108mg | 54x3= 162mg | |
| 4% solution | 40x1.8= 72mg | 72mg | 72x2= 144mg | 72x3= 216mg | If only half of a cartridge was given, do not multiply by 1.8, but rather by 0.9, which is half of 1.8 |

VASOCONSTRICTOR CALCULATIONS

1:50,000 = 0.02; 1:100,000 = 0.01; 1:200,000 = 0.005

For 1 cartridge of epinephrine 1:100,000 = 0.01 x 1.8 (size of cartridge) = 0.018mg of epi
 For 2 cartridges of epinephrine 1:100,000 = 0.018 x 2 (# of cartridges) = 0.036 mg of epi
 For 3 cartridges of epinephrine 1:100,000 = 0.018 x 3 (# of cartridges) = 0.054mg of epi

For other concentrations (e.g. 1:50,000), substitute the vasoconstrictor values listed above.

Air-Flow Setup

- ___ 1. Student runs air only through dental unit line before attaching body of the Air-Flow unit.
- ___ 2. Attach handpiece to body.
- ___ 3. Attach body to hose connection. If using perio handpiece use tool to attach the perio tip.
- ___ 4. Student tests that both air and water are running through machine.
- ___ 5. Remove powder chamber cap.
- ___ 6. Student selects appropriate powder for procedure: Supragingival uses Classic powder and Subgingival with perio tip uses Perio powder.
- ___ 7. Attaches easy fill tip to powder bottle and inserts into powder chamber, filling chamber to maximum fill line (DO NOT EXCEED MAXIMUM).
- ___ 8. Secures powder chamber cap.

Air-Flow Breakdown & Sterilization

- ___ 9. Student wipes down handpiece, body, and hose with caviwipe removing any visible soiling.
- ___ 10. Dries handpiece, body, and hose with soft cloth.
- ___ 11. Remove handpiece (pull straight out no twisting). If using perio tip remove the disposable tip with the removal tool before removing handpiece from the body.
- ___ 12. Using compressed air, student thoroughly cleans the connection between the body and the handpiece. Inspect the O-rings for damage.
- ___ 13. Empties any unused powder into powder container. (Not bottle).
- ___ 14. Uses highspeed suction tip to clean powder chamber and cap.
- ___ 15. Using compressed air, the student thoroughly cleans both the powder chamber and the cap. Inspects the O-ring in cap for damage.
- ___ 16. Place handpiece in cassette (NOT BODY) and soak in enzymatic cleaning solution in ultrasonic bath.
- ___ 17. Uses Easy Clean tip with disposable syringe and distilled water to rinse/flush the enzymatic cleaner from handpiece.
- ___ 18. Using compressed air, dry handpiece by blowing air through both ends. Repeat.
- ___ 19. Rinse handpiece with distilled water until liquid runs clear.
- ___ 20. Dry at room temperature.
- ___ 21. Place in autoclave bag and place in cassette. Sterilize in autoclave.

Air-Flow® Polisher

- ____1. Uses the principles to determine indications for use of the Air-Flow Polisher.
- ____2. Identifies patients with contraindications for use of air polishing:
Respiratory disease, or conditions that limit swallowing or breathing,
A communicable infection known to be transmitted by aerosols.
- ____3. Identifies surfaces it is safe to use on: Veneers, crowns, implants,
supra and subgingivally.
- ____4. Patient pre-rinses.
- ____5. Angle the glycine spray towards the gingival margin at a 60° angle.
- ____6. Only use the spray on an area for 3-5 seconds.
- ____7. Keep stream in a constant smiley face motion with the nozzle tip
2-4mm away from the tooth.
- ____8. Subgingival use: Inserts correct tip to base of pocket before activating
Spray and works from the base of the pocket up on the count of 5
Seconds. Stops and reinserts into next area before activating again.
- ____9. Utilizes appropriate evacuation.
- ____10. Utilizes standard precautions.

































CALCULUS DETECTION

Calculus Difficulty Level: B or C (as approved by instructor)

QUADRANT ASSIGNED BY FACULTY: UR LR UL LL

Student Instructions: Explore for subgingival calculus in the assigned quadrant. Document spicules, ledges, or rings of subgingival calculus by coloring in the corresponding surface (M, D, B, L) of the tooth where subgingival calculus was detected.

Do not include supragingival calculus.

| | | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | FACIAL | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| RIGHT | | | | | LINGUAL | | | | | | | LEFT | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | LINGUAL | | | | | | | | |
|  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| 32 | 31 | 30 | 29 | 28 | 27 | 26 | 25 | FACIAL | 24 | 23 | 22 | 21 | 20 | 19 | 18 | 17 |

MINIMUM COMPETENCY REQUIREMENTS 80%

Instructor Comments:

**** DEDUCT 5 POINTS FOR EACH ERROR****

Errors: _____

Professionalism Rubric Criteria

| Attribute | Description | Yes (1 point) or No (0 points) |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Attitude | Presents themselves in a positive fashion. Respectful to and quickly and courteously responds to requests from patients, staff, faculty, & classmates. Is not negative toward patients, staff, faculty, or classmates. | Points = _____ Please describe how student didn't meet this expectation and suggestions for improvement: |
| Team Player | Quick to lend a hand to all classmates regardless of personal feelings. Takes notice of others and strives to encourage and pull up. Selfless acts in the best interest of the team. | Points = _____ Please describe how the student didn't meet this expectation and suggestions for improvement: |
| Speech/Communication | Speaks in a tone (does not yell across the clinic or cubicles) and manner that is respectful to patients, staff, faculty, and classmates. Greet or speaks with patients, faculty, and staff using Mr. Mrs. Ms. or Dr. Responds respectfully during stressful situations with patients, staff, faculty, or classmates. Chooses words that build up rather than tear down others. | Points = _____ Please describe how the student didn't meet this expectation and suggestions for improvement: |
| Appearance | Follows the dress protocol listed in the clinical Policy & Procedures manual regarding clinical attire and personal hygiene. | Points = _____ Please describe how the student didn't meet this expectation and suggestions for improvement: |
| Preparation | Arrives to clinic 15 minutes before seating patients with all necessary equipment & supplies. Brings all clinical worksheets in an organized binder with an activity completion plan for the session. Arranges and keeps cubicle in an organized fashion and abides by all infection control protocols. | Points = _____ Please describe how the student didn't meet this expectation and suggestions for improvement: |

Section 8

Section 8 Clinic Forms

East Tennessee State University
College of Health Sciences
Dental Hygiene Program
Johnson City, TN 37614-1709

Medical History

Medical Alerts

Date _____

Name _____ LAST _____ FIRST _____ MIDDLE _____ Home Phone (____) _____

Address _____ NUMBER STREET _____ Business Phone (____) _____

City _____ State _____ Zip Code _____

Occupation _____

Date of Birth ____/____/____ Sex: M F Height _____ Weight _____

Person to contact in case of emergency _____ Phone (____) _____

If the person listed above is a minor, is permission granted for: X-rays: ☐ Yes ☐ No and/or Sealants: ☐ Yes ☐ No

Parent/Guardian Signature _____

The following questionnaire must be completed before any treatment is rendered. The information is for our records and is considered confidential.

