COURSE SYLLABUS

COURSE NO., HOURS AND TITLE: DH 441-3 Advanced Periodontics

COURSE INSTRUCTOR: Charla Lautar, RDH, PhD
Professor

OFFICE HOURS: Office: ASA Room C0137
Office Hours: T 8:00-9:00, 3:00-5:00; F 8:00-10:00, 1:00-2:00;
or by appointment
Telephone: office (618) 453-7298; home (618) 998-0770
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E-mail: cjlautar@siu.edu

MEETING TIMES AND LOCATION: Tuesday 9:00-11:50, ASA Room 11 A

ACADEMIC HONESTY: Students are expected to adhere to the policies regarding academic dishonesty and plagiarism, found in the latest edition of the SIUC Student Conduct Code http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf and http://studentlife.siu.edu/policies_resources/resources.html. All students are expected to adhere to a strict code of academic honesty. Academic dishonesty will be addressed according to the “Policies and Procedures Applicable to Academic Dishonesty” as stated in the Important Information for Students, Faculty, & Staff booklet.
From the Student Conduct Code, section II, article A:

Acts of Academic Dishonesty: Plagiarism, representing the work of another as one’s own work; Preparing work for another that is to be used as that person’s own work; Cheating by any method or means; Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research; Knowingly furnishing false information to a university official relative to academic matters; Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code. Sanctions will be imposed for violations of this policy in accordance with the Student Conduct Code. A copy of the Important Information for Students, Faculty & Staff booklet can be obtained from the Office of the Vice Chancellor for Student Affairs, Mail code 4308, Southern Illinois University, Carbondale, IL 62901-4308.

Dental Hygiene Specific System: If the student is involved in any acts of academic dishonesty, they will be disciplined. The discipline action will be decided by the faculty for this course as well as the Program Director for Dental Hygiene. This action will also be documented in the students’ permanent file. The student will also sign a form that states they understand and agree with discipline.

ADA ACCOMODATIONS: In keeping with the goal of the implementation of the Americans with Disabilities Act (ADA), all students for whom this act applies should notify the instructor immediately. If any student needs special services, please contact a faculty member or Disability
Support Services at 453-5738. Peer tutors are also available; see Robert Broomfield, Academic Advisor for the School of Allied Health for details.

**EMERGENCY PROCEDURES:**
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**COURSE DESCRIPTION:**
**441-3 Advanced Periodontics:** Didactic instruction will emphasize clinical application of patient management skills including comprehensive individualized treatment for complex periodontal patients. Emphasis will be placed on comprehensive evaluation, risk assessment, treatment planning, pain control, adjunctive antibiotic therapy, instrumentation, soft tissue management, evaluation and maintenance. Lecture three hours. Not for graduate credit. Must be concurrently enrolled in DH 401, DH 401L and DH 441C. Prerequisite: DH 355 and DH 355C. Restricted to DH majors only and approval from the School of Allied Health or the DH program.

**PROGRAM COMPETENCIES:**
**Core Competencies (C)**
C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
C.5. Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
**Patient Care (PC)**
**Assessment**
PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.

Dental Hygiene Diagnosis
PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

Planning
PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

Implementation
PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

Evaluation
PC.11 Evaluate the effectiveness of the provided services, and modify care plans as needed.
PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.


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

Didactic and Clinical:
- Demonstrate competency to assess and record conditions of the periodontal patient based on the patient’s needs, environment, health and oral health status, utilizing the case based modality
- Demonstrate the ability to measure, record and evaluated periodontal readings
- Develop the appropriate dental hygiene care plan, based on a comprehensive risk assessment, and appointment schedule for the periodontal patient following consultation with the supervising dentist / faculty member (co-therapy)
- Demonstrate competency in exposing, (developing) and interpreting dental radiographs. The student must be able to identify technique errors and radiographic pathology
- Demonstrate competency in assessing the medical history and need for appropriate pain control measures and to administer any necessary topical, local or nitrous oxide anesthesia
• Demonstrate advanced skills in instrument selection, applied knowledge of instrument manipulation, tissue management, aseptic procedures, time management, professionalism, equipment maintenance, personal appearance

