**DENTAL HYGIENE**



**Dental Hygiene Student Program**

**Procedure & Policy**

**Handbook**

**Fall 2021**

**(Revised Spring 2021)**



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# What is the Purpose of this Student Program Handbook Procedure and Policy Manual?

The purpose of this Handbook is to provide information about the Dental Hygiene Programs policies and procedures. These policies and procedures are designed to regulate all decisions, actions, and principles of our Dental Hygiene Program. This Handbook provides necessary guidance for everyone to achieve consistency. This Handbook provides a roadmap for day-to-day operations in the Dental Hygiene Program. It ensures compliances with rules and regulations and gives guidance for decision-making. This Handbook provides a consistent set of policies and procedures to keep everyone on the same page. It establishes boundaries, guidelines, uniformity, and best practices for the entity of the Dental Hygiene Program here at Lake Land College.

# Dental Hygiene Welcome

Welcome to the Dental Hygiene Program. The dental faculty recognizes your enthusiasm and desire to attain an Associate’s Degree in Applied Science in Dental Hygiene with the ultimate goal of practicing in a most rewarding profession. The dental hygiene faculty are very proud of the program and are here to assist you in becoming highly competent dental hygiene professionals. This Student Handbook has been written to provide you with program guidelines, policies, procedures, and helpful information. The following information is provided to assist you in becoming familiar with our policies and procedures.

Program policies and procedures have been established to assist students in meeting the program outcomes through classroom, lab, and clinical experiences. Compliance is mandatory to maintain the policies and procedures of the program, enhance the learning experience, and ensure the comfort and safety of both the student and client. Enforcement is in conjunction with policies and procedures found in the Lake Land College catalog and Lake Land College Student Handbook, which are available online at <https://www.lakelandcollege.edu/student-handbook/>. The information on this website includes the following: academic integrity code, academic standards and policies, alcohol and drug abuse policy and prevention information and annual notification, discrimination and harassment, behavioral intervention/threat assessment, graduation, transfer and retention rates, notification of student rights regarding educational records, photo I.D. cards, policies all students need to know, sexual harassment and sexual misconduct, student code of conduct and disciplinary procedures, student complaint procedures, student optional disclosure of private mental health information, student right to know information, student rights and responsibilities, and voter registration.

The faculty recognize that students come from varied cultural, social, economic, and educational backgrounds with diverse life experiences and that each student may have familial and/or employment obligations. We strongly suggest students carefully consider the rigorous demands of the educational preparation necessary for the dental hygiene profession when evaluating their availability for external employment and other obligations.

# Lake Land College Board Policy Manual List – Chapter 07 - STUDENTS

**Lake Land College Board Policies:** The Lake Land College Catalog and Student Handbook provide information about College policies available services, and important dates. All Lake Land College policies can be found in the Lake Land College Board Policy Manual at the following link: [www.lakelandcollege.edu/board-policy-manual/](http://www.lakelandcollege.edu/board-policy-manual/)

# Dental Hygiene Faculty

**Full-Time Instructors**

Amigoni, Nicki, RDH BHS

Dental Hygiene Instructor

(217) 234-5203

namigoni@lakelandcollege.edu

Office: NORTHWEST – 018

Hartrich, Elizabeth, RDH, MS

Dental Hygiene Instructor

(217) 234-5205

ehartrich@lakelandcollege.edu

Office: NORTHWEST – 021

Holsapple, Kristen, RDH, MS

Program Director of Dental Hygiene

Dental Hygiene Instructor

(217) 234-5204

Kholsapple4086@lakelandcollege.edu

Office: NORTHWEST - 022

Swingler, Erin

Division Chair of Allied Health/Nursing Instructor, APRN, FNPC

(217) 234-5448

eswingler@lakelandcollege.edu

Office: NEAL HALL - 001

**Clinical Dentists**

Cushing, Jamie, D.D.S.

Clinical Dentist

Haslett, Suzanne, D.D.S.

Clinical Dentist

Schumacher, Allison, D.M.D.

Clinical Dentist

Balda, Thuy, D.M.D

Clinical Dentist

**Part-Time Instructors**

Heuerman, Jill, RDH

Dental Hygiene Clinical Instructor

Jordan, Danielle, RDH

Dental Hygiene Clinical Instructor

Molzen, Kara, RDH

Dental Hygiene Clinical Instructor

Smith, Logan, RDH

Dental Hygiene Clinical Instructor

Wilson, Sheila, RDH

Dental Hygiene Clinical Instructor

**Full-Time Administrative Assistant**

Homann, Ashley, RDH

Administrative Assistant of Dental Hygiene

(217) 234-5201

Ahomann4557@lakelandcollege.edu

Office: NORTHWEST - 023

# Dental Hygiene Accreditation & Lake Land College Accreditation



The Associates Degree earned in Dental Hygiene is located in Mattoon Illinois and is accredited by the following:

Mailing Address:
Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, Illinois 60611
800.232.6180

The Commission on Dental Accreditation serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs. CODA is nationally recognized by the United States Department of Education (USDE). **“**Accreditation” is an evaluation process where an organization or agency (e.g., the Commission) uses experts in a particular field of interest or discipline (e.g., dental education) to define standards of acceptable operation/performance for **universities/programs/organizations** and measures compliance with them.

Lake Land College Dental Hygiene Previous CODA Accreditation Dates

2013 – Reaffirmed Accreditation

2020 – Postponed a year due to COVID-19

2021 – Upcoming Accreditation

To file a complaint against CODA or a CODA-Accredited Education Program view this link: <https://www.ada.org/en/coda/policies-and-guidelines/file-a-complaint>

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Lake Land College is accredited by:

Higher Learning Commission

230 South LaSalle St. Suite 7-500

Chicago, IL 60604

inquiry@hlcomission.org

2019 – Reaffirmed Accreditation

Required Note of Opportunity and Procedure to File Complaints with the Commission of Accreditation (CODA)

The Commission on Dental Accreditation will review complaints that relate to a program’s compliance with the accreditation standards. The commission is interested in the sustained quality and continued improvement of dental and dental-related education programs, but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students. A copy of the appreciate Accreditation standards and/or the Commission’s policy and procedure to submission of complaints may be obtained by contacting the commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099, extension 4653 or by emailing [www.ada.org](http://www.ada.org).

# Lake Land College Dental Hygiene Program & American Dental Education Association (ADEA)

# The Dental Hygiene Program at Lake Land College integrates ADEA into its curriculum. ADEA is the voice of dental education. The Dental Hygiene Program incorporates ADEA’s Vision and Mission Statements. The ADEA Vision states, ADEA is a well-prepared and diverse oral health workforce that is improving the health of all individuals and communities. The ADEA Mission states, ADEA is leading and supporting the health professions community in preparing future ready oral health professionals.

# Contact Information

# American Dental Education Association (ADEA)

# 655 K. Street North West Suite, 800

# Washington, DC 20001

# (202) 289-7201

# [www.adea.org](http://www.adea.org)

# Lake Land College Dental Hygiene Program & Illinois Dental Practice Act (IDPA)

# Lake Land College Dental Hygiene Program follows in accordance with the IDPA, Professions, Occupations, and Business Operations (225 ILCS 25/) Illinois Dental Practice Act.

# Contact Information

# Illinois General Assembly by the Legislative Information System

# 705 Stratton Building,

# Springfield, Illinois 62706

# (217) 782-3944 or (217) 782 2050

# [www.ilga.gov](http://www.ilga.gov)

# Lake Land College Dental Hygiene Program & American Dental Hygienists’ Association (ADHA)

# The Dental Hygiene Program at Lake Land College includes ADHA into its instruction. The ADHA is designed to help dental hygienist throughout their career. The ADHA begins with students and continues to support established dental hygienist. The Dental Hygiene Program incorporates ADHA’s Mission Statement. The ADHA Mission states, ADHA is leading the way as a unified force to support dental hygienist throughout their career lifecycle and advance the dental hygiene profession by developing new career paths, expanding opportunities for care, and providing the latest training information.

# Contact Information

# American Dental Hygienists’ Association (ADHA)

# 444 North Michigan Avenue, Suite 400

# Chicago, Illinois 60611

# (312) 440-8900

# [www.adha.org](http://www.adha.org)

# Lake Land College Dental Hygiene Program & American Dental Association (ADA)

# The Dental Hygiene Program at Lake Land College includes ADA into its instruction. The ADA exists to power the profession of dentistry and to assist in advancing the overall oral health of the public The ADA fulfills its vision in achieving optimal health for all and is guided by their values which include; commitment to members, integrity, excellence, commitment to improved oral health, science and evidence-based, diversity, and inclusivity.

# Contact Information

# American Dental Association (ADA)

# 211 East Chicago Ave.

# Chicago, IL 60611-2678

# (312) 440-2500

# [www.ada.org](http://www.ada.org)

# Lake Land College Dental Hygiene Mission

The Mission of the Lake Land College Dental Hygiene Program is to provide excellence in dental hygiene education by engaging minds to acquire the essential knowledge and skills to care for the global community.

# Lake Land College Dental Hygiene Vision and Values

* **Caring**: Showing respect and compassion for others. I treat others as equals.
* **Communication**: Creating an environment that values the open exchange of ideas. I follow through by returning phone calls and acknowledging correspondence with others, in a timely manner. I listen to feedback to help me grow. I speak directly with those involved. I withhold judgment until the entire idea is expressed. I share all appropriate information that can be shared.
* **Teamship**: Working together and with others to create a whole greater than the sum of the parts. I work for the good of the group. I hold myself and others accountable. I celebrate individual and team success. I identify, utilize, and challenge strengths in myself and others. I regularly support team members.
* **Innovation**: Taking risks to create new opportunities. I evaluate current processes and constantly look for new and better ways to improve. I solve problems with old and new ideas. I openly voice new ideas. I integrate my experiences into my daily work. I constantly improve. I share with others what I have learned from my past experiences.
* **Excellence**: Consistently achieving the highest level of quality. I support and encourage personal and professional growth. I practice high ethical standards. I exhibit passion an enthusiasm in my daily tasks. I accept no less than the highest levels of integrity in myself and others. I go above and beyond.

# Lake Land College Dental Hygiene Philosophy

Education in the Lake Land College Dental Hygiene Program integrates the Lake Land College Core Values – Excellence, Caring, Teamship, Innovation, and Communication. The faculty expresses the commitment to teaching by using these values to guide our philosophy. We believe the following:

* **Caring:** Demonstrates respect for a culturally diverse population. Encourages student autonomy to facilitate the delivery of compassionate patient-centered care. Respects individual preferences, values, and goals.
* **Communication:** Integrates the use of effective therapeutic techniques in order to care for the global community. Embraces the rights of students and patients. Ensures effectiveness through quality documentation.
* **Teamship:** Facilitates the development of multidisciplinary, collaborative relationships. Incorporates appropriate delegation while executing the plan of care. Directs suitable goal setting and prioritized dental hygiene plans of care with patients.
* **Innovation:** Enhances critical thinking in class and clinical activities by using technology and active learning strategies. Stimulates creativity and flexibility in time of change. Utilizes evidence-based practice to guide care, foster lifelong learning, and identify the need to initiate change.
* **Excellence:** Applies dental hygiene standards of practice. Ensures safety of the student and the patient. Supports professional dental hygiene care by adhering to legal and ethical standards while considering the economic impact on the community.