Describe your current dental problem: _____

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Have you or your family recently experienced any of the following medical conditions?:</p> <p>a. TB Yes No</p> <p>b. Fever Yes No</p> <p>c. Night sweats Yes No</p> <p>d. Persistent cough that produces blood Yes No</p> <p>e. Unexplained weight loss Yes No</p> | <p>16. Are you in good health? Yes No</p> <p>17. Has there been any change in your general health within the past year? Yes No</p> <p>18. My last physical examination was on _____</p> <p>19. Are you now under the care of a physician? Yes No</p> <p>If so, what is the condition being treated? _____</p> |
| <p>ORAL HEALTH</p> <p>2. The name and city of my dentist is: _____</p> <p>3. The name and city of my physician(s) is: _____</p> <p>4. Are you currently having any dental problems? Yes No</p> <p>5. Have you ever been treated for Periodontal Disease (gum disease, pyorrhea, trench mouth)? Yes No</p> <p>6. Do your gums ever bleed when you brush, floss, or for no apparent reason? Yes No</p> <p>7. Have you ever been shown proper brushing and flossing techniques? Yes No</p> <p>8. Do you use any oral cleansing mechanisms in addition to a toothbrush and floss? Yes No</p> <p>9. How often do you brush? _____</p> <p>10. How often do you floss? _____</p> <p>11. Do you have sores, swellings, or blisters on your gums, cheeks or lips? Yes No</p> <p>12. Have you had orthodontic treatment? Yes No</p> <p>13. Have you had any serious trouble associated with any previous dental treatment? Yes No</p> <p>If so, explain: _____</p> <p>14. Are you wearing removable dental appliances? Yes No</p> <p>15. Dental treatment history:</p> <p>a. Last dental visit _____</p> <p>b. Last dental x-rays _____</p> <p>c. Last cleaning _____</p> | <p>20. Have you had any serious illness, operation, or hospitalization? Yes No</p> <p>If so, what was the illness or problem? _____</p> <p>21. Have you used tobacco products within the past year? Yes No</p> <p>22. Do you have or have you had any of the following diseases or conditions?</p> <p>a. Allergy Yes No</p> <p>b. Arthritis or painful swollen joints Yes No</p> <p>c. Asthma Yes No</p> <p>d. Cancer Yes No</p> <p>e. Cardiovascular disease (heart attack, angina, coronary insufficiency, coronary occlusion, high blood pressure, arteriosclerosis, congestive heart failure) Yes No</p> <p>1. Do you have chest pain upon exertion? Yes No</p> <p>2. Are you ever short of breath after mild exercise or when lying down? Yes No</p> <p>3. Do your ankles swell? Yes No</p> <p>4. Do you have congenital heart defects? If so explain _____ Yes No</p> <p>5. Do you have a cardiac pacemaker? Yes No</p> <p>6. Do you have artificial heart valves or have you had a heart transplant? Yes No</p> <p>7. Do you have a history of infective endocarditis? Yes No</p> <p>f. Stroke? Yes No</p> <p>g. Diabetes: what type? Yes No</p> <p>1. Slow-healing cuts Yes No</p> <p>2. Frequent thirst Yes No</p> <p>3. Frequent urination (more than 6 times/day) Yes No</p> <p>4. Increase in appetite with no weight gain Yes No</p> <p>h. Epilepsy, seizures, or other neurological disease... Yes No</p> <p>i. Fainting spells Yes No</p> |

ETSUDH2008(CF)

Continue on Back

I certify that I have read and understand the above. I acknowledge that my questions, if any, about the inquiries set forth above have been answered to my satisfaction. I will not hold ETSU, or any other member of this staff, responsible for any errors or omissions that I may have made in the completion of this form.

| | |
|---------------------------|-------------------------|
| Blood Pressure _____ | _____ |
| Respiration _____ | SIGNATURE OF PATIENT |
| Pulse _____ | _____ |
| Temperature _____ | SIGNATURE OF STUDENT |
| Blood Glucose/HbA1c _____ | _____ |
| | SIGNATURE OF INSTRUCTOR |

[illegible]

Patient Name: _____
 LAST FIRST MIDDLE

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vital Sign Updates: _____ DATE _____ BLOOD PRESSURE PULSE _____ RESPIRATION TEMPERATURE _____ HbA1c BLOOD GLUCOSE _____ STUDENT SIGNATURE INSTRUCTOR SIGNATURE _____ UPDATES/PATIENT SIGNATURE | Vital Sign Updates: _____ DATE _____ BLOOD PRESSURE PULSE _____ RESPIRATION TEMPERATURE _____ HbA1c BLOOD GLUCOSE _____ STUDENT SIGNATURE INSTRUCTOR SIGNATURE _____ UPDATES/PATIENT SIGNATURE | Vital Sign Updates: _____ DATE _____ BLOOD PRESSURE PULSE _____ RESPIRATION TEMPERATURE _____ HbA1c BLOOD GLUCOSE _____ STUDENT SIGNATURE INSTRUCTOR SIGNATURE _____ UPDATES/PATIENT SIGNATURE |
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**EAST TENNESSEE STATE UNIVERSITY
DENTAL HYGIENE CLINIC
PATIENT CONSENT FORM**

Welcome to the ETSU Dental Hygiene Clinical Program. This program is designed to provide a thorough education experience for students while providing quality preventive services. In order to accomplish these objectives, please read carefully the following policies of this department.

1. The services provided in this clinic are not a substitute for the routine checkup and regular services provided by a dentist.
2. All new patients as well as patients who have not visited this clinic within the past two years will be required to first obtain a one-hour screening appointment. Upon completion of this appointment, you will then be assigned to a student.

Simple cases may not be seen in our clinic depending on appointment availability.