• Demonstrate ability to effectively communicate with the patient and provide individual oral hygiene and necessary patient education with special emphasis in treating the whole patient

• Demonstrate the ability to evaluate tissue response following non-surgical periodontal therapy (NSPT) /Scaling and Root Planing, and determine the next step in the patient’s periodontal care which may include periodontal surgery and/or frequent recall appointments / periodontal maintenance program

• Demonstrate ability to provide supportive services to other students when necessary; uphold all clinic policies; infection control policies; being on time and general professional demeanor

CONTENT OUTLINE:
Course Topics                                               Percentages
Review of Local Anesthesia and Nitrous Oxide            10%
Review of Foundational Periodontics                    15%
Treatment Planning for Medically Complex Patients      55%
Surgical Aspects of Periodontal Care                   15%
Tobacco Dependence Treatment                           5%
Total Time:                                         100%

TEXTBOOKS:
Required:
• There are more current editions, however, these are editions present students should have.

ATTENDANCE POLICY:
Students are expected to attend all class and clinics as scheduled. The student MUST inform the course instructor PRIOR to a class he/she intends to be absent. Failure to do so will result in a zero for the day. Any two (2) sessions missed, class AND/OR clinic will result in the lowering of ONE letter grade. If the student missed class due to health or emergency reasons, he/she must submit appropriate documentation as proof the absence was health/emergency related. Schedules for both lecture and lab along with planned activities are included.

Expectations of Professionalism: (Applies to lecture and clinic sessions) Students are expected to arrive to class / clinic on time and prepared (assignments ready to hand in, readings
accomplished, etc.). Late arrivals will receive a deduction of 1(one) point from the final point total. As stated in the attendance policy, students are expected to attend all class/clinic sessions. Do not wait until the last minute to consult with the instructor if you are having difficulty with the course or even a fellow classmate. Any missed quizzes or tests will not be made up unless an acceptable excuse is given along with accompanying documentation. The student is responsible for obtaining any missed course notes from a fellow classmate.

All work submitted for the course should be typewritten in MS Word (see applicable criteria for individual assignments), well-organized, and multiple pages stapled together, not torn corners, or paper-clipped. Students seen reading the newspaper, magazines, (dental or non-dental) texting, “Facebooking”, “Tweeting,” etc., or “napping” during class/clinic will be promptly dismissed from the classroom/clinic.

All pagers, cell phones, MP3 players, iPods™, or other electronic devices with the exception of those directly related to the well-being of the student MUST be turned off or silenced. If you must receive a phone call during class, please sit to the rear of the room nearest the door to make a quiet exit. This does not include calls from a patient to make or cancel an appointment. Excessive talking and chatter while the instructor or classmate has the “floor” is not only disrespectful, but also disruptive towards the accomplishment of the objectives---Please DO NOT DO IT.

Students are expected to dress appropriately for all class and clinic sessions. Absolutely no jewelry or flip-flops will be worn during clinic or rotations where direct patient contact occurs. (Adapted from: The Purposes of a Syllabus, Jay Parkes and Mary B. Harris)

COURSE DELIVERY/ METHODOLOGY:
Multiple methodologies are used to deliver course material: lecture/discussion, educational modules, modified problem-based learning, demonstration/performance (clinic), web-based (Desire2Learn™) and printed media via handouts to supplement textbooks, as well as videos, and review of case studies. Whenever possible class resources will be placed on Desire2Learn™ prior to the class session to allow students the option of printing before or after the lecture.

GRADING/FINAL GRADE/GRADING SCALE:
The final grade received in the course will be based on the number of points earned on the tests, quizzes, final examination, reflections, case study, and educational program.

No incomplete grades (“INC”) will be given. The student’s grade will be computed based upon the cumulative total. The student MUST attain a grade of “C” or better to advance otherwise the course MUST be repeated when offered in the fall.