# Lake Land College Dental Hygiene Program General Information

* **Instructor Syllabus:** Each instructor provides a syllabus the first day of classes. Students must have their syllabus with them at all times. Students must read each course syllabus thoroughly.
* **Town Hall Meetings:** Students are encouraged to attend the monthly Town Hall Meetings. Town Hall Meetings are announced through Canvas for days, dates, times, and location each semester. These are optional for students to attend and ask questions.
* **Canvas:** Please read and review your Dental Hygiene canvas courses each day to keep up with information provided for the Dental Hygiene Program. Students can download the app on their phones.
* **Virtual Classroom:** There may be virtual lectures held randomly throughout the semester. Please download the appropriate app per instructor. These virtual meetings may be last minute.
* **Written and Clinical Examination/Testing/Quizzes Policy and Procedure:** The student is required to take exams at the regularly scheduled time provided in their instructor’s syllabus. In the event of an illness or emergency, the student shall notify the instructor prior to the examination of the reason for the absence and of the tentative date of return. Students must notify faculty of absence. This is under the discretion of the instructor and their syllabus.
* **Overdue Assignment Policy and Procedure**: It is the student’s responsibility to turn in all assignments on time to the appropriate instructor. This is under the discretion of the instructor and their syllabus.
* **Incomplete Grade Policy and Procedure**: An incomplete is assigned when, for reasons beyond their control, students engage in passing work are unable to complete the final class assignments. The student will sign a contract with the course instructor stating that all deficiencies will be outlined and a method of completion agreed upon. An incomplete must be changed within the time frame designated by the college and instructor, but not to exceed one semester from close of the term in which the course was taken or graduation, whichever occurs first. Students should not re-register for courses in which they are making up the incomplete. If the course is not made up, the student must repeat the course in order to receive credit.
* **Student Dental Hygiene Kits**: The student dental hygiene kit used in the Lake Land College Dental Hygiene Program must be purchased through the Lake Land College Bookstore. Students must bring the kit with them their first day in the Dental Hygiene Program. If you purchased a Dental Hygiene Kit from a previous Dental Hygiene Program, you will still be required to buy the Lake Land College Dental Hygiene Kit. Loupes are mandatory and required. Students are fitted the first semester of the program.
* **Personal Electronic Devices:** Cell phones and other electronic communication devices must be turned off during lecture, lab, and clinical, unless being used for instructional purposes with prior authorization by the instructor.
* **Social Media Standard:** Use of social media while in the clinical setting is prohibited. Students are also prohibited from posting, sharing or otherwise disseminating any information that could identify a patient or in any way violate a patient’s rights or privacy. Students are prohibited from posting, sharing, or otherwise disseminating negative information about another student, the faculty, the Dental Hygiene Program, or the College.
* **Reception Telephone(s):** There is one stationary phone and two cell phones in the reception office. Do not take the school cell phones home. You can use the cell phones in the following locations: the reception office, Room 023, Room 056, Room 114, Room 116, and/or Room 112. These phones are to be used for calling dental hygiene patients. Do not use your personal cell phone to call patients unless you know them personally. If you do use your personal cell phone you can hide your number by entering #67 and then the patients phone number. Do not text on this phone.
* **Locker Room:** The locker room is provided as an area to place your personal items. Keep your locker and the area neat and clean. Students are to buy their own lock. Students will be assigned a locker. Locker combinations will be kept on file in case combinations are lost or forgotten. You are accountable for anything that is lost or stolen.
* **Ethics:** Our school/program aligns itself with the Dental Hygiene Code of Ethics from the American Dental Hygienist Association (ADHA). The purpose of a professional code of ethics is to achieve high levels of ethical consciousness, decision making, and practice by the members of the profession. Specific objectives of the Dental Hygiene Code of Ethics are: • to increase our professional and ethical consciousness and sense of ethical responsibility. • to lead us to recognize ethical issues and choices and to guide us in making more informed ethical decisions. • to establish a standard for professional judgment and conduct. • to provide a statement of the ethical behavior the public can expect from us. The Dental Hygiene Code of Ethics is meant to influence us throughout our careers. It stimulates our continuing study of ethical issues and challenges us to explore our ethical responsibilities. The Code establishes concise standards of behavior to guide the public’s expectations of our profession and supports dental hygiene practice, laws and regulations. By holding ourselves accountable to meeting the standards stated in the Code, we enhance the public’s trust on which our professional privilege and status are founded. [www.adha.org](http://www.adha.org)
* **Readmission Policy and Procedure:** Students who have withdrawn or been dismissed from the Dental Hygiene Program may reapply. The Dental Hygiene Department does not guarantee readmission. The student must inform the Director of Dental Hygiene in regards to reapplying into the Dental Hygiene Program. The student must reapply within the first year of being dismissed. If the student withdraws or is dismissed for a second time, the student must wait three (3) years before re-applying again.
* **Voluntary Termination from the Dental Hygiene Program**: You may elect to terminate from the dental hygiene program for various reasons. Discuss your plan with the Director of Dental Hygiene. Submit a letter of withdrawal to be placed in your file. If the student reapplies to the dental hygiene program and is accepted, a second withdrawal from the program will result in the student not being able to reapply to the Dental Hygiene Program for three (3) years.
* **Retention and Progression Requirements:** The Dental Hygiene Program shows and demonstrates student retention and progression by transitioning the student from novice to expert. In order for the student to progress from novice to expert, the student must meet the following criteria to remain in the Dental Hygiene Program and Progress to the next course in the sequence: Maintain a “C” in all Dental Hygiene courses and co-requisites. Achieve and maintain a satisfactory rating in laboratory, lecture, and clinical performances. Evidence of unsafe, ineffective or unreliable dental hygiene care or disregard for client’s well-being may result in failure of a dental hygiene course, regardless of examination scores. Maintain health requirements, maintain current CPR certification, be in good standing with the college and meet all class, laboratory, and clinical attendance requirements.
* **Remediation:** It is the responsibility of the student to inform the course instructor of any need for additional help. The student progress will be monitored throughout the course and updates will be given at midterm. If it appears necessary for remediation, the student will meet with the course instructor to develop a plan for tutoring or outside class practice time.
* **Insurance:** Lake Land College provides malpractice insurance as part of a group policy. Students should maintain health insurance. Lake land College and the clinical agencies do not assume responsibility for illness and/or accidents that occur during the educational or clinical experience.
* **Inclement Weather:** Absences due to inclement weather must be made up unless the school is officially closed by Lake Land College Administration. Listen to the radio or television station or call Lake Land College at 217-234-LAKE for College announcements regarding closings. You can also opt in for text messaging. Please refer to Lake Land College Board Policy 08.04 to review college closings due to severe weather, mechanical failure, or power failure.
* **FERPA:** The Family Educational Rights and Privacy Act of 1974 (34 CFR 99), helps protect the privacy of student records. For more information, students can call (212) 260-3887 or email ferpa@ed.gov. Lake land College Board Policy 07.11 – Confidentiality of Student Records.
* **Endangerment to Patients Policy and Procedure**: No dental hygiene student will engage in any patient treatment or patient care activities outside of the Lake Land College on-campus Dental Hygiene Clinic or designated dental hygiene program enrichment rotations. Any student who participates in non-approved dental hygiene program patient care activities will be immediately dismissed form the Dental Hygiene Program. No Exceptions.
* **Marketing for Patients:** The program does not guarantee that students will be provided patients. It is the student’s responsibility to market for your own patients. The Dental Hygiene Program markets patients for students by the following: text messaging, newspaper, emails, broadcasting, social media, and fliers.
* **Meeting with Faculty and Office Hours:** When needing to talk to or meet with faculty please consider the following; email the faculty requesting a meeting, give the faculty member your topic or reason for meeting, give the faculty ample notice. At this point the faculty member will contact you regarding a day, time, and meeting place to discuss your email. Office hours vary per semester and are located on your instructor’s office door.
* **Student Chain of Command Policy, Procedure, and Guidelines:**
	1. Dental Hygiene Instructor
	2. Director of Dental Hygiene
	3. Student Grade Appeals – Lake Land College Board Policy 07.27
		+ <https://www.lakelandcollege.edu/board-policy-manual-list/?chpt=07>
	4. Student Complaints – Lake Land College Board Policy 07.29
		+ <https://www.lakelandcollege.edu/board-policy-manual-list/?chpt=07>
	5. Division Chair of Allied Health
	6. Vice President for Academic Services

# Dental Hygiene Licensure

Illinois Department of Financial and Professional Regulation (IDFPR) is the division of professional regulation. The Mission of the IDFPR is to protect the residents of Illinois, to ensure the safety and soundness of financial institutions, to ensure that competent professionals are licensed to provide services to the public, and, to enhance commerce in the state for the benefit of all its residents.

Graduating from the Dental Hygiene Program does not guarantee that students will receive their Dental Hygiene License. Students must pass a written and clinical board examination in order to be eligible to apply for their Dental Hygiene License through the IDFPR. Therefore, in order to become a Registered Dental Hygienist, students must graduate from the Accredited Dental Hygiene Program with an Applied Science Degree and pass both their clinical and written board examinations.

* **Central Regional Testing Services (CRDTS):** CRDTS is a testing service in Illinois made up of State Boards of Dentistry who have joined forces to develop and administer, fair, valid, and reliable examinations of competency to practice dentistry and dental hygiene. For further information, please visit https://www.crdts.org. This is the students clinical (manikin/simulated/patient based) board examination. The CRDTS exam is held at Lake Land College yearly. There are other testing agencies that students may decide to take instead of the CRDTS clinical examination. These include the following: The Commission on Dental Competency Assessments (CDCA) www.cdca.org, The Southern Regional Testing Agency (SRTA) www.srta.org, The Western Regional Examining Board (WREB) www.wreb.org, and The Council of Interstate Testing Agencies (CITA) www.cita.org.
* **National Board Dental Hygiene Examination (NBDHE):** The purpose of the NBDHE is to measure whether a candidate for licensure possess the entry-level cognitive skills necessary to safely practice as a dental hygienist. Dental and dental hygiene boards use the information provided by the NBDHE to help protect the public health. For further information, please visit http://www.ada.org. This is the student’s national (written/multiple choice/case-based questions) board examination.