These patients should seek dental treatment from their private dentist if not contacted by this clinic within six months.

**EVEN THOUGH YOU HAVE BEEN THROUGH THE SCREENING PROCESS,
YOU ARE NOT GUARANTEED A CLEANING APPOINTMENT.**

3. Student hygienists are performing these services; appointments will be lengthy and may require multiple visits.
4. X-rays will be sent to your private dentist on request, for a small fee.
5. Students follow a strict schedule, please be on time for appointments.
6. Cancellation policy: Cancellations are requested 24 hours in advance of the appointment to allow the student hygienist an opportunity to fill the appointment time. The students' clinical course responsibilities are extensive and dependent on patient compliance with appointments as scheduled. Therefore, when a patient has two (2) cancellations documented in his/her file, we have the right to discontinue dental hygiene services from East Tennessee State University Dental Hygiene Clinic. We appreciate your time and consideration of these policies. Please sign below and return this form to the receptionist.
7. You may be denied treatment, if your condition is beyond the scope of our clinic.
8. Sometimes during the course of dental hygiene treatment, unexpected consequences may occur (such as losing a filling or crown). The dental hygiene clinic is not responsible. We do not have the personnel/equipment necessary for routine restorative care; therefore, we recommend that you see your family dentist for the necessary repair/treatment.
9. Permission is hereby given for treatment documented in my treatment plan and agreed upon by myself, my student clinician and faculty member including but not limited to x-rays, photographs, sealants, fluoride treatment, etc.

Thank You, ETSU Dental Hygiene Program

Signature

PATIENT'S BILL OF RIGHTS

Patients receiving dental hygiene therapy at the Dental Hygiene Clinic at East Tennessee State University have the right to...

1. Informed participation in all decisions involving patient's dental hygiene therapy program.
2. Privacy regarding source of payment for therapy. This includes access to care without regard to source of payment.
3. Complete and accurate information concerning the scope of care provided in the dental hygiene clinic.
4. Explanation in layman's terms of all proposed procedures including possibility of risks and side effects.
5. A complete and accurate evaluation of patient's condition and prognosis without treatment before giving treatment consent.
6. Designate another person to make treatment decisions for the patient.
7. Identify professional status and experience of all those providing care.
8. Not be discriminated against based on race, religion, national origin, sex, handicap or sexual orientation.
9. All information in patient's record.
10. Not have any test or procedure designed for educational purposes rather than the patient's direct personal benefit without the patient's consent.
11. Refuse any particular drug, test or treatment.
12. Privacy of both person and information.
13. Informed consent including the following:
 - a. Description of recommended treatment
 - b. Description of risks and benefits of recommended treatment
 - c. Description of alternatives including risks and benefits of alternatives
 - d. Probability of success and what the therapist means by success
 - e. Problems anticipated in recuperation
 - f. Any other information generally provided by qualified therapist.
14. Comprehensive dental hygiene therapy.
15. Referral to dentist of record for examination and evaluation.
16. Request forwarding of dental records and radiographs to their dentist of record.
17. Expect treatment be delivered as scheduled.
18. Information regarding patient distribution and eligibility for treatment.

FEE SCHEDULE

| SERVICE | AMOUNT |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Dental Cleaning | \$20 |
| Senior Citizens (Age 55 and Over) | No Charge for Cleaning |
| ETSU Students with valid ID | No Charge for Cleaning |
| Electronic Delivery of Radiographs | \$25 |
| Sealants | \$15/each |
| No payment is required for x-rays unless the images are sent electronically from the clinic by request of the patient or the patient's dentist of record. | |



EAST TENNESSEE STATE
UNIVERSITY
Dental Hygiene

INFORMED CONSENT FOR LOCAL ANESTHESIA

I understand that to keep me comfortable during treatment, local anesthesia may be required. I understand that there are possible risks and complications associated with the administration of local anesthesia. Most of these complications are mild. If you have any further questions, please ask your clinician.

I understand that the recommended treatment; the risks of such treatment and any alternative treatment and risks have been explained to me. I understand that local anesthesia will be administered by a student hygienist under the supervision of qualified hygiene faculty and the supervising dentist.

Patient Signature

Date

East Tennessee State University

ORAL EVALUATION

Patient _____ Student _____

Date _____

| Extra-Oral Examination Areas | WNL | Intra-Oral Examination Areas | WNL |
|-------------------------------------|-----|------------------------------|-----|
| 1. Gait | | 10. Buccal Mucosa | |
| 2. Facial Symmetry | | 11. Tongue | |
| 3. Skin | | a. Dorsal | |
| 4. Eyes | | b. Lateral | |
| 5. Lymph Nodes and Glands | | c. Ventral | |
| 6. TMJ Function | | 12. Floor of Mouth | |
| Intra-Oral Examination Areas | | 13. Hard Palate | |
| 7. Lips | | 14. Soft Palate | |
| 8. Vestibular Mucosa | | 15. Uvula | |
| 9. Frena | | 16. Tonsils | |