<table>
<thead>
<tr>
<th>Grading scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
</tr>
<tr>
<td>80-89 %</td>
<td>B</td>
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<tr>
<td>70-79 %</td>
<td>C</td>
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<tr>
<td>60-69 %</td>
<td>D</td>
</tr>
<tr>
<td>50-59 %</td>
<td>F</td>
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Course Requirements and Criteria

The following is how the student will be assessed. Use this sheet to keep track of your earned points.

**CLASS GRADING:**
Case Study & Presentation: 30
Educational Program: 30
Specialist Shadowing: 3 x 10 = 30
Quizzes/Short Tests: 10 x 20 = 200
Final: 50
**Total possible points:** 340

The minimum passing grade for DH 441 is “C”. If a “D” or “F” is earned, the course MUST be repeated. Refer to course requirements section of the syllabus for further details regarding the grade for the course.

- 306-340 points = A
- 305-272 points = B
- 271-238 points = C
- Below 237 points = F

**QUIZZES**
Quizzes will be given at the start of every class period. Quizzes cannot be made up. A section of the weekly quiz will be over two chapters from the Nield-Gehrig & Willmann text starting with Chapter 1 & 2 plus other case study quizzes.

**STUDY GROUP PRESENTATION**
Presentation to the class of a care plan based on a specific special need or condition case study utilizing web-based resources, a research article and the specific Darby & Walsh chapter. Students will work in pairs to research and present the care plan. A care plan rubric will be used to grade the presentation and the two page care plan summary.

**REQUIRED ROTATIONS:** Three rotations (5 points will be deducted for each professional rotation not completed)

*Periodontist, Oral Surgeon, and Orthodontist Rotations (one visit at each specialist required)*

Due to the lack of space in operatories, only one student can visit an office at a time. Two students cannot rotate in and out during a visit. What to take: **gloves, mask, safety eye wear, gown, notebook**

The purpose of these rotations is to provide you with opportunities to not only observe periodontal surgeries, but to participate as a surgical assistant, therapist and supportive staff –
much like you would in a periodontal office. It is your responsibility to arrange a time when you can observe surgeries. You will need to stay at least for a four hour block.

You must submit a two page typed reflection paper on what you learned and how the experience went. Relate what you saw with what you are learning in class and clinic. This needs to be handed in by the following class period in order to receive credit for the observation.

Professionalism in action: listen and ask questions that are appropriate if the patient is present. Thank the periodontist – they are doing you a great service by letting you observe. Please do not comment on their infection control practices, fees or anything else you see that concerns you. If you get queasy, excuse yourself, get something to drink or eat then return to the surgery.

Send the dentist a thank-you within 1 week of your observation.

**Possible Periodontal Rotations Sites:**

- **Dr. M. Cosimi**, 408 Lincoln Dr, Herrin (Wed and Fri) 618-997-2403
- **Periodontics of Southern Illinois** (three periodontists in Mt. Vernon, IL) 618-233-7300

  - **Dr. Bahn** (Cape Girardeau, Mo) 573-651-3165
  - Or an alternate periodontist – must be approved by Dr. Lautar

**Possible Oral Surgeon Rotation Site:**

- **Dr. F. Gustave**; 618-529-2571; 1111 E. Walnut, Carbondale
  - Or an alternate oral surgeon – must be approved by Dr. Lautar

**Possible Orthodontist Rotation Site:**

- **Dr. Hudgins**: 618-457-7611; 1180 Cedar Court, Carbondale
  - Or an alternate orthodontist – must be approved by Dr. Lautar

**CARE PLAN & CASE PRESENTATION**

One **Comprehensive Case Study** will be required for DH 441 lecture part of this class. The case study must be pre-approved by a 441 Periodontal Clinic faculty member. This case must be either a Type 3 or Type 4, have at least two quadrants completed and has not received periodontal treatment for at least two years. A case study number will be assigned and **all records** (i.e. radiographs, pictures, charting, daily treatment plan) must be copied with only the CASE STUDY number as an identifier. Neither the student nor patient name should appear on any component of the case study.