# Dental Hygiene Preparation Examinations

* **Health Education Systems Incorporated (HESI):** HESI is a United States company that provides exams and other study material to help prepare dental hygiene students for their professional licensure exam. Schools often use HESI to help predict the student’s likelihood of student success in taking their upcoming exams. The HESI exams provide a comprehensive assessment that helps students review and chart their progress in different subjects. HESI provides a series of exams and preparation products used to assess the mastery of their students in the course and program content. Lake Land College Dental Hygiene Program offers HESI to make sure students can address any academic deficiencies they have head-on and avoid potential setbacks. HESI specialty exams feature tough questions that test your critical thinking skills in the same way that board examinations do, meaning that you will already be familiar with these types of questions by the time you sit for your licensing exams. This method of preparation is designed to help students feel more comfortable once the test day arrives. For further information, please visit https://evolve.elsevier.com.
	+ The Hesi Exams may be held remotely or on campus**.** Days, Dates, and Times will be announced later.
	+ There are seven (7) Hesi Exams that are spread over the students Second Year of Dental Hygiene.
1. Dental Hygiene Scientific Basis Module
2. Dental Hygiene Clinical Provisions Module
3. Dental hygiene Community Health Research Module
4. Dental Hygiene Exit-1st Time Tester
5. Dental Hygiene Exit-2nd Time Tester
6. Dental Hygiene Exit V-1 Didactic and Case-Based Practice Tests
7. Dental Hygiene Exit V-1 Didactic Practice Tests

# Lake Land College Dental Hygiene Program Expectations of Professional Behavior/Student Code of Conduct

The Dental Hygiene Professions behavior insists that its members demonstrate responsible, accountable, self-directed and professional behavior. Possessing a professional behavior are very important traits linked to positive patient outcomes and patient safety. Dental Hygiene students are expected to demonstrate responsibility and accountability for personal and professional behaviors in all teaching/learning settings. Behavior inconsistent with the standards set forth in this Handbook will be documented and remain a part of the student’s record throughout the Program. Unprofessional behavior may lead to dismissal from the course or program. Dental Hygiene students shall provide health care to patients without discriminating based on race, color, sex, age, religion, national origin, sexual orientation, disability, or any other legally protected status. Students will demonstrate respect for all clients regardless of values, culture and religion. Professional responsibility and demeanor: Dental Hygiene students must take responsibility for their own actions and set a high standard of self-expectation and work, and are expected to be thoughtful and professional when interacting with faculty and staff, patients, and families, other students, the public, and members of the health care team. The Student Code of Conduct seeks to support student engagement in learning and leadership and prevent interference with educational opportunities by maintaining an orderly, safe, educational environment. The purpose of the Code is to give students general notice of prohibited behaviors and ensure that students do not engage in conduct that disrupts the educational environment and the normal operations of the College. The Dental Hygiene Program follows in accordance with the Lake Land College Board Policy 07.28.01 Student Code of Conduct and Disciplinary Procedures.

**The Dental Hygiene student agrees to**:

* The Dental Hygiene and Lake Land Colleges Mission, Vision, Values, and Philosophies.
* Accept responsibility for his or her own behavior, actions, and education.
* Be a positive representative of Lake Land College Dental Hygiene Program.
* Adequately prepare for all classroom, clinical, and lab experiences.
* Complete all assignments on time.
* Arrive to class, clinical site, and lab promptly (5-10 minutes prior to scheduled time).
* Display professional appearance and behavior as outlined in this handbook.
* Act with honesty and integrity in relationships with clients, staff, peers, and faculty.
* Demonstrate empathy and advocate for his or her patients.
* Notify his or her instructor of any anticipated absence at least 24 hours prior to class, lab, or clinical.
* Maintain patient safety; recognize and report errors or unsafe activity.
* Recognize his or her limitations in skills, knowledge, and abilities, and seek guidance as appropriate.
* Promote personal growth with reflection, self-assessment, and utilization of feedback.
* Respond appropriately to constructive criticism from faculty, clinical site staff, and peers.
* Deal with others (peers, faculty, staff, clients and their families) in an honest, respectful, sensitive and nonjudgmental manner that communicates respect for individual differences.
* Avoid use of inappropriate language, gestures or remarks.
* Respect others’ through the demonstration of the following: turning off cell phones, avoiding disruptive side conversations, and refraining from texting in class and clinical settings.

**The student will be committed to the Dental Hygiene Profession and the Dental Hygiene Department (Program):**

* Attend and be present and willing to learn in both didactic and clinical sessions.
* Comply voluntarily with policies, rules, and procedures of the Dental Hygiene Department and clinical courses.
* Demonstrate enthusiasm for learning.
* Present and act in a professional manner: neat, clean, and prepared.
* Perform within the ethical and legal framework of the practice of Dental Hygiene.
* Complete assignments, charts, and records accurately and within the given timeframe.

**The student will demonstrate intellectual and personal integrity.**

* **Display a forthright manner with peers, staff, patients, and faculty.**
* Observe safe techniques at all times.
* Accept responsibility for errors and strive to take appropriate corrective action.
* Complete your own work; do not represent someone else’s work as your own.
* Respect faculty, staff, and classmates.
* Realistically complete self-evaluations.

**The student will demonstrate a cooperative demeanor and be able to:**

* Disagree diplomatically.
* Know when to stop arguing.
* Accept the roles of others and work in appropriate capacity in response to others. Inappropriate language, physical contact, i.e. touching, hitting, pushing, are not permitted.
* Manage stress and frustration without taking it out on others.
* Objectively look at both sides of the issue; handle conflicts objectively.
* Refer concerns and issues to involved faculty at the appropriate time.

**The student will place the welfare of his/her patients first.**

* Priority of activities reflects patients’ needs and provides quality, comprehensive patient care.
* Always place the patient’s welfare and comfort first when planning and implementing patient care.
* Always provide the patient with pertinent, individualized information regarding preventing and managing dental disease.
* Students will displace calm, confident behavior, which services to enhance ability to function and contribute to quality care.
* Respond quickly and pleasantly to patient’s request.
* Always explain treatments and procedures to keep you patients informed.
* Respect patients’ rights and always maintain confidentiality.

\*\*\*Acts of Unprofessional Behavior or Student Conduct are at the digression of the instructor.

# Lake Land College Dental Hygiene Program Expectations of Professional Behavior/Student Code of Conduct CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number -5% points off the student’s final grade

Instructor Name

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| --- |
| Incidence or concern that occurred.Instructor Statement:Student Statement: **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Expectations of Academic Integrity

* Academic Integrity Code is in accordance with Lake Land College Board Policy 07.28.02. Academic dishonesty is a serious offense that is investigated and sanctioned through Board Policy 07.28.02. Lake Land College is committed to the fundamental values of preserving academic integrity as defined in this policy. It is assumed that students will honor the tradition of academic honesty. Promoting and protecting academic honesty and integrity is the responsibility of every member of the College community. As such, students have the responsibility to: be fully knowledgeable of the Academic Integrity Code, produce their own work; and encourage academic honesty among their fellow students.
* Acts of academic dishonesty include but are not limited to:
	+ Cheating
		1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. As such, no student shall, during the course of a graded academic exercise, (1) offer information of any kind to another student; (2) receive information of any kind from another student or from the responses made by another student; or (3) have in his/her possession any tool, written material, or other device which may be of assistance to him/her in completing the exercise and which has not been authorized by the instructor or person proctoring the academic exercise. No student shall procure, possess, or provide in any unauthorized manner, any materials or pieces of materials which contain the questions or answers to any graded academic exercise scheduled to be given to any individual or group enrolled in any course of study offered by the College. No student shall submit the same assignment in more than one class without instructor approval.
	+ Plagiarism
		1. Representing the words or ideas of another as one’s own in any academic exercise. As such, no student shall submit as his/her own to an instructor any work which contains ideas or materials taken from another without full acknowledgment of the author and the source including appropriate citations and documentation. This includes submitting a paper, or portions of a paper, obtained from a professional service or website or written by another individual.
	+ Fabrication
		1. Falsification of information or citation in an academic exercise. No student shall seek credit for a group assignment in which he/she did not participate or claim that an assignment was submitted when it was not. No student shall fabricate sources or misrepresent secondary sources within a paper.
	+ Unauthorized collaboration
		1. Sharing or working together in an academic exercise without approval. No student shall work with another student to complete a graded assignment without prior approval from the course instructor. Work completed through authorized collaboration must clearly identify the contributions of each individual.
	+ Facilitating academic dishonesty
		1. Helping or attempting to help another student to violate any provision of this Code.

# Lake Land College Dental Hygiene Program Expectations of Academic Integrity CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number -20% points off the student’s final grade

Instructor Name

Procedures Following Academic Dishonesty

1. The instructor who has witnessed academic dishonesty or who has evidence that academic dishonesty has occurred will contact the student to inform him/her of the allegation and the instructor’s intended actions.
2. The instructor may assign the student a reduced or failing grade on the assignment or in the course. The instructor will submit an Academic Integrity Incident Report to the Vice President for Student Services describing the incident and the intended actions.
3. Additional disciplinary sanctions may be imposed in accordance with the Student Code of Conduct and Disciplinary Procedures. (See Policy 07.28.01). The student will be provided written notification of the charges and actions to be taken and be given ten (10) calendar days to notify the Vice President for Student Services if he/she wishes to dispute the charges.
4. If a student disputes the allegation of academic dishonesty, a hearing will be provided according to the Student Code of Conduct and Disciplinary Procedures
5. A student accused of academic dishonesty in a course may not drop the course until such time as disciplinary action, if any, is imposed. If a grade of “W” is recorded for the course, it may be changed to reflect the disciplinary sanctions imposed as a result of academic dishonesty.  In the event that the alleged violation occurs at the end of a term, an incomplete grade shall be assigned pending conclusion of the disciplinary process.

|  |
| --- |
| Act of Academic Dishonesty. Circle all that apply below. Cheating, Plagiarism, Fabrication, Unauthorized Collaboration, Facilitating Academic Dishonesty, Other. Instructor Statement:Student Statement: **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Student Personal Protective Equipment (PPE) Uniform/Dress Code

The Occupational Safety and Health Administration (OSHA) was created to ensure safe and healthful working conditions for WORKERS by setting and enforcing standards. Per the United States Department of Labor, (OSHA), requires that many categories of PPE meet or be equivalent to standards developed by the American National Standards Institute (ANSI). More information for these OSHA Standards can be reviewed at [www.osha.gov](http://www.osha.gov) under General Industry (29 CFR 1910). Dental Hygiene Students are required to follow the PPE Uniform/Dress Code in order to minimize exposure to hazards that cause serious workplace injuries and illnesses.

1st Warning: The student will be asked once to adjust/change/modify their PPE Uniform/Dress Code if it is not being followed correctly.

2nd Warning: After the second warning the student will be dismissed from the clinical and/or laboratory setting for the remainder of the day and a consequence form will be submitted. The student will also be counted absent for the remainder of the class.

1. Uniforms are worn under the instructor’s discretion per course.
2. All uniforms must be clean and wrinkle-free.
3. Uniforms should be washed at the end of the day after each clinic or lab activity.
4. Students need to change out of their lab jacket and isolation gown after each clinic or lab activity before leaving the clinic. Place these in a trash bag and launder them at home.
5. Uniforms consist of a top, bottom, and long thigh length lab coat. These must be all black.
6. Resident essentials isolation gown is also required.
7. Bottoms need to cover the entire backside. Underclothing should not be visible.
8. Undershirts can be worn and leggings. These need to be school colors: black, red, white, or gray.
9. Shoes need to be all leather (black or white) with no holes. Shoes must have a back.
10. Shoes are to be worn in clinic and lab only and left in the students’ locker at the end of each clinic or lab activity.
11. Tall socks, no ankles should show. These need to be school colors as well.
12. Name badge should be worn, first name only, students purchase at bookstore.
13. Nails are to be clean, short (cannot see past fingertip), and neatly manicured. No artificial nails or gel polish or polish.
14. Hair is to be clean, off the collar, neat, and away from the face. No loose hair. Hair is pulled back tightly away from the face, head, and neck.
15. Hair bonnets are optional unless you have a unique hair color that does not grow naturally from the scalp (purple, pink, blue, green, etc.).
16. Facial beards and mustaches need to be trimmed, neat, and clean. No beard long enough to fall forward will be allowed.
17. No smoking or drinking alcohol while wearing your uniform.
18. Stud earrings can be worn.
19. Watches can be worn.
20. Tattoos need to be covered on head and neck region.
21. Band rings are allowed to be worn.
22. No facial jewelry.
23. Necklaces are allowed to be worn.
24. Eyewear, face shields, gloves, and masks are required.
25. Wear deodorant daily.
26. Do not wear perform or cologne that is overwhelming.
27. Other

Note: Off-campus clinical facilities have their own uniform/dress code requirements. Students must comply with both off and on-campus PPE/uniform/dress code. If the student is reprimanded at an off-site location, the student will also be reprimanded and receive a consequence form at Lake Land College.