Occlusal Classification _____ Screening Classification _____

Notes/Oral Habits _____

Date: _____ Date: _____ Date: _____

Update: _____ Update: _____ Update: _____

Student: _____ Student: _____ Student: _____

Initial Gingival Evaluation: _____

Papillary maxillary _____

Papillary Mandibular _____

Marginal maxillary _____

Marginal Mandibular _____

Re-evaluation Date: _____

Papillary maxillary _____

Papillary Mandibular _____

Marginal maxillary _____

Marginal Mandibular _____

Re-evaluation Date: _____

Papillary maxillary _____

Papillary Mandibular _____

Marginal maxillary _____

Marginal Mandibular _____

Re-evaluation Date: _____

Papillary maxillary _____

Papillary Mandibular _____

Marginal maxillary _____

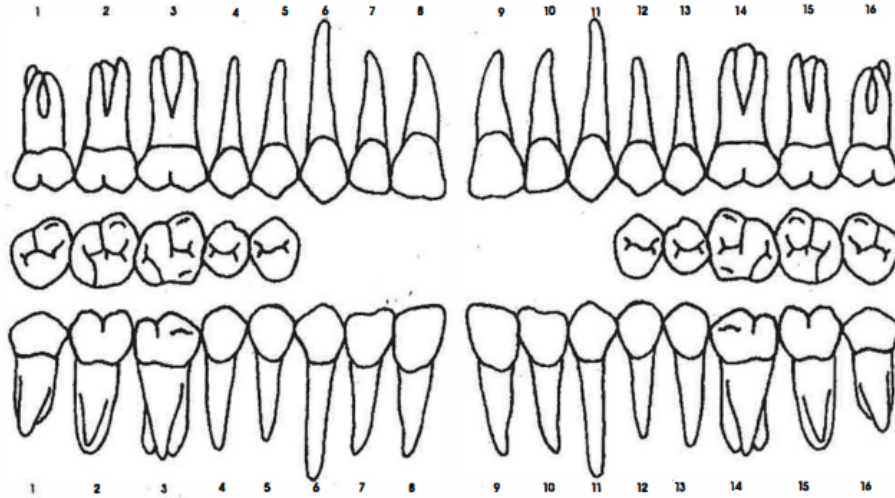
Marginal Mandibular _____

East Tennessee State University

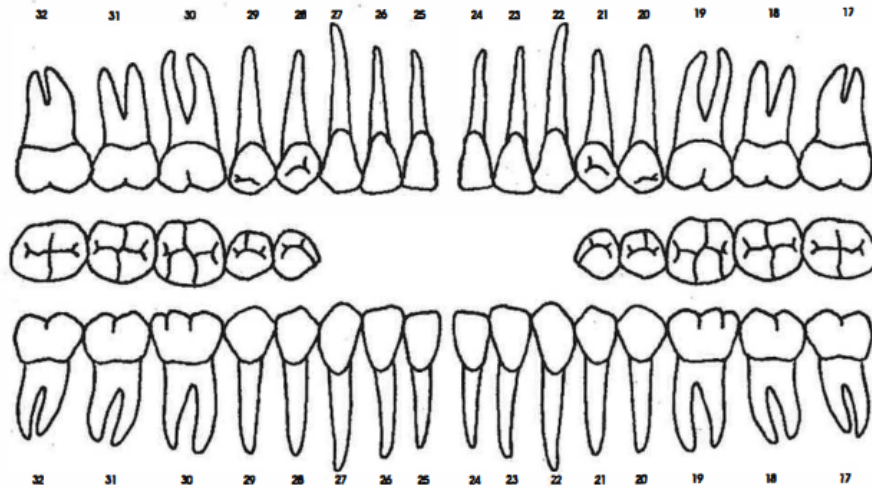
College of Health Sciences • Dental Hygiene Program • Johnson City, Tennessee

Patient _____ Student _____ Date _____

MAXILLARY




MANDIBULAR




| Student Name | Date | Changes Noted |
|--------------|------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Primary or Mixed Dentition

A B C D E F G H I J




1 2 3 4 5 6 7 8 FACIAL 9 10 11 12 13 14 15 16
















RIGHT LINGUAL LEFT

32 31 30 29 28 27 26 25 FACIAL 24 23 22 21 20 19 18 17



T S R Q P O N M L K



| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |
|  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |
|  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |  PERIODONTAL SCREENING & RECORDING MONTH DAY YEAR |

EAST TENNESSEE STATE UNIVERSITY

PERIODONTAL EVALUATION

Patient _____ Student _____ Date _____

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| FACIAL | | | | | | | | | | | | | | | | |
| DATE _____ 1. | | | | | | | | | | | | | | | | |
| _____ 2. | | | | | | | | | | | | | | | | |
| _____ 3. | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| LINGUAL | | | | | | | | | | | | | | | | |
| DATE _____ 1. | | | | | | | | | | | | | | | | |
| _____ 2. | | | | | | | | | | | | | | | | |
| _____ 3. | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|----------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| LINGUAL | | | | | | | | | | | | | | | | |
| DATE _____ 3. | | | | | | | | | | | | | | | | |
| _____ 2. | | | | | | | | | | | | | | | | |
| _____ 1. | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| FACIAL | | | | | | | | | | | | | | | | |
| DATE _____ 3. | | | | | | | | | | | | | | | | |
| _____ 2. | | | | | | | | | | | | | | | | |
| _____ 1. | | | | | | | | | | | | | | | | |

ETSU Dental Hygiene OHI & Treatment Plan

Patient Name _____ Date _____

Periodontal Classification: Circle the appropriate choices from the list below

Periodontal & Gingival health
Gingivitis (Biofilm induced)
Gingivitis (non-biofilm induced)
Periodontitis Stage: I II III IV
Grade: A: slow rate B: moderate rate C: rapid rate
Severity: Mild Moderate Severe

Tobacco User: Y _____ N _____

Frequency: _____ Type: _____

If Smoker CDT Code for Tobacco Cessation Counseling _____

Current Stage of Change _____

Purposed Intervention: _____

Diabetic: Y _____ N _____

Bld. Glucose _____ A1C _____ Controlled: Y _____ N _____

PHP Score: _____ Range: Excellent Good Fair Poor

| Oral Hygiene Plan CDT Code _____ | Treatment Plan: CDT Codes |
|------------------------------------------------|--------------------------------|
| Rationale: _____ | Examination _____ |
| _____ | Radiographs _____ |
| _____ | Counseling Services _____ |
| _____ | _____ |
| _____ | _____ |
| Short range goals & Case Specific Oral Hygiene | Hygiene Treatment _____ |
| Instructions: _____ | Fluoride Treatment _____ |
| _____ | Number of Appointments |
| _____ | 2 _____ |
| _____ | 3 _____ |
| _____ | 4 _____ |
| _____ | Recare Interval Based on Case |
| _____ | 3 Month _____ |
| Long range goals: _____ | 4 Month _____ |
| _____ | 6 Month _____ |
| _____ | Refer (beyond our scope) _____ |
| _____ | Patient signature _____ |
| _____ | Faculty signature _____ |



Patient Referral

_____ was a patient in the Dental Hygiene Clinic on _____.
The following services have been provided by a qualified student hygienist. These services are intended to help patients maintain proper dental hygiene between regular dental visits.

- | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|--|--|--|--|-----------------------------------|
| <input type="checkbox"/> Extra/Intra Oral Exam | <input type="checkbox"/> Periodontal Evaluation | | | | | | |
| <input type="checkbox"/> Dental Charting | <input type="checkbox"/> Fluoride Application | | | | | | |
| <input type="checkbox"/> PSR <table border="1" data-bbox="380 789 485 858"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> | | | | | | | <input type="checkbox"/> Sealants |
| | | | | | | | |
| | | | | | | | |
| <input type="checkbox"/> Periodontal Debridement | _____ | | | | | | |

The following radiographs are available per request for mailing and evaluation:

- | | | | | |
|--------------------------------------|--------------------------------------|----------------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> BWX | <input type="checkbox"/> VBWX | <input type="checkbox"/> FMX | <input type="checkbox"/> PA(s)___ | <input type="checkbox"/> Panorex |
| <input type="checkbox"/> Digital BWX | <input type="checkbox"/> Digital FMX | <input type="checkbox"/> Digital PA(s) _____ | | |

Patient's Periodontal Stage:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Health Stage 0 | |
| <input type="checkbox"/> Gingivitis Stage 0*: | <input type="checkbox"/> Plaque Induced (GPI) <input type="checkbox"/> Non Plaque Induced (GNPI) |
| <input type="checkbox"/> Periodontal Stage I (clinical attachment loss 1-2mm) | |
| <input type="checkbox"/> Periodontal Stage II (clinical attachment loss 3-4mm) | |
| <input type="checkbox"/> Periodontal Stage III (clinical attachment loss \geq 5mm & tooth loss due to perio. disease \leq 4 teeth) | |
| <input type="checkbox"/> Periodontal Stage IV (clinical attachment loss \geq 5mm & tooth loss due to perio. disease \geq 5 teeth) | |

We suggest that the following areas be evaluated during routine dental evaluation:

- | |
|--------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Needs to visit the dentist if patient has not done so in the past six months. |
| <input type="checkbox"/> Needs immediate dental attention. |

STUDENT HYGIENIST
DH - 4-09

INSTRUCTOR

Tobacco Use Chart Record

This is to be filled out when a patient is enrolled in the Smoking Cessation Program and each subsequent visit to the Clinic.

Patient Name: _____ Date: _____

Initial Stage of Change _____

How much does the patient currently smoke per day? _____

Has the patient previously attempted to quit? Yes _____ No _____

Did patient select a "Quit Date"? (within 4 weeks) Yes _____ No _____ Date _____

Does the patient have a history of: cancer _____ heart disease _____ hypertension _____
chronic bronchitis _____ emphysema _____

Prescribed nicotine patch? Yes _____ No _____ Dose _____

Prescribed nicotine gum? Yes _____ No _____ Dose _____

Referral for Zyban? Yes _____ No _____

Referral for Smoking Cessation Support Group? Yes _____ No _____

Comments: _____

Comments on how the program is working for the
patient _____

Subsequent Dental Hygiene Appointments

Date: _____

Did the patient follow-through with the quit date? Yes _____ No _____ Other _____

Were there any problems with the patch/gum? _____

Did he/she go to the other support services? Yes _____ No _____

Did it help? _____

What is his/her current State of Change?

Comments on how the program is working for the
patient _____

Date: _____

Did the patient follow-through with the quit date? Yes _____ No _____ Other _____

Were there any problems with the patch/gum? _____

Did he/she go to the other support services? Yes _____ No _____

Did it help? _____

What is his/her current State of Change?

Comments on how the program is working for the
patient _____

Date: _____

Did the patient follow-through with the quit date? Yes ____ No ____ Other _____

Were there any problems with the patch/gum? _____

Did he/she go to the other support services? Yes ____ No ____

Did it help? _____

What is his/her current State of Change?

Comments on how the program is working for the
patient _____

Tobacco Use Survey

Name: _____

1. Do you use tobacco in any form?

1a. If no, have you ever used tobacco in the past?

How long did you use tobacco?

How long ago did you stop?

If you are not currently a tobacco user, no other questions should be answered.

Thank you for completing this form.

Questions 2 to 10 are for current tobacco users only.

2. If you smoke, what type? (check) How many? (number)

Cigarettes _____

Cigarettes per day _____

Cigars _____

Cigars per day _____

Pipe _____

Bowls per day _____

3. If you chew/use snuff, what type? How much?

Snuff _____

days a can last _____

Chewing _____

pouches per week _____

Other (Describe) _____ amount _____ per _____

3A. How long do you keep a chew in your mouth? Minutes _____

4. How many days a week do you use tobacco? 7 6 5 4 3 2 1

5. How soon after you wake up do you first use tobacco? Within 30 mins _____

More than 30 mins _____

6. Does the person closest to you use tobacco? Yes _____ No _____

7. How interested are you in stopping your use of tobacco?

Not at all _____ a little _____ somewhat _____ yes _____ very much _____

8. Have you tried to stop using tobacco before? Yes _____ no _____

8A. How long was your last try to stop?

Years _____ months _____ weeks _____ days _____

9. Have you discussed stopping with your physician? Yes _____ No _____

10. If you decided to stop using tobacco completely during the next two weeks, how confident are you that you would succeed?

Not at all _____ a little _____ somewhat _____ very confident _____

Thank you for completing this form.

from *How To Help Your Patients Stop Using Tobacco*, NIH, 1998. Appendix E.

Patient's Name:

[illegible]

EAST TENNESSEE STATE UNIVERSITY
College of Health Sciences
Dental Hygiene Program
Johnson City, Tennessee
PATIENT CONSENT / AUTHORIZATION

Patient's Name:

[illegible]



**EAST TENNESSEE STATE
UNIVERSITY**

Dental Hygiene

Box 70690 • Johnson City, TN 37614-1709 • (423) 439-4497 • Fax: (423) 439-4030

PATIENT _____ **DATE** _____

Dear Dr. _____:

The above patient presented to the Dental Hygiene Clinic. Before dental therapy is initiated, we would appreciate the following information regarding the patient's health status:

In addition, can this patient withstand long appointments (2-3 hours) in a supine position?

Yes ☐ No ☐ Comments: _____

STUDENT NAME

FACULTY SIGNATURE

I, _____, hereby consent to the release of my medical records to
PATIENT NAME
East Tennessee State University, Dental Hygiene Program.