**Final Care Plan Will Include:**

1) A **Dental Hygiene Care Plan** - typed and placed in a three-pronged paper folder. The designated format should follow the sample case studies that will be available in class.

2) A **Summary Paragraph/Student Reflection** reviewing the complete **Case Study**
3) A **Graphical Summary** of the patient’s data. See sample

All materials will be submitted in hard copy **AND in electronic form via email**. The subject line should contain specific info (e.g. CJL Care Plan SP 2016)

A **Presentation of the Case Study** will be shared with the class in the last one or two class periods. Pictures, radiographs, and the probe chart should be used in the case presentation. Be prepared to lead the class in discussion of the problems presented in your case; ask for different solutions and treatment options and finally, how you chose to treat the case. This interaction is an important part of the Case Presentation. **Case Study Grading Rubric** can be found on D2L.

**FINAL**
A comprehensive final will be given during finals week.

**EXTRA CREDIT**
Possible Extra Credit Projects (5 points)
- A power point presentation demonstrating some aspect of periodontal treatment
- An educational hand-out on the benefits of not smoking related to oral health
- A literature review of a new product or topic related to periodontics and your evaluation
- Develop an image resource library of periodontal pictures collected from clinic
- Develop a culturally sensitive oral health hand-out with references
- Attend a periodontally-related cont educ program and write a one page reflection paper
- Assemble and download photos for case presentations of the class