# Lake Land College Dental Hygiene Program PPE, Uniform/Dress Code CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number -5% points off the student’s final grade

Instructor Name

Incidence or concern that occurred.

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| --- |
| Instructor Statement:**1st Warning –** **2nd Warning -** Student Statement: **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Attendance & Absence Policy

\*Standard 2-10, Per CODA: The number of hours of clinical practice scheduled must ensure that students attain clinical competence and develop appropriate judgment. Clinical practice must be distributed throughout the curriculum. Dental Hygiene Students are valuable members of the health care team. As with any career orientated program, regular attendance is required for all scheduled lecture, lab, or clinical activities. Students must make a commitment to being on time for assigned roles. If an absence occurs, the student will be held to the professional guidelines described below. Failure to comply with the following guidelines reflects a lack of professionalism and dependability, percentage point(s) deduction, required additional lecture, lab, or clinical experiences, and potential dismissal from the program. For each hour a student is absent from lecture, lab, or clinic, one percentage point will be deducted from the final course grade. In accordance with our CODA standards, students are required to make up the exact amount of time they have missed from lecture, lab, or clinic. Despite time being made up, point deductions will remain in place.

\*\*\*Procedures for Illness Requiring Absence: All dental hygiene students are responsible for all classroom, lab, and clinic missed due to absence. Prolonged absence may increase the length of education time required to fulfill educational goals. Each student and situation will be handled on a case-by-case basis.

**Pre-Post Break Absenteeism**

* There will be no excused absences the day before or after a college break. This includes lectures, lab, and/or clinics. Students will receive a letter grade drop for each day missed pre-post break.

 **Tardiness**

* + Every time a student is tardy (1-14 minutes late) or leaves class early (1-14 minutes early, half of a percentage point will be deducted from the final course grade.
	+ Tardiness is defined as the following: A student who is 1-14 minutes late will receive 0.5% points off their final course grade.
	+ A student is who late by 15 minutes or more will receive an absence equal to 1 hour (1% point off per hour) of being absent.
	+ The instructor will go by their phone or the classroom clock (they will inform you the first day of classes).

**Missed Lectures**

* + Each fifty (50) minute session missed is equivalent to deducting 1% point off the student’s final course grade. If a student misses lecture that student is required to provide an alternative assignment for time missed, which is given by the instructor of the course.
	+ When a student is absent from lecture, the student is to provide an alternate assignment (minimum 500 words) for each hour missed of class time. The alternate assignment chosen is under the discretion of the instructor.
	+ All papers or alternate assignments are due within one week following return from absence.
	+ It is the student’s responsibility to contact the instructor concerning absentee make up report or assignment.
	+ If a report or alternate assignment is not submitted one week following return from their absence, an additional 1% point will deducted each day it is late from the student’s final grade.

**Missed Lab and Clinics**

* Each fifty (50) minute session is equivalent to deducting 1% point off the students final grade.
* An Example: If a student misses a four (4) hour clinical session, 4% points will be deducted from their final course grade. The student is required to make-up those four (4) hours at another time, but will not gain the percentage points lost back. When a student is absent from labs or clinical sessions, each hour missed in lab and/or clinic must be made up within two (2) weeks of absence
* Students must speak with the Administrative Assistant and clinic advisor and fill out a Make-Up Form of the time the student missed along with when the student made up that time.
	+ If a student misses three (3) lab or clinical sessions per semester, the student will be excused from the Dental Hygiene Program.

# Lake Land College Dental Hygiene Program Attendance & Absence Policy CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number How many percentage % points are deducted?

Instructor Name

Incidence or concern that occurred.

|  |
| --- |
| Instructor Statement:Student Statement: How much time did the student miss? Clinic Make-up Date and Time: How much time did the student miss? Lab Make-up Date and Time:  How much time did the student miss? Lecture Assignment Due Date:  **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Confidentiality Agreement Policy

Students enrolled in the Lake Land College Dental Hygiene Program, must recognize the importance of protection of confidential information in a variety of settings. It is the ethical and legal responsibility of all students to maintain and comply with State and Federal law, as well as the Lake Land College Dental Hygiene Programs confidentiality requirements and the confidentiality requirements of the agencies used for clinical experiences. Confidentiality/Health Insurance Portability and Accountability Act: While participating in clinical activities, students are expected to maintain the confidentiality of patients at all times and to comply with all relevant requirements of the Health Insurance Portability and Accountability Act (HIPAA). This same confidentiality standard is required of all healthcare workers. A healthcare worker may discuss/disclose patient health information only to those individuals who are directly participating in that patients care or who have legal, written permission to receive such information. The faculty believe classroom, lab, and clinical are an extension of clinical activities, and as such, the standard of confidentiality applies in this setting as well. Therefore, no student may discuss patient care or lab activities with students outside of assigned clinical groups. It is the student’s responsibility to be familiar with HIPAA’s confidentiality requirements. A student who violates HIPAA’s confidentiality requirements may be subject to consequences, up to and including dismissal from the Program. All students will be required to read and sign the Lake Land College Dental Hygiene Program Confidentiality Agreement prior to the start of the program. By signing the Confidentiality Agreement, the student agrees to comply with the Program confidentiality standards. Every student will be required to sign a confidentiality agreement and maintain confidentiality concerning patients throughout the program**.**

As a student in Lake Land College Dental Hygiene Program, I agree that, while participating in the Lake Land College Dental Hygiene Program:

1. I will maintain the confidentiality of patients at all times and will comply with all relevant requirements of the Health Insurance Portability and Accountability Act (“HIPAA”).
2. I will not discuss patient information that I have received during my lecture, lab, or clinical learning experience.
3. I will protect the confidentiality of all patient, families, and agency information.
4. I will not release unauthorized information to any source.
5. I will not share computer access codes with any other individual.
6. I will not access or attempt to access information other than the specific information to which I have been given authorization to access and which I need to know in order to complete my assignments as a student dental hygienists.
7. I will not input patient/family/clinical agency identifying information into any computer storage device (disk or hard drive) or any other public or private computer.
8. I will not have conversations outside of the lecture/lab/clinical setting involving patient information.

Violations of this agreement may lead to legal consequences, pursuant to HIPAA. In addition, any violation will be considered a breach of academic integrity which will result in the completion of a Lake Land College Dental Hygiene Program Incident Report and possible other consequences, up to and including immediate dismissal from the Dental Hygiene Program.

# Lake Land College Dental Hygiene Program Confidentiality Agreement CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number -20% points off the student’s final grade

Instructor Name

Health Insurance Portability and Accountability Act (HIPAA) – Lake Land College Board Policy 11.25.

* The purpose of this policy is to protect and safeguard “protected health information” created, acquired or maintained, in accordance with the HIPAA Privacy Regulations circulated pursuant to the Health Insurance Portability and Accountability Act of 1996 and applicable state laws. The articles contained in this policy are intended to provide guidance to personnel and students in regard to the protection and enhancement of the privacy rights of eligible participants by
	+ (a) establishing rules related to the internal and external use and disclosure of protected health information;
	+ (b) stating the procedures by which eligible participants can gain access and information regarding the use and disclosure of their protected health information; and
	+ (c) ensuring the implementation of administrative procedures intended to assist eligible participants and personnel to effectuate these policies.
* This policy then applies to all protected health information collected by the College, regardless of the form in which it is created or maintained, whether by oral, written or electronic means, for both living and deceased eligible participants. It includes articles which apply to all eligible workers, including employees, students, trainees, and volunteers.

|  |
| --- |
| Act of Breach in Confidentiality Agreement. Instructor Statement:Student Statement: **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Essential Functions Policies

All students in the Lake Land College Dental Hygiene program must be able to perform diverse, complex, and specific functions and skills. Functional ability is a state of wellness. Therefore, these functions and skills are essential to ensure the health and safety of clients, peers, faculty, and other healthcare providers. Violations of any essential functions may include immediate dismissal from the Dental Hygiene Program.

 The functions and skills include, but are not limited to, the following abilities:

|  |  |
| --- | --- |
| **Motor Skills*** Move within confined space
* Sit/stand & maintain balance for prolonged periods
* Reach above shoulders & below waist
* Sustain repetitive movement
* Sufficient motor function to elicit information from patients by palpation, percussion, & other assessment maneuvers
 | **Fine Motor Skills*** Pick up/grasp small objects with hands
* Write with pen or pencil
* Keyboard/type (use a computer)
* Pinch/pick or otherwise work with fingers
* Twist & squeeze with finger
 |
| **Critical Thinking Skills*** Identify cause and effect relationships
* Plan/control activities for others
* Synthesize knowledge & skills
* Sequence information
 | **Sensory*** Visual & auditory acuity within normal range (with correction if needed) in order to observe a patient accurately at a distance & close at hand
* Auditory interpretation of normal speech
* Accurately interpret faint voices
* Auscultate body sounds
* Use depth perception & peripheral vision
* Accurately interpret small print on medication contains, syringes, discriminate color changes, read type at 8 font, & document mentation
* Accurately read monitors & equipment calibrations
* Detect odors
* Feel vibrations, differences in surface characteristics, sizes, shapes
 |
| **Physical Strength & Mobility*** Push or pull patients to ensure proper positioning
* Support patient during treatment, lift for transfer
* Move heave objects, carry equipment/supplies
* Defend self against combative patients
* Use upper body strength
* Squeeze with hands
* Twist, bend, stoop, squat, climb
* Move quickly
* Physical endurance to complete a minimum 8 hour a day shift
 | **Interpersonal Skills*** Negotiate interpersonal conflict
* Respect differences in patients
* Provide patient with emotional support
* Establish rapport with patients & co-workers
* Teach in an accurate & effective manner
* Report patient information
* The ability to use the English language to communicate effectively in a rational, coherent manner, both orally & in writing, with individuals of all professions & social levels.

  |
| **Emotional Stability*** Establish therapeutic boundaries
* Provide patient with emotional support
* Adapt to rapidly changing environmental support
* Deal with unexpected (crisis), handle strong emotions
* Focus attention on tasks
* Perform multiple responsibilities concurrently
* Maintain behavior decorum in stressful situations
* Maintain adequate concentration & attention in patient care settings
* Maintain composure when subjected to high stress
 | **Analytical Thinking Skills*** Transfer knowledge from one situation to another
* Problem solve & prioritize, evaluate outcomes
* Use short & long term memory
* Identify cyanosis, absence of respiration, & movements of patient rapidly & accurately
* Accurately process information on medication container, dentists/physicians orders, printed

documents, medication administration/other medical documents |
| **Arithmetic Competence*** Read & understand columns of writing
* Read digital displays & graphics printouts
* Calibrate equipment
* Convert number to/from metric
* Read graphs
* Measure time, count rates
* Calculate medication dosages
* Use & read measuring tools
 |  |

# Lake Land College Dental Hygiene Program Essential Functions CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number -5% points off the student’s final grade

Instructor Name

Incidence or concern that occurred.