PATIENT SIGNATURE

PHYSICIAN'S REPLY:

DATE

PHYSICIAN SIGNATURE

Pre-Clinic Screening Form

Date Screened: _____

Patient Name: _____

Phone Number: () _____

Date of Birth: _____

Patient Screened by: _____
(Student's Name)

*Please indicate if patient had **X-RAYS ONLY:*** ☐

Patient Classification: _____

A ~ B ~ C ~ D ~ N/C (Not Classified), or X (X-Rays Only)

Perio Class 0-4: _____

Patient Category: _____

CH (Child: 0-10 yrs)

ADOL (Adolescent: 11-20 yrs)

AD (Adult: 21-54 yrs)

GER (Geriatric: 55+ yrs)

MC (Medically Compromised)

Comments/Special Needs:

***Please place completed screening form in wall file outside
Dr. Bailey's office.***

Patient Assigned to: _____

Date Assigned: _____

Senior Clinic Screening Form

Date Screened: _____

Patient Name: _____

Phone Number: (____) _____

Date of Birth: _____

Patient Screened by: _____
(Student's Name)

Please indicate if patient had **X-RAYS ONLY**: ☐

Patient Classification: _____
A ~ B ~ C ~ D ~ N/C (Not Classified), or X (X-Rays Only)

Perio Class 0-4: _____

Patient Category: _____
CH (Child: 0-10 yrs)
ADOL (Adolescent: 11-20 yrs)
AD (Adult: 21-54 yrs)
GER (Geriatric: 55+ yrs)
MC (Medically Compromised)

Comments/Special Needs:

Please submit completed form to Ms. Clark.

Patient Assigned to: _____

Date Assigned: _____

Section 9

CLINICAL REMEDIATION PROTOCOL

If student scores less than 80% on clinical competencies, the student must self- assess errors and undergo remediation with the assigned faculty advisor.

The student must retake the competency until a score of 80% is achieved.

The initial grade will stand. PROTOCOL for remediation of other clinical skills:

Faculty will review clinical deficiencies tracking form weekly to identify areas of concern and the need for student remediation.

JUNIOR STUDENT

Evaluation:

All lab exercises must be completed at the required competency level. The course director will incorporate 3 major components in order to derive a course grade. Each component is weighted as follows:

Lab Practical 1 = 25%

Lab Practical 2 = 25%

Instrumentation Exam = 30%

Learning Experiences = 20%

****Each learning experience must be completed to 80% competency before students may progress in pre-clinic lab. Each grade attempt will be included when calculating the final grade.**

****Each Lab Practical and Instrumentation Exam must be completed to 80% competency. (One retake will be allowed, but your final grade will be calculated with the first score.)**

1. After 3 U's in one category on the Clinical Evaluation Form: Remediation is required with faculty advisor.
2. Student must complete a self-assessment of the error prior to meeting with faculty advisor, using the Remediation Self-Assessment Worksheet.
3. Advisor will give prescriptive feedback, using the Remediation Contract.

SENIOR STUDENT

1. After unsatisfactory performance in one category on the clinical evaluation form:
Remediation is required with faculty advisor.
2. Student must do a self-assessment of the error prior to meeting with faculty advisor, using the Remediation Self- Assessment Worksheet.
3. Advisor will give prescriptive feedback, using the Remediation Contract.

Patient Care Remediation Agreement

I, _____ have agreed to participate in one-on-one remediation for the _____ clinical course. I understand that I have not progressed with the development of my patient care skills for the level that is expected at this time in the dental hygiene curriculum, and that I am not performing these skills at a level that is required to successfully complete the course. I also understand that there is no guarantee that my dental hygiene advisor can bring my skills to the required level of performance through mediation sessions.

I agree to meet on the following date(s) with my faculty advisor for one-on-one instruction.

I understand that prior to meeting with my advisor I will self-assess my skill deficiency / deficiencies on the self-assessment worksheet. I will be evaluated on my self-assessment and ability to correct deficiencies during the remediation session(s). My dental hygiene faculty advisor will provide verbal and written feedback on my progress.

I understand that I am the only person who can assure my success in learning and retaining the skill level necessary for competent patient care.

Student

Date

Clinical Instructor Identifying Deficiency

Date

Remediation Advisor

Date

Remediation Self-Assessment Worksheet

Student Name _____ Date _____

Clinical Instructor _____

| Error | Self-Assessment of Error | Correction Method |
|-------|--------------------------|-------------------|
| | | |
| | | |
| | | |

Remediation Date _____ Remediation Faculty Advisor _____
Faculty Comments:

Remediation Advisor Notes

Date: _____ Student Name: _____

Professional Development

Academics

Clinical

Ethical

Student Signature _____ Faculty Signature _____

Student/Faculty Advisor Meeting Form

Topics to address at mentoring session:

Professional Progress Positive outcomes or deficiencies related to

- Professional Appearance
- Punctuality
- Attentiveness to feedback
- Preparedness
- Positive Attitude
- Ethical Judgement
- Respectful to others
- Confidentiality
- Protocol Adherence
- Teamwork

Academic Performance

- Current status in didactic courses (excellence and deficiencies)
- Student goals for academic progression
- Impediments to achieving goals
- Progress towards attainment of previous goals
- Need for tutoring (Identify specific courses & notify Program Director)

Clinical Performance

- Area (s) of clinical competence attained
- Area (s) of clinical deficiencies noted
- Remediation required
- Current goals for clinical progression
- Impediments to achieving goals
- Progress towards attainment of previous goals
- Advise Clinical Coordinator of any deficiencies / remediation

For remediation sessions: complete the remediation agreement, schedule remediation sessions, have the student complete the Remediation Self-Assessment form prior to remediation.

Ethical Issues

- Aware of the core values' (autonomy, confidentiality, societal trust, non-maleficence, beneficence, justice and fairness, and veracity) role in the educational setting. Practices professional responsibility to self, family, friends, patients, peers, professors, community and society.

* Taken in part from the American Dental Hygienists' Association *Code of Ethics for Dental Hygienists*.

Section 10

ETSU DENTAL HYGIENE PROGRAM POLICY FORMS

- A. ETSU Dental Hygiene Program Progression Policy
- B. ETSU Dental Hygiene Program Agreement of Confidentiality
- C. ETSU Dental Hygiene Code of Ethics for Dental Hygienists
- D. College of Health Sciences HIPAA Cell Phone in Clinic Policy
- E. Clinical Misconduct Policy
- F. Social Media Policy
- G. Grievance Policy
- H. Professional Appearance Policy
- I. Commission on Dental Accreditation Complaint Policy

A. ETSU Dental Hygiene Program Progression Policy

PROGRESSION POLICY

In order to progress in the dental hygiene major, a student must maintain a grade of “C” or better in each required course in the major.

Progression status will be evaluated at the close of each semester. Students receiving less than a C in any of the classes in the dental hygiene curriculum will not be permitted to progress in the dental hygiene major.

Students who are dismissed from the dental hygiene program will be evaluated by the dental hygiene faculty to determine feasibility of readmission. Students who wish to seek readmission must reapply to the Dental Hygiene Program during the next admission cycle. Students who are dismissed from the dental hygiene program are only eligible for readmission once. No student can be readmitted if dismissed for academic misconduct or behavioral issues.