Adapted from course syllabus of Dr. Joan M. Davis for Fall 2015
## TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date (Tues)</th>
<th>In-Class Topic &amp; Activity</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td>#1</td>
<td>1/19</td>
<td>Intro to DH 441&lt;br&gt;Receive &amp; Review Syllabus&lt;br&gt;Rotation Assignments&lt;br&gt;Local Anesthesia Review&lt;br&gt;Nitrous Oxide Review</td>
<td><strong>Study D2L</strong> Local Anesthesia and Nitrous Oxide Material Darby &amp; Walsh (D&amp;W) Ch 2, 4, 22, 40 &amp; 41</td>
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<td>#2</td>
<td>1/26</td>
<td>Review Local Anesthesia &amp; Nitrous Oxide;&lt;br&gt;Review Ch 1 &amp; 2 Neild &amp; Willmann (Nield)&lt;br&gt;Discussion: Human Needs Theory&lt;br&gt;D &amp; W DH Care Plan</td>
<td>Take Local Anesthesia Online Review Quiz – pass with a 90% Due <strong>Review nitrous power point on D2L</strong></td>
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<td>#3</td>
<td>2/2</td>
<td>Quiz 1 Ch 1 &amp; 2 N&amp;W and Nitrous Oxide&lt;br&gt;Rev Ch 3-4 N&amp;W&lt;br&gt;<strong>Presentation 1</strong>: Nutritional counseling &amp; periodontal health</td>
<td>D2L Resources on Diabetes&lt;br&gt;Neild Ch 21&lt;br&gt;Review: D&amp;W Ch 34 &amp; 35; PP on D2L</td>
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<td>#4</td>
<td>2/9</td>
<td>Quiz 2 Ch 3 &amp; 4; Case St: Nutritional Counseling &amp; Perio&lt;br&gt;Rev Ch 5, 8 Neild&lt;br&gt;<strong>Presentation 2</strong>: Patient with Diabetes</td>
<td>Diabetes Mellitus&lt;br&gt;Neild Ch 9 &amp; 10&lt;br&gt;D&amp;W Ch 44</td>
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<tr>
<td>#5</td>
<td>2/16</td>
<td>Quiz 3 Ch 5 &amp; 8 Neild / Patient with Diabetes&lt;br&gt;Rev Ch 9, 10 Neild&lt;br&gt;<strong>Presentation 3</strong>: Older Adult Patient</td>
<td>Older Adult Patients&lt;br&gt;D&amp;W 55&lt;br&gt;Neild Ch 13 &amp; 14</td>
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<td>#6</td>
<td>2/23</td>
<td>Quiz 4 Ch 9, 10 Neild / Older Adult Patient&lt;br&gt;Review: Ch 13, 14 Neild&lt;br&gt;<strong>Presentation 4</strong>: Persons w Disabilities</td>
<td>Patients with Disabilities&lt;br&gt;D&amp;W 42&lt;br&gt;Neild Ch 15 &amp; 16</td>
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<td>#7</td>
<td>3/1</td>
<td>Quiz 5 Ch 13, 14 Neild / Persons w Disabilities&lt;br&gt;Review: Ch 15-16 Neild&lt;br&gt;<strong>Presentation 5</strong>: Patient with Cardiovascular Disease, COPD</td>
<td>Pt with Cardiovascular Disease, COPD; COPD 17, 18&lt;br&gt;D&amp;W Ch 43 &amp; 55&lt;br&gt;Neild Ch 17 &amp; 18&lt;br&gt;Pt w Cardiovascular Dis, COPD</td>
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<td>#8</td>
<td>3/8</td>
<td>Quiz 6 Ch 15-16 Neild / Pt w Cardiovascular Dis, COPD;&lt;br&gt;Review: Ch 17, 18 Neild /&lt;br&gt;<strong>Presentation 6</strong>: Patient with Cancer</td>
<td>Patient with Cancer&lt;br&gt;D&amp;W Ch 45&lt;br&gt;Neild Ch 19, 20 &amp; 23</td>
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<td>#9</td>
<td>3/15</td>
<td>Spring Break</td>
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<td>#10</td>
<td>3/22</td>
<td>Quiz 7 Case Study TBA / Patient w Cancer&lt;br&gt;Review: Ch 19, 20, 23 Neild&lt;br&gt;<strong>Presentation 7</strong>: Patient w HIV, HCV</td>
<td>Patient with HIV, HCV&lt;br&gt;Neild Ch 24, 28 &amp; 29&lt;br&gt;D&amp;W Ch 48</td>
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<td>#11</td>
<td>3/29</td>
<td>Quiz 8 Case Study TBA / Patient w HIV, HCV&lt;br&gt;Review: Ch 24, 28, 29 Neild&lt;br&gt;<strong>Presentation 8</strong>: Women’s Health Issues</td>
<td>Women’s Health Issues&lt;br&gt;Neild Ch 10&lt;br&gt;D&amp;W Ch 54</td>
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<td>#12</td>
<td>4/5</td>
<td>Integration of Specialties into Periodontal Therapy&lt;br&gt;Complex Periodontal Patient Case Study</td>
<td>Surgical Unit&lt;br&gt;Neild Ch 24, 30-32&lt;br&gt;D&amp;W Ch 32, 58 &amp; 59</td>
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<td>#13</td>
<td>4/12</td>
<td>Quiz 9 Ch 24, 28, 29 Neild&lt;br&gt;Review: Surgical Unit Ch 24, 30-32 Neild&lt;br&gt;Discuss: Periodontal Surgery</td>
<td>Surgical Unit Ch 24, 30-32</td>
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<td>#14</td>
<td>4/19</td>
<td>Quiz 10 Ch Surgical Unit Ch 24, 30-32</td>
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<tr>
<td>#15</td>
<td>4/26</td>
<td>Student Case Study Presentations</td>
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<tr>
<td>#16</td>
<td>5/3</td>
<td>Review, Catch-up, Evaluation, etc.</td>
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<tr>
<td>Final</td>
<td>5/12</td>
<td>Scheduled Time: Thursday, May 12th 8:00-10:00 AM in Rm ASA 9D</td>
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NOTE: The instructor reserves the right to alter the schedule when necessary. Be flexible! Please register your book online for questions, study guides. (Inside cover of the book)