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| --- |
| Instructor Statement:Student Statement: **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Substance Use/Abuse and Drug Testing

1. The Dental Hygiene Program abides by the Lake Land College Substance Abuse Policy, which can be found at https://www.lakelandcollege.edu/student-handbook/abuse-policy/. To promote an optimal learning environment and to ensure safe patient care in the lecture, lab, or clinical setting. Dental Hygiene students are subject to the following use and abuse guidelines, in addition to the standards set forth in the Lake Land College Substance Abuse Policy.
2. The Dental Hygiene Program partners with external agencies to provide clinical experiences for Dental Hygiene students. These agencies require that all clinical participants undergo a drug test as a condition upon placement in a clinical program. This test is performed at the student’s expense. A negative result is required for a Dental Hygiene student to be placed in a clinical program. Some clinical agencies also require random drug testing (at student expense) throughout a student’s clinical experience and require a negative result for the student to continue his/her participation in the clinical experience. A student who is selected for a random drug screening must present to the approved drug-testing vendor within 24 hours of notification of his/her selection. Substances prohibited by the clinical agencies include, but are not limited to: amphetamines, methamphetamines, cocaine, cannabis, opiates, heroin, methadone, PCP, and alcohol. A student who tests positive for any of these substances, or who refuses to undergo the required drug test, is subject to disqualification from clinical participation, which will result in the student not receiving his/her degree due to failure to meet the clinical component of the Lake land Dental Hygiene Program.
3. Impairment by drugs or alcohol while in the educational or clinical setting poses a safety risk and is strictly prohibited. If a student demonstrates disruptive or unsafe behavior while participating gin lecture, lab, or clinical activities and faculty suspect that the student is impaired by drugs or alcohol, faculty will dismiss the student and complete an Incident Report documenting the signs and symptoms of impairment observed. The student will be required to present to the approved vendor within 24 hours for a drug screen. The student will be responsible for the costs of testing and transportation to/from the testing site. Dental hygiene faculty will consider the results of the drug screen in determining whether the student violated the program standards and in determining appropriate consequences.
4. Certain medications that may appear on a drug screen may be prescribed for long-term use and do not impair a student’s ability to function safely in the educational or clinical environment if a student is prescribed such a medication, the student must inform the Program Director prior to testing and produce a prescription for the medication. Questions regarding specific medications should be directed to the Program Director.
5. There are circumstances in which a student may need to take over-the-counter or prescribed medications with potential side effects that could affect the student’s ability to function safely in the educational or clinical environment. The student is responsible for being aware of the effects that a particular medication may have on the student’s ability to function safely in the educational or clinical environment and must notify the Program Director regarding the use of any medication that may impair the students’ performance. If the student presents to clinical with signs or symptoms of impairment, he/she will be subject to the rules set forth in #3 above. Immediate dismissal from the Dental Hygiene Program will occur if the student does not adhere to the substance use/abuse and drug testing form.
6. If a student is suspected of being under the influence of drugs or alcohol the student will be dismissed from the facility and public safety will be called.

# Lake Land College Dental Hygiene Program Substance Use/Abuse and Drug CONSEQUENCE FORM

Date:

Student Name (Print)

Course Number -5% points off the student’s final grade

Instructor Name

Incidence or concern that occurred.

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| --- |
| Instructor Statement:Student Statement: **\*\*\*Once the Consequence Form is completed by the student and instructor, then it is always followed up with the Lake Land College Dental Hygiene Program Counseling/Probation form in order to remediate the student.**  |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Counseling/Probation FORM

Date:

Student Name (Print)

Course Number

Instructor Name

**Counseling Definition:** the provision of assistance and guidance in resolving personal, social, or psychological problems and difficulties, especially by a dental hygiene professional.

**Probation Definition:** the release of an offender from detention, subject to a period of good behavior under supervision. The process or period to testing or observing the character or abilities of a person in a certain role.

This form is to alert the student that they are in jeopardy of not meeting one or more of the following Associate in Applied Science Dental Hygiene Program Department Goals and Outcomes, Curriculum, Process of Care, Student Learning Outcomes, Student Course Outcomes, and the Dental Hygiene Competencies. .

What is the purpose of today’s counseling/probation meeting or the basis of concern? Instructor Comment Below.

What is the plan of action (solution)?

Follow-up two weeks later. Date Was the problem solved? **Yes No**

If the problem was not resolved at the two week follow-up please explain and follow-up two weeks later. The student should comply with the plan of action (solution) stated above.

Follow-up 2 weeks later. Date Was the problem solved? **Yes No**

If the problem has not been resolved for any consequence, after two attempts, per semester, the student will be dismissed from the program.

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Health Policies and Procedures Protocol

**Health Policy:** The Lake Land Dental Hygiene Programs Health Policy is defined as the decisions, plans, and actions that are undertaken to achieve specific healthcare goals within the Dental Hygiene Program. According to the World Health Organization (WHO), an explicit health policy can achieve several things: it defines a vision for the future; it outlines priorities and the expected roles of different groups; and it builds consensus and informs people. The Lake Land Dental Hygiene Programs Health Policies include; Clinical Emergency Protocol, Broken Instrument or Ultrasonic Tip Retrieval, Pregnancy, Medical Clearance, Student Health Requirements, Communicable Diseases, Clinic Emergency Supplies, Clinic Diagram, Clinic Emergency Preparedness Test, Hazard Communication Plan, Blood borne Pathogens, and Incident Report Form.

**Clinical Emergency Protocol:**

1. If an emergency arises during clinic,
2. Remain with your patient and stay calm.
3. You must initiate the call for help without leaving the patient.
4. Inform the student closest to you that you have an emergency by saying the code word Emergency Protocol (E.P.). That student should notify the instructor and/or supervising dentist and then they will call the following as needed…
	1. Call 911
	2. Call Lake Land College School Nurse, 217-234-5276
	3. Call Lake Land Department of Public Safety, 217-232-1908
5. The dentist will be in complete charge of the management of the patient.
6. The student will bring the emergency cart and oxygen tank to the area and stand by for assistance.
7. Place the patient in the proper position for the situation and make him/her as comfortable as possible until help arrives.
8. If necessary, begin emergency procedures.
9. Please refer to Lake Land College Board Policy 08.01 Responding to Emergencies for review.

**Broken Instrument or Ultrasonic Tip Retrieval Protocol:**

* Sit the patient up, try and retrieve it, use high vacuum suction, take an x-ray of the area it was last seen, check the unit trap, if you still cannot find it, send the patient to the hospital for further testing. Write up an incident report and put it in the patient file. Write down if they decline going to the hospital.

**Pregnancy Policy and Procedure:**

* All Full-Time Instructors must be informed if a student becomes pregnant. The pregnant student’s curriculum will exclude receiving nitrous oxide sedation unless the student is in their 2nd or 3rd trimester with an OBGYN medical clearance. The pregnant student’s curriculum will exclude receiving local anesthesia during their 1st trimester. The student can receive local anesthesia if they are in their 2nd and 3rd trimester with an OBGYN medical clearance. The student’s curriculum will exclude receiving radiographs, but pregnant students will be allowed to expose radiographs on patients per the Division of Nuclear Safety Illinois Emergency Management Agency (IEMA).

**When a student needs a Medical Clearance or a Doctor’s note to return to school or clinic:**

* If a student is required to present the Director with a doctor’s note to return to school or clinic, the Doctor must e-mail or fax 2172345248 the letter directly to the Dental Hygiene Program and Administrative Assistant. This note will be placed in the students file. No Copies or screenshots of the doctor’s note/letter are allowed.

**Student Health Requirements:**

* Students are required to be CPR certified the first two weeks of the Dental Hygiene Program. The Emergency Services Program Coordinator will provide this service. The Director will set up days and times for students to meet with. Students will need to bring $50.00 cash only and give to the Emergency Coordinator. Tuberculosis testing is to be complete each year in the Dental Hygiene Program and it is mandatory. The Titer or TB Skin Test are both acceptable methods of testing. The Hepatitis B Vaccination is highly encouraged, but is not mandatory. Flu Vaccinations are recommended and encouraged, but are not mandatory. The Covid-19 vaccination is recommended and encouraged, but is not mandatory. Students must sign a waiver if they do not receive the Hepatitis B Vaccination, Influenza (Flu Vaccination), or COVID-19 Vaccination. All students’ vaccinated need to provide a copy of proof for each vaccination and give the copy to the Administrative Assistant to place in your school file.

**Communicable Diseases/Student Medical Conditions:**

* The Director of the Dental Hygiene Program needs to be aware of students with a medical condition and/or a communicable disease. The Board of Trustees places a high priority on the need to protect students from the spread of reportable communicable disease on campus. The Board does not intend to exclude students with or who are caries of a reportable communicable disease if there is no significant risk of transmission to others or danger to the student. Students are to inform the Division Chair, Program Director, and College Nurse if they have or are a carrier of a reportable communicable disease as defined by the Illinois Department of Public Health (IDPH). A student who has or is a carrier of a reportable communicable disease may attend the College and participate in programs and activities when, through reasonable accommodation, there is no reasonable risk of transmission of the disease to others (pending documented proof). A student who has or is a carrier of a reportable communicable disease may be denied admission to or may be dismissed from a particular program or course of study if the disease has a direct effect on the student’s ability to perform so as to render the student not qualified for the program or course of study. The College will respect the right to privacy of any student who has or is a carrier of a reportable communicable disease. The student’s medical condition will be disclosed only to the extent necessary to minimize the health risks to the student and others. The College will consider appropriate public agency guidelines to determine which personnel will be notified to assure the student is properly cared for and to minimize transmission of the disease to others. Procedures detailing systematic approaches to prevent and control the risks associated with reportable communicable diseases will be promulgated consistent with this policy. Reporting: upon being informed of having a chronic communicable disease or being a carrier of a chronic communicable disease, the affected student will inform the Program Director and College Nurse of the condition. Please refer to Lake Land College Board Policy 11.05 for Communicable Diseases.

# Lake Land College Dental Hygiene Program Clinic Emergency Material, Equipment, and Location

|  |  |
| --- | --- |
| **Emergency Material and Equipment** | **Location** |
| Oxygen | Unit #13 |
| Nitrous Oxide Unit (has oxygen on it for emergencies) | Cage in the laundry room Room 117 |
| Anaphylaxis kit (including epi pen) | Unit #13 |
| Benadryl | Unit #13 |
| Thermometers | Room 114 |
| Eye wash stations | Room 114 and Room 116 |
| Epi Pen | Unit #13 |
| Instant glucose (intraoral)Blood glucose monitorBlood glucose test strip | Room 114 |
| PB crackers and orange juice | Room 114 and Room 055 |
| Fire blanket | Room 114 |
| Fire extinguishers | Room 112, 114, and 116 |
| Blood pressure cuffs and stethoscope | Room 114  |
| AED | Room 114 |
| Breathing Mask and ambu bag for CPR | Room 114 |
| First Aid Kits (osha.org)* Absorbent compresses
* Sterile adhesive bandages
* Cleansing agent
* Roller bandage
* Elastic bandage
* Sterile 2x2 and 4x4 gauze
* Tape (paper and adhesive)
* Scissors
* Tweezers
* Disposable gloves
* Antibiotic ointment
* Triangular bandages
* Tongue blades
* Lubricant
* Individual use antiseptic applications
* Individual use burn treatment applications
* Cold pack
* Splint
* Safety pins
 | Room 114 and Room 116 |

# Lake Land College Dental Hygiene Program North West Building Diagram

Room 112 is the Dental Hygiene Lecture Room

Room 114 is the Dental Laboratory Room

Room 116 is the Dental Clinic

Room 117 is the Laundry Room with Nitrous Tanks

Room 118 is the Plaster Room

Room 119 is the Patient Education Room

Room 120 is the Dark Room and View Box

Room 121-124 are the Intraoral dental radiograph rooms

Room 125 is the Extraoral dental radiograph room

Room 060 is the Dental Supply Storage Room

Room 061 is the Student Locker Room

Hallway 084 is the Radiographic Hallway



# Lake Land College Clinical Emergency Test

Name:

Date:

1. Please indicate the areas on the drawing where emergency equipment is kept and also the type of equipment that is kept in the area.