I, _____, have read, completely understand and agree to comply with the Dental Hygiene Progression Policy. I understand this policy will remain effect until I complete requirements for graduation.

Student Signature

Date

Faculty Signature

Date

B. ETSU Dental Hygiene Program Agreement of Confidentiality

AGREEMENT OF CONFIDENTIALITY

Due to the sensitive nature of the information within the Dental Hygiene Program (this includes patient records, student records, personnel records, exams, confidential correspondence) I hereby agree to maintain strict confidentiality regarding all this information. I agree not to disclose this information to unauthorized persons by phone or other means of communication unless so authorized by the appropriate office personnel.

Signature

Date

C. ETSU Dental Hygiene Code of Ethics for Dental Hygienists

ETSU Dental Hygiene Code of Ethics for Dental Hygienists

As dental hygienists, we are a community of professionals devoted to the prevention of disease and the promotion and improvement of the public's health. We are preventive oral health professionals who provide educational, clinical, and therapeutic services to the public. We strive to live meaningful, productive, satisfying lives that simultaneously serve us, our profession, our society, and the world. Our actions, behaviors, and attitudes are consistent with our commitment to public service. We endorse and incorporate the Code into our daily lives.

- **Individual autonomy and respect for human beings**
People have the right to be treated with respect. They have the right to informed consent prior to treatment, and they have the right to full disclosure of all relevant information so that they can make informed choices about their care.
- **Confidentiality**
We respect the confidentiality of client information and relationships as a demonstration of the value we place on individual autonomy. We acknowledge our obligation to justify any violation of confidence.
- **Societal Trust**
We value client trust and understand that public trust in our profession is based on our actions and behavior.
- **Non-maleficence**
We accept our fundamental obligation to provide services in a manner that protects all clients and minimizes harm to them, and others involved in their treatment.
- **Beneficence**
We have a primary role in promoting the well-being of individuals and the public by engaging in health promotion/disease prevention activities.
- **Justice and Fairness**
We value justice and support the fair and equitable distribution of health care resources. We believe all people should have access to high-quality, affordable oral healthcare.
- **Veracity**
We accept our obligation to tell the truth and expect that others will do the same. We value self-knowledge and seek truth and honesty in all relationships.

I, _____, acknowledge the ADHA core values and vow to uphold the Dental Hygiene Code of Ethics. I understand the core values will guide my choices and actions as a dental hygiene professional.

Student Signature

Date

HIPAA Cell Phone in Clinic Policy

ETSU's College of Health Sciences (CHS) has issued the following mandate on cell phones in off site or on campus clinical settings. It is a HIPAA violation to have, use or take patient photos with a cell phone in the clinical setting whether on campus or at offsite facilities. Anyone found violating this rule will be breaching the HIPAA standards and will be appropriately reprimanded.

ETSU Dental Hygiene Clinic will abide by and enforce this mandate in our on-campus clinic as well as at the offsite clinics we participate in. Cell phones should be locked in your lockers during clinic hours here at ETSU (this includes those seeing patients & CA's, those in X-ray, and those in reception). Your cell phones should be locked in your vehicle during clinic times at offsite locations.

Anyone caught with their cell phones during clinic (on site or off) will face the following consequences;

1. First offense will result in a 1-point deduction from your **Total** clinic grade
2. Second offense will result in a 3-point deduction from your **Total** clinic grade
3. Third offense will result in a 5-point deduction in your **Total** clinic grade

I _____ have read and understand the consequences if I breach ETSU's cell phone policy during clinic hours whether in the onsite ETSU clinic or at the offsite clinics.

Signature

Date

E. Department of Allied Health Sciences Clinical Misconduct Policy

An allegation of clinical misconduct includes but is not limited to, the following:

- Violation of substance abuse policy
- Violation of the Professional Code of Ethics
- Falsification of patient documents
- Falsification of attendance
- Forging signatures (faculty, preceptors, or clinical instructors)
- Falsification of procedures performed
- Falsification of any document related to clinicals
- Gross carelessness in regard to safety of patients, peers, faculty, or clinical staff
- Theft
- Criminal offenses
- HIPAA violations

Clinical misconduct may be subject to disciplinary action. The clinical coordinator makes a determination that clinical misconduct has occurred. The clinical coordinator may decide to discuss the situation with the student, issue a verbal warning, and use the situation as a teachable moment. No sanction is applied and the issue is considered closed. If the clinical coordinator considers the situation warrants a sanction, a sanction will be assigned according to published program policies. The allegation of clinical misconduct can be referred to the Department's Grievance Committee and will be adjudicated pursuant to the published procedures of the Grievance Committee.

F. Department of Allied Health Sciences Social Media Policy

Students should exercise caution in using social networking sites, including, but not limited to, Facebook, Instagram, Snapchat, and Twitter. Personal posts on YouTube are also considered a form of social networking under this policy. Items that represent unprofessional behavior posted by students on such networking sites are not in the best interest of the University, College of Health Sciences, or the academic program.

If using social networking sites, students should use a personal e-mail address as their primary means of identification. Their university e-mail address should not be used in accordance with university policy. Students who use these websites must be aware of the critical importance of privatizing their websites so that only trustworthy friends have access to the websites/application. When posting information on social networking sites, students are prohibited from presenting themselves as an official representative or spokesperson for the program, college, any affiliated hospital or clinic, or the University.

Students are prohibited from posting anything about patients, their care, or any item that could indicate an individual is a patient. Patient privacy must be maintained at all times. Confidential or proprietary information about the University or hospitals are prohibited from being shared online under this policy. Patient information is protected under the Health Insurance Portability and Accountability Act (HIPAA).

Violation of the social media policy may be subject to disciplinary action. Program personnel may decide to discuss the situation with the student, issue a verbal warning, and use the situation as a teachable moment. No sanction is applied and the issue is considered closed. If the program personnel consider the situation warrants a sanction, a sanction will be assigned according to published program policies. The allegation of social media misconduct can be referred to the Department's Grievance Committee and will be adjudicated pursuant to the published procedures of the Grievance Committee.

G. Department of Allied Health Sciences Grievance Policy

Department of Allied Health Sciences Grievance Committee Procedures

The Department Grievance Committee will hear alleged violations of the Department of Allied Health Sciences Social Media Policy and the Clinical Misconduct Policy. The Committee will be selected in June each year and members will serve on the Committee from July 1 through June 30 the following year.