2. What procedure does a student follow to notify an instructor of an emergency with their patient?

3. List emergency numbers, their locations and staging area in the event of evacuation.

# Lake Land College Dental Hygiene Program Hazard Communication Standard (HCS)

The Hazard Communication Standard (HCS) is aligned with the globally harmonized system of classification and labeling of chemicals (GHS). The HCS provides a common and coherent approach to classifying chemicals and communicating hazard information on labels and safety data sheets. The HCS requires that the Dental Hygiene Program provide Safety Data Sheets (SDSs) (formerly MSDSs) or Material Safety Data Sheets) for each hazardous chemical to downstream users to communicate information on these hazards. Lake Land College Dental Hygiene Program ensures that SDSs are readily accessible in Room 118. There are 16 sections of the SDS.

1. Section 1: Identification
2. Section 2: Hazard(s) Identification
3. Section 3: Composition/Information on Ingredients
4. Section 4: First-Aid Measures
5. Section 5: Fire-Fighting Measures
6. Section 6: Accidental Release Measures
7. Section 7: Handling and Storage
8. Section 8: Exposure Controls/Personal Protection
9. Section 9: Physical and Chemical Properties
10. Section 10: Stability and Reactivity
11. Section 11: Toxicological Information
12. Section 12: Ecological Information (non-mandatory)
13. Section 13: Disposal Considerations (non-mandatory)
14. Section 14: Transport Information (non-mandatory)
15. Section 15: Regulatory Information (non-mandatory)
16. Section 16: Other Information

 Faculty is in charge of supervising clinical situations has the following responsibilities for implementing the Hazard Communication Plan: The OSHA Lake Land College Coordinators can be reached at 217-234-5000 or 217-234-5519 or 217-234-5284.

1. Inform and train students concerning chemical safety.
2. Implement and enforce rules and standards concerning health and safety for clinical situations and labs under the supervisor’s jurisdiction.
3. Ensure compliance of students and coworkers with this plan.
4. Enforce the use of appropriate personal protective equipment.
5. To be aware of the chemicals stored and used in the clinic and lab and their associated hazards.
6. Conduct inspections of the clinic and its surroundings for health and safety concerns.

# Lake Land College Dental Hygiene Program Hazard Communication Standard (HCS) Continued…

All Dental Hygiene Students and Instructors will take the Infection Prevention, Hazardous Waste Management, and Hazard Communication Compliance courses on dentalcare.com each summer. The information in this 13-module course is intended (1) to meet initial educational/training requirements for Dental Students, Dental Hygiene Students, and Dental Assistant Students as mandated by OSHA and other federal, state, local and professional organizations, (2) to provide a framework for an in-service training program in oral healthcare settings to meet annual educational/training requirements as mandated by OSHA and other federal, state, local and professional organizations, and (3) to serve as a resource for oral healthcare personnel wishing to review evidence-based information on specific topics related to infection prevention, hazardous waste management, and hazard communication compliance.

Module I: Introduction to Infection Prevention

Module II: Mandated, Highly Recommended, and Other Vaccines for Oral Healthcare Personnel

Module III: Hand Hygiene

Module IV: Personal Protective Equipment

Module V: Sterilization and Disinfection of patient-care Items in Oral Healthcare Settings

Module VI: Environmental Infection Prevention and Control

Module VII: Regulated Medical Waste Management

Module VIII: Post-exposure Evaluation and Follow-up

Module IX: Infection Control-related Administrative Policies and Work Restrictions

Module X: Clinical Practice Guideline for an Infection/Exposure Control Program in the Oral Healthcare Setting

Module XI: Putting it All Together Practicum (Video)

Module XII: Hazardous (and Universal) Waste Management

Module XIII: Hazard Communication Compliance

All Dental Hygiene Students and Instructors will take the Dental Radiology courses on dentalcare.com each summer. The information in this 12-module syllabus is intended (1) to meet elements of initial educational/training requirements for Dental Students, Dental Hygiene Students, and Dental Assistant Students related to dental radiography; (2) to provide a framework for an in-service training program in oral healthcare settings to meet annual educational/training requirements as mandated by federal, state, local and professional organizations; and (3) to serve as a resource for oral healthcare personnel wishing to review evidence-based information on specific topics related to dental radiography.

Module I: Basic Radiation Physics

Module II: The Radiographic Image

Module III: Radiographic Selection Criteria

Module IV: Digital Imaging in Dentistry: Intraoral, Extraoral, and 3D Technology

Module V: Intraoral Imaging: Basic Principles, Techniques, and Error Correction

Module VI: Intraoral Radiographic Anatomy

Module VII: Panoramic Radiographs: Technique and Anatomy Review

Module VIII: Practical Panoramic Imaging

Module IX: Radiographic Techniques for the Pediatric Patient

Module X: Cone-Beam Computer Tomography Applications in Dentistry

Module XI: Radiographic Interpretations

Module XII: Biological Effects of Radiation

All Dental Hygiene Instructors will take the Faculty Modules, Clinical Teaching: The Essentials courses on dentalcare.com each summer. This series will discuss and describe the fundamental principles of clinical teaching. Participants will learn about the various phases of clinical teaching with practical teaching information to conduct an effective student-centered learning environment.

Module 1: Dimensions of Clinical Teaching

Module 2: Adult Learning in Clinical Education

Module 3: Clinical Teaching Strategies and Techniques

Module 4: Clinical Teaching: Feedback and Evaluation

Module 5: Clinical Remediation: An Overview

# Lake Land College Dental Hygiene Program Bloodborne Pathogen Post-Exposure Prophylactic Protocol

It is the policy of Lake Land College to comply with the federal Occupational Safety and Health Act (OSHA). Bloodborne Pathogens Standard (29 CFR 1910.1030), as mandated by the Illinois Department of Labor, Safety Inspection, and Education Division and as endorsed by the Illinois Community College Board. OSHA’s Bloodborne Pathogen Exposure Standard (29 CFR 1910.1030) requires employers to make immediate confidential medical evaluation and follow-up available for workers who have an exposure incident, such as a needlestick. An exposure incident is specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials (OPIM), as defined in the standard that results from the performance of a workers duties. Procedures in compliance with the standard are detailed in the College’s Bloodborne pathogens Exposure Control Plan. It is the responsibility of the College’s Health Services to monitor and review the plan as mandated by the standard and to bring revisions to the attention of appropriate college offices as needed. The plan is kept on file and is available for review in the College’s Health Service Office. For further information please visit [www.osha.gov](http://www.osha.gov) and [www.cdc.gov](http://www.cdc.gov). For more information regarding Lake Land College’s policy on bloodborne pathogens, please refer to the Lake Land College Board Policy Manual (11.06).

**Bloodborne Pathogen Post-Exposure Prophylactic Protocol (PEP):**  Exposure to blood pathogens: an exposure incident is defined as contact with blood and/or other potentially infectious materials (OPIM) through: needle stick, sharp or other percutaneous exposure, non-intact skin exposure such as an open cut, burn, or abrasion, contact with a mucous membrane (inside nose, eye, or mouth).

1. **Alert your zone instructor**. The zone instructor will immediately call the school nurse and fill out an incident report. Once the incident report is complete it is to be given to the school nurse for filing purposes.
2. **Needlestick or cut:** Wash needlesticks and cuts with soap and water extensively.
3. **Droplet exposure:** Flush splashes to the nose, mouth, or skin with water.Irrigate eyes with clean water, saline, or sterile irrigants.
4. **Parties involved will need to go to their health care provider, emergency room doctor, or urgent care provider immediately.** For further information, please visit cdc.gov or call PEPline at 1-888-448-4911.

|  |
| --- |
| If possible, post-exposure prophylactic treatment should be initiated immediately by all parties involved. Post-Exposure Prophylaxis (PEP) is the use of antiretroviral drugs after a single high-risk event to stop HIV seroconversion. PEPE must be started as soon as possible to be effective and always within 72 hours of a possible exposure. The sooner you start PEP, the better the outcome. What Incident Occurred? Date Incident Occurred Time of Incidence Course Involved Clinical Instructor/Dentist Name I understand that it is important to be seen by a healthcare provider within 72 hours PEP for the best outcome. By signing below, I decline further testing from the post exposure incident that occurred today. Student/Instructor/Patient/Guardian/Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I understand that it is important to be seen by a healthcare provider within 72 hours PEP for the best outcome. By signing below, I accept further testing from the post exposure incident that occurred today. I will bring in all documentation verifying findings. Student/Instructor/Patient/Guardian/Parent Signature  |

# Lake Land College Dental Hygiene Program Incident Report FORM

Date of Incident: Time:

Student Name (Print):

Course Number: Location:

Instructor Name:

Faculty will complete this this form when there is a report of bodily harm to a patient or student in the clinic or classroom. This form will also be completed when a student

(a) engages in conduct that violates the Academic Integrity Code,

(b) commits a safety violation,

(c) is suspected of being impaired by drugs or alcohol while in the educational or clinical setting, or

(d) engages in unprofessional behavior while in the educational or clinical setting.

A copy of this report will be placed in the student’s file. Depending on the nature of the incident, the student may be required to meet with the Dental Hygiene faculty for evaluation of retention of the Program. In addition, if the student’s conduct constitutes a potential violation of a Lake Land College policy or the Lake Land College Code of Conduct, the matter may be referred to the Vice President for Student Services in accordance with the Code of Conduct and Disciplinary Procedures. Please refer to Lake Land College Board Policy 08.02 on Medical Incidents or Accidents.

|  |
| --- |
| Incidence or concern that occurred.Instructor Statement:Student Statement: Action Taken: |

Date:

Student Signature

Instructor Signature

# Standards for Instructional Settings

Instructional settings include the classroom, laboratory, and internal/external clinical agencies. In addition to adhering to the General Standards of Conduct set forth above, students should be prepared for all instructional activities by completing assigned readings and homework, bringing appropriate equipment, and engaging in assigned tasks. In any instructional setting, students are expected to use appropriate language and demeanor and demonstrate professionalism at all times. Dental Hygiene faculty have the right to dismiss a student whose health, work, or conduct demonstrates the lack of safety or professionalism required to continue in the Dental Hygiene Program. Classroom Standards, Grading Scale: The Lake Land Dental Hygiene Program utilizes the grading scale below. NOTE\*\*\* Students must pass each course with an 80% or higher. If a course has a lecture, clinic, and a lab portion, the student must pass both the lecture and the lab at an 80% or higher to move forward in the program.

|  |  |
| --- | --- |
| **Lecture (Summer, Fall, Spring)**100-94 = A93-87 = B86-80 = C79 or < = D | **Lab (Summer, Fall, Spring)** 100-94 = A93-87 = B86-80 = C79 or < = D |

|  |  |  |
| --- | --- | --- |
| **Clinical** | **Clinical** | **Clinical**  |
| **Summer**Class 0, I, II (30% of grade)Class III or > (50% of grade)FMX (15% of grade)BWX/Pano (5% of grade)100-94 = A93-87 = B86-80 = C79 or < = D  | **Fall**Class 0, I, II (25% of grade)Class III or > (55% of grade)FMX (15% of grade)BWX/Pano (5% of grade)100-94 = A93-87 = B86-80 = C79 or < = D  | **Spring**Class 0, I, II (20% of grade)Class III or > (60% of grade)FMX (15% of grade)BWX/Pano (5% of grade)100-95 = A94-88 = B87-80 = C79 or < = D  |

# Dental Hygiene Department Goals

1. **Patient Care** - Graduates of the Dental Hygiene Program will be prepared to perform competent, safe dental hygiene care.
2. Manage the oral health care of the infant, child, adolescent, and adult, as well as the unique needs of women, geriatric, and special needs
3. Select, obtain, and interpret diagnostic images for the individual patient.
4. Recognize the manifestation of systemic disease and how the disease and its management may affect the delivery of dental care.
5. Formulate a comprehensive diagnosis, treatment, and/or referral plan for the management of patients.
6. Utilize universal infection control guidelines for all clinical procedures.
7. To provide health care agencies with dental hygienists who are caring independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve.
8. **Practice Management and Informatics** - Graduates of the Dental Hygiene Program will be prepared to be employed in a variety of settings.
9. Evaluate and apply contemporary and emerging information including clinical and practice management technology and resources.
10. Evaluate and manage current models of oral health care management and delivery.
11. Apply principles of risk management including informed consent and appropriate record keeping in patient care.
12. Demonstrate effective business, financial management, and human resources skills.
13. Apply quality assurance, assessment, and implement concepts.
14. To prepare dental hygiene graduates with the knowledge, skills, and attitudes needed to pass the Clinical and National exams and enter the workforce as a productive member of the dental hygiene profession.
15. **Critical Thinking** - Graduates of the Dental Hygiene Program will be able to demonstrate critical thinking skills.
16. Evaluate and integrate emerging trends in health care as appropriate.
17. Utilize critical thinking and problem-solving skills.
18. Evaluate and integrate best research outcomes with clinical expertise and patient values for evidence-based practice.
19. **Communication and Interpersonal Skills** - Graduates of the Dental Hygiene Program will demonstrate effective communication.
20. Apply appropriate interpersonal and communication skills.
21. Apply psychosocial and behavioral principles in patient-centered health care.
22. Communicate effectively with individuals from diverse populations.
23. **Professionalism -** Graduates of the Dental Hygiene Program will be able to function within the profession’s legal and ethical standards.
24. Apply ethical and legal standards in the provision of dental care.
25. Practice within one’s scope of competence, and consult with or refer to professional colleagues when indicated.
26. Comply with local, state, and federal regulations including OSHA and HIPAA.
27. **Health Promotion** - Graduates of the Dental Hygiene Program will be able to advance the Dental Hygiene profession through service activities and professional associations.
28. Provide prevention, intervention, and educational strategies
29. Participate with dental team members and other health care professionals in the management and health promotion for all patients.
30. Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practices.
31. To provide graduates opportunities to advance dental hygiene knowledge through a variety of agreements or any other higher educational degree.

# Lake Land College Dental Hygiene Curriculum Guidelines

Lake Land College Dental Hygiene Program views dental hygiene as an evidence-based discipline and utilize evidence-based practice to establish a conceptually based curriculum founded on **Novice-to-Competent-to-Expert.** The faculty is committed to facilitating students understanding and ability to meet competencies for dental hygiene practice through a curriculum providing enhanced learning experiences. The faculty provides a foundation for learning, however, it is the dental hygiene student’s responsibility to take an active role in learning to develop the knowledge, skills, and attitudes necessary to meet those competencies and provide quality dental hygiene care.

Lake Land College Dental Hygiene Program incorporates the American Dental Education Association (ADEA) Curriculum Guidelines for the following courses: clinical and preclinical dental hygiene, community dental health, dental materials, medical emergencies, nutrition, oral anatomy and histo-embryology, oral pathology, periodontology, pharmacology, research for dental hygiene education, dental hygiene care for special needs patients, dental radiology, radiation, ethics, and professionalism

**Level of Development**

1. Novice (first year)
2. Competent Level (second year and upon graduation)
3. Expert Level (Alumni)

# Dental Hygiene Process of Care: (ADPIED) Assessment, Diagnosis’s, Planning, Implementation, Evaluation, Documentation

1. **Assess**: Data Collection. All patients will undergo a comprehensive assessment process.
2. **Diagnose**: Problem Identification. A dental hygiene diagnosis (or diagnoses) will be established for each patient.
3. **Plan**: Selection of interventions. An appropriate plan of care will be developed for each patient.
4. **Implement**: Activating the plan. Appropriate care will be implemented to meet the established needs of the patient.
5. **Evaluate:** Feedback on effectiveness. Care will be evaluated and the plan of care will be changed as necessary.
6. **Document**: Comprehensive record-keeping. All information and services will be documented appropriately.

# Associate Degree: End-of-Program Student Learning Outcomes (SLOs):

The behaviors and characteristics expected of a Lake Land College Associate Degree Dental Hygiene Program Graduate.

**The Dental Hygiene Program graduate will:**

1. Be prepared to be employed in a variety of settings and integrate technology and informatics into safe patient-centered care. (Caring, Innovation).
2. Be able to demonstrate critical thinking skills. (Caring, Excellence).
3. Communicate effectively with the interprofessional healthcare team, patients, and family members of diverse populations. (Caring, Communication, Excellence, Teamship).
4. Practice as an ethical, professional Registered Dental Hygienists while integrating organizational, professional, and national and state protocols and standards. (Caring, Excellence, Communication, Teamship).
5. Utilize cumulative dental hygiene knowledge and clinical judgement to develop a plan of care using the dental hygiene process of care. (Caring, Excellence, Communication, Caring).
6. Prioritize skills consistent with evidence-based practice and understanding of patient risks and prioritizes time and management skills. (Caring, Excellence, Innovation).

The aims and student learning outcomes/focus areas for dental hygiene graduate education can be used as a framework and resource for our program to build curricula aligning with our programs mission, vision and values. Threaded through multiple aims are themes related to critical thinking, lifelong learning, communication, collaboration, advocacy, evidence-based decision-making, and ethics.

**#1 Student Learning Outcome/Focus Area: Health Care Policy, Advocacy, & Delivery**

Aim: Evaluate health policy & improve healthcare delivery system & participate in advocacy efforts.

Associate’s Outcomes

* Identify public policy processes (legislative and regulatory) that influence health priorities and health care education.
* Defend a solution to a problem that supports oral health and oral-systemic link.
* Analyze health policy initiatives and fiscal implications.
* Integrate social determinants of health to improve health care access and delivery.
* Employ program development principles as a leader, advocate, manager, or administrator to improve health care delivery.
* Create workforce-planning models to support community-focused interventions that prevent and control oral health disparities.
* Propose policy changes that promote health in diverse populations.
* Apply health informatics and current technologies to improve health care delivery and outcomes.
* Identify advocacy needs of vulnerable populations and communities and within the profession.

Mission Vision and Values: Caring, Communication, Teamship, Innovation, Excellence

**#2 Student Learning Outcome/Focus Area: Interprofessional Collaboration & Integrated Care**

Aim: Integrate dental hygiene into multidisciplinary teams.

Associate’s Outcomes

* Establish partnerships to enhance health care and education.
* Design health care teams to deliver person-centered services.
* Promote the medical/dental integration model.

Mission Vision and Values: Caring, Communication, Teamship, Innovation, Excellence

**#3 Student Learning Outcome/Focus Area: Access, Diversity, & Inclusion**

Aim: Integrate cultural competency and inclusion in all professional endeavors.

Associate’s Outcomes

* Provide effective, equitable, understandable, and respectful quality care that is responsive to diverse cultural health beliefs, preferred language and health literacy.
* Recognize one’s implicit bias and how it impacts actions, decisions, and social justice.
* Promote diversity and inclusion in research, teaching, service, advocacy, policy, administration, and public health.

Mission Vision and Values: Caring, Communication, Teamship, Innovation, Excellence

**#4 Student Learning Outcome/Focus Area: Scholarship & Research**

Aim: increase the dental hygiene body of knowledge through original research.

Associate’s Outcomes

* Conduct original research that supports the National Dental Hygiene Research Agenda.
* Disseminate research findings through professional venues.

Mission Vision and Values: Caring, Communication, Teamship, Innovation, Excellence

**#5 Student Learning Outcome/Focus Area: Education**

Aim: Model service, scholarship in teaching to create a cadre of accomplished dental hygiene educators.

Associate’s Outcomes

* Apply learning theory in course development and instructions.
* Use evidence-based educational methodologies for clinical, didactic, laboratory, and online learning environments.
* Apply principles of curriculum development and program administration.
* Fulfill the roles of the educator in an academic setting.
* Apply strategies for mentoring and team building with students and colleagues.

Mission Vision and Values: Caring, Communication, Teamship, Innovation, Excellence

**#6 Student Learning Outcome/Focus Area: Leadership**

Aim: Create change through leadership development.

Associate’s Outcomes

* Implement leadership models and applications to enhance innovation and change within health care education.
* Recognize leadership potential through active participation in professional associations.
* Employ leadership skill sets to create and lead effective. Collaborative teams.

Mission Vision and Values: Caring, Communication, Teamship, Innovation, Excellence

# Lake Land College Dental Hygiene Program Core Competencies for Graduate Dental Hygiene Education

The American Dental Education Association (ADEA) developed as a collaboration with the American Dental Hygienist’s Association (ADHA) eight (8) core competency domains for Graduates of Dental Hygiene Education. These domains contain general categories of content, and competencies within each domain delineating more specific skills, knowledge, and behaviors for the particular domain. Threaded through multiple domains are themes related to critical thinking, lifelong learning, communication, collaboration, advocacy, evidence-based decision-making, and ethics. Core competencies describe the knowledge, skills, and attitudes expected of the graduate, establish benchmarks for outcomes assessment, and guide the development of relevant curriculum content. The defined core competencies below are intended to support the educational quality of existing, developing, and future program graduates. Educational competencies serve to inform and guide faculty members, students, and other stakeholders to have a common understanding of the knowledge, skills, abilities, and characteristics of program graduates. Ultimately, the dental hygiene program graduate will be prepared to assume roles in various employment environments and be provided with tools to initiate and adapt to change. The program graduate will develop advanced communication and interpersonal skills, critical and reflective thinking, evidence-based decision-making, problem solving, technology and information literacy, interdisciplinary and interprofessional collaboration, scholarly inquiry and application, ethical and professional behavior, and the value of lifelong learning from the core competencies below.

**CORE COMPETENCY (1): Diversity, Social, and Cultural Sensitivity refers to the ability to engage and interact with individuals and groups across and within diverse communities and cultures in an effective and respectful manner.**

1. Recognize the impact of health status and ability, age, gender, ethnicity, and social, economic, and cultural factors on health and disease, health beliefs and attitudes, health literacy, and the determinants of health.

2. Model cultural sensitivity in all professional endeavors.

3. Identify the needs of vulnerable populations and communities to prevent and control oral diseases and reduce health disparities.

4. Develop programs and strategies responsive to the diverse cultural and ethnic values and traditions of the communities served.