The Department Grievance Committee will consist of six (6) full-time faculty members. Every effort will be made to have a representative from each program, however, any faculty member from the same program as the accused student should recuse themselves from that particular hearing. The Grievance Committee will meet at least once annually to select a chair.

Hearing Procedures

1. The student has a right to appeal the assigned sanction of the social media and clinical misconduct issue.
2. The student submits an appeal in writing to the Chair of the Department within seven (7) business days of the assigned sanction.
3. The Chair of the Department will notify the Chair of the Grievance Committee within three (3) business days of receipt of the appeal.
4. The Grievance Committee shall meet in person within fourteen (14) business days from the date of notification to the student to review the complaint and to hear from the parties involved. At least three (3) members must be present for a vote. The committee's decision and recommendation shall be based on a majority vote of the members present at the hearing.
5. The student shall be given an opportunity to testify and present evidence.
6. Any party (accused or complainant) may bring an advisor to the hearing. The advisor may interact with the advisee but will not engage or be engaged with/by the members of the Grievance Committee.
7. The burden of proof shall be a preponderance of the evidence.
8. Upon a finding against the student, the committee shall uphold the assigned sanction or recommend one of the following:
 - Written notice of warning along with faculty/student conference.
 - Grade point deduction.
 - Suspension up to and including three (3) days. The program attendance policy will be applied.
 - Dismissal from the program.

9. The Grievance Committee shall notify the student in writing of its decision and any applicable sanctions within three (3) business days from the date of the hearing.
10. The decision of the Grievance Committee is final. There is no further appeal. If the sanction is suspension or dismissal from the program, the student has seven (7) business days to appeal the decision of the Grievance Committee to the Dean who has the final decision.

Sample of required notice to be sent to student related to appeal:

Date _____

Student's Name _____

This communication serves as official notification pursuant to the Department of Allied Health Sciences _____ Policy that on _____ (insert date) you were involved in the following events _____ (insert facts, state what the violation is, attach and cite supporting documentation). Evidence of your actions was reviewed by the Department Grievance Committee on _____ (insert date) and the Committee has found you to **(be in violation) / (not to be in violation)** of the Department's _____ Policy.

The Committee has authorized the following sanction _____ OR supports the sanction applied. The Committee made the following determinations which support the aforementioned sanction _____.

Pursuant to the Department's _____ Policy, you have a due process right of appeal.

To exercise the right of appeal, you must send a written appeal to the Chair's office of the Department of Allied Health Sciences no later than seven (7) business days from the date of this notification.

H. Department of Allied Health Sciences Professional Appearance Policy

Department of Allied Health Sciences Professional Appearance (Dress Code) Policy

Students should adhere to Standards of Professional Appearance. Students in the Department of Allied Health Sciences enrolled in the Dental Hygiene Program, Radiologic Science Program or Respiratory Therapy Program are expected to wear appropriate attire for the classroom, clinical education, and laboratory experiences. Clothing should be neat, clean, and modest at all times. In the classroom, students should wear attire that is clean, well maintained and is appropriate for a college student in a medical professional program. Professional clinical attire is expected to ensure that all scheduled guest lecturers are appropriately welcomed to the program. Students are expected to have appropriate laboratory dress available at all times.

Violation of the professional appearance (dress code) policy may be subject to disciplinary actions. Program personnel may decide to discuss the situation with the student, issue a verbal warning, and use the situation as a teachable moment. No sanction is applied and the issue is considered closed. If the program personnel consider the situation warrants disciplinary action the student will be asked to leave and receive a deduction in points as outlined by the course syllabus and student handbook of guidelines and procedures.

Skills Lab and Classroom Dress

1. All clothing must be laundered, neat, and in good repair. Clothing must have appropriate fit and be opaque enough not to reveal undergarments. Sagging and/or tight-fitting clothing is not acceptable.
2. Tops are not to be low cut, backless or revealing. Tank tops are not appropriate. All tops should be of sufficient length not to expose skin on the lower abdomen/upper waist/lower back. Basic t-shirts or polo shirts work best.
3. Modest shorts (mid-thigh length), capris, pants, or jeans can be worn. Short shorts and/or skin-tight shorts are not acceptable.
4. Wear comfortable shoes. Closed toed shoes with hard soles are required in the skills lab.

Clinical Dress

1. Please refer to Program Handbooks for detailed information on dress code policy for the dental hygiene clinic and radiography and respiratory therapy clinic sites.

I, _____, have read and understand the Department of Allied Health Sciences Professional Appearance (Dress Code) Policy.

Student Signature

Date

I. Commission on Dental Accreditation Complaint Policy

Commission on Dental Accreditation Complaint Policy

The East Tennessee State University Dental Hygiene Program is accredited by the Commission on Dental Accreditation (CODA). The Commission on Dental Accreditation is a specialized accrediting body recognized by the United States Department of Education and can be contacted at:

Commission on Dental Accreditation (CODA)

211 East Chicago Avenue

Chicago, Illinois 60611-2678

Telephone: 800-621-8099 or 312-440-4653

Website: <https://coda.ada.org/>

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards or with the policies and procedures of the Commission. The Commission is interested in the sustained quality and integrity of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment outcomes, disciplinary actions, or employment matters.

Individuals who wish to file a formal complaint may do so in writing and submit it directly to the Commission at the address above. The complaint must:

1. Identify the specific accreditation standard(s) or policy(ies) alleged to have been violated, and
2. Provide documentation supporting the allegation.

All complaints are reviewed according to CODA's established procedures. The Commission maintains the confidentiality of all complaint information and informs the program and complainant in writing of the outcome of its review.

Program Policy and Student Awareness

The ETSU Dental Hygiene Program ensures that the Commission's Policy on Complaints is:

- Published in the Dental Hygiene Program Policies and Procedures Manual
- Posted on the Dental Hygiene Program website, and
- Displayed in the Dental Hygiene Student Lounge

Students are informed of this policy during new-student orientation and sign a statement acknowledging they have reviewed and understand the policies contained in the Dental Hygiene Policies and Procedures Manual.

Program Policies & Procedures Manual Acknowledgement Agreement

I _____ have read and I understand what is printed in the Dental Hygiene Program Policies & Procedures Manual. I understand what is expected of me, and the consequences if I do not meet and or abide by the program expectations listed in this manual.

The clinical coordinator reviewed the manual and answered my questions.

Signature

Date