**CORE COMPETENCY (2): Health Care Policy, Interprofessional Collaboration, and Advocacy refers to the understanding of policy and its development, the value of collegiality and interprofessional collaboration, and advocacy related to the promotion of health, education, and the profession of dental hygiene.**

1. Examine legislative and regulatory processes that determine policy, health priorities, and funding for health care and education programs.

2. Identify principles related to the organization and financing of various health care delivery systems.

3. Evaluate the impact of legislation, regulation, and policy on oral and general health, education, policy issues, and trends at the national, state, and local levels.

4. Participate in the public policy process to influence consumer groups, businesses, and governmental agencies to support education and oral health care initiatives.

5. Determine evidence and data needed to support the development of new workforce models including their impact on oral health and overall health from a policy perspective.

6. Examine methods of facilitating access and partnerships to enhance health care and education.

7. Establish and promote interprofessional collaborations with other professionals, interest groups, and social service agencies to promote and restore health.

**CORE COMPETENCY (3): Health Informatics and Technology relates to the ability to recognize and utilize technology to advance research, health care, teaching, and education.**

1. Demonstrate the ability to access, evaluate, and interpret data from various information systems.

2. Identify existing and emerging technologies and their applications.

3. Determine the appropriate technology and software systems in the design, implementation, and evaluation of community or educational programs.

4. Demonstrate knowledge of the legal, ethical, and social issues related to emerging technology and communication/social networks.

5. Utilize information technology and health informatics in health care, educational, business, and/or other employment settings.

6. Use information technology to promote and advocate for programs and policies.

7. Demonstrate effective written, oral, and electronic communication skills.

**CORE COMPETENCY (4): Health Promotion and Disease Prevention refers to all aspects of health promotion, risk assessment and reduction, and education of individuals, families, and communities in the promotion of optimal oral health and its relationship to general health.**

1. Design programs to reduce risks and promote health that are appropriate to health status and ability, age, gender, ethnicity, social, economic, cultural factors, and available resources.

2. Use epidemiological, social, and environmental data to evaluate the oral health status of individuals, families, groups, and communities.

3. Incorporate health promotion theories and translational research into developing teaching and oral health counseling strategies that preserve and promote health and healthy lifestyles.

4. Foster interprofessional collaborations to optimize health for individuals and/or communities.

5. Evaluate the impact of oral disease on overall health to determine patient or community risk and in the development of intervention and prevention strategies to optimize positive health outcomes.

**CORE COMPETENCY (5): Leadership refers to the ability to inspire individual, community, and/or organizational excellence, create and communicate a shared vision, and successfully manage change to attain an organization’s strategic ends and successful performance.**

1. Examine the dynamic interactions of human and social systems and how they affect relationships among individuals, groups, organizations, and communities.

2. Disseminate new knowledge and contribute to best practices in the profession.

3. Apply leadership skills, theories, and principles in interactions with groups and organizations to enhance innovation and change.

4. Advocate for the advancement of the dental hygiene profession and oral health improvement through service activities and affiliations with professional associations.

5. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

6. Demonstrate team-building, negotiation, and conflict management skills.

7. Demonstrate knowledge of coaching, mentoring, and networking skills in interactions with individuals, groups, organizations, and/or communities.

**CORE COMPETENCY (6): Professionalism refers to the ability to demonstrate, through knowledge and behavior, a commitment to the highest standards of competence, ethics, integrity, responsibility, and accountability in all professional endeavors.**

1. Apply self-assessment skills and lifelong learning to enhance professional development.

2. Demonstrate a commitment to standards of excellence in any role of the dental hygienist.

3. Employ a professional code of ethics in all endeavors.

4. Demonstrate responsibility and accountability for actions within the various roles of the dental hygienist according to defined standards, regulations, and policies.

5. Recognize one’s obligation to take action to enhance the health, welfare, and interest of a diverse society.

6. Promote high standards of personal and organizational integrity, honesty, and respect for all people and communities.

**CORE COMPETENCY (7): Program Development and Administration relates to the assessment, planning, implementation, and evaluation of programs and systems related to an area of emphasis such as teaching, education, community outreach, or other area.**

1. Demonstrate a program development process to include assessment, planning, implementation, and evaluation to meet the goals of a developed program.

2. Develop collaborative partnerships to accomplish program goals.

3. Select program development models to meet specific program objectives.

4. Apply outcomes assessment and quality improvement models that apply to and evaluate programs.

5. Examine financing and resource management processes within organizational systems.

6. Formulate a comprehensive strategic plan for a department, organization, association, or other entity.

7. Employ basic managerial, administrative, interpersonal, and human relations skills in a team-based environment.

**CORE COMPETENCY (8): Scholarly Inquiry and Research relates to the ability to utilize scientific theory, research methodology, and research findings, as well as critical and reflective thinking for clinical and/or organizational evidence-based decision-making.**

1. Apply the research process to an identified problem.

2. Demonstrate professional writing and presentation skills in the dissemination of research findings.

3. Conduct a comprehensive systematic literature search relevant to a specific topic and critically evaluate the evidence gathered.

4. Demonstrate skill in proposal development and writing.

5. Analyze and interpret quantitative and qualitative data from the research literature to guide problem-solving and evidence-based decision making.

6. Synthesize information from evidence-based literature to apply to a community health, education, clinical practice, and/or research problem.

7. Design and implement a scholarly project in an area of emphasis.

Associate Degree Dental Hygiene Course Student Learning Outcomes and Course Outcomes: The behaviors and characteristics expected of a Dental Hygiene Student upon completion of each course within the curriculum.

## **First Year Fall Freshmen**

### **Core DHY 066 Dental Histology & Embryology 2.0 hours**

* Learning Outcomes, the student will be able to:
	+ Describe the periods of development in embryology.
	+ Describe the process of embryonic development.
	+ Describe the development and composition of enamel, dentin, pulp, and cementum.
	+ Demonstrate knowledge of the structure of alveolar bone.
	+ Describe the histologic structures of oral mucosas.
	+ List and describe the major and functions of the tonsils.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Differentiate between the developmental stages of the dentition.
	+ Know the difference between the hard and soft tissues of the teeth.
	+ Apply dental histology and embryology terms to real-life situations (advertisements, news articles, blogs, etc.).

### **Core DHY 067 Dental Anatomy 2.0 hours**

* Learning Outcomes, the student will be able to:
	+ Identify primary and permanent teeth by structure.
	+ Identify and describe various occlusions.
	+ Label and identify muscles of mastication and structures of the TMJ.
	+ Locate and label structures of the head and neck.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify anatomical structures of all teeth.
	+ Label structures and determine occlusion.
	+ Locate and identify structures of the head and neck.

### **Core DHY 068 Dental Hygiene I 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ Outline historical landmarks and identify individuals responsible for initiating the Dental Hygiene professions. Describe and list duties and services performed by a RDH. Acquaint the student with the evidence based decision-making process and the need for effective health communication.
	+ Identify common landmarks found in the oral cavity.
	+ Define innate and acquired immunity and identify active and passive immunity. List and describe the types of hypersensitivity reactions.
	+ Describe appearance, etiology, and removal of tooth deposits.
	+ Define purposes of and terminology related to disinfection and sterilization of dental operatory. Describe/ sign/symptoms, etiology and incubation of significant infectious disease. Identify the tissues that are lymphoid, where each is located and the function. List the steps in the inflammatory process and define the terms associated with inflammation. Describe each immunoglobulin and gives its function.
	+ Identify anomalies in tooth structures. Identify and describe occlusion.
	+ List normal and abnormal gingival characteristics.
	+ Obtain a complete medical history on patients.
	+ Identify normal ranges for pulse, temperature, respirations and blood pressure.
	+ Identify and record oral findings during oral inspection.
	+ Identify and record restorations, pathologies, gingival margins, periodontal reading, calculus, tooth eruption, and other clinical findings on a dental history.
	+ Identify the etiology and sign/symptoms of unmet patient needs and list a sequence of services and appointments performed/required to meet individual patient’s needs.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify common oral landmarks.
	+ List and describe acidogenic bacteria and their effects in relations to dental caries.
	+ List the six standards included in the Dental Hygiene Process of Care.
	+ Identify and use proper personal protective equipment for routine dental hygiene procedures.

### **Core DHY 069 Pre-Clinic Hygiene I 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ Display appropriate clinical conduct and attire.
	+ Utilize dental hygiene instruments with 80% accuracy.
	+ Properly sterilize/ disinfect instruments/equipment.
	+ Position client in dental chairs to facilitate treatment. Position operator chairs and lighting to facilitate treatment.
	+ Utilize ultrasonic scaling instruments with 80% accuracy.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Demonstrate the appropriate patient and operator positioning.
	+ Identify the design characteristics or sickle scalars, universal curettes, and area specific curettes.
	+ Recognize and demonstrate appropriate operational and maintenance care for sterilization equipment.
	+ Utilize dental hygiene instruments according to their design characteristics.

## **First Year Spring Freshmen**

### **Core DHY 045 Radiology 4.0 hours**

* Learning Outcomes, the student will be able to:
	+ Memorize and learn about the history, inventor, and applications of x-radiations.
	+ Categorize and list how x-rays are produced and the different parts of the x-ray machine and their role in x-ray productions.
	+ Explain the specific characteristics of radiation.
	+ Apply and learn the components of the x-ray film, the chemistry of the processing solutions and how the chemistry works in film development. The student will also successfully process films.
	+ Analyze and evaluate the biological effects of radiation and practice proper radiation safety procedures.
	+ Identify the normal anatomical landmarks found in panoramic and complete full mouth series of radiographs. Recognize and indicate with issues that affect radiographs.
	+ Properly expose a standard bisection of the angel full mouth series including bitewings.
	+ Arrange and mount intra-oral radiographs and be able to identify errors in exposing and processing dental radiographs.
	+ Properly attach and prepare the XCP film holders and properly expose a standard paralleling full mouth series.
	+ Manipulate and be able to expose radiographs for specialty patients and situations.
	+ Recall, recognize, and identify and interpret radiographic findings in exposed films.
	+ Label and select the proper exposure and processing of panoramic films and become familiar with various extra-oral film techniques and IO/EO photos.
	+ Competently expose, process and evaluate all radiographic techniques on live patients.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Explain the principles of x-ray generation.
	+ Identify all the part of the x-ray unit and its uses.
	+ Assembly XCP equipment properly

### **Core DHY 071 Dental Hygiene II 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ Identify signs/symptoms and treatments for possible emergencies.
	+ List auxiliary plaque and control aids and describe their uses.
	+ Identify components and maintenance of dental appliances.
	+ Outline home care instructions, which meet individual patient’s needs.
	+ Identify fluoride use, effects, and benefits in the dental office and community.
	+ Describe mode of action and uses for ultrasonic equipment and instrumentation and identify appropriate inserts.
	+ Identify instrument design characteristics.
	+ Describe methods of tissue evaluation and recall/maintenance programs to meet patient’s needs.
	+ Describe uses for obtaining plaque, bleeding, and calculus indices.
	+ Identify contributing factors and treatment techniques for hypersensitive teeth.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Manage potential and actual medical emergencies.
	+ Identify homecare products and demonstrate appropriate use.
	+ Describe the action of sonic, ultrasonic, and piezoelectric scaling equipment.
	+ Identify the uses, effects, and benefits of fluoride.

### **Core DHY 072 Pre-Clinic II 2.5 hours**

* Learning Outcomes, the student will be able to:
	+ Complete and assess dental Charts.
	+ Identify the need for, and utilize right and left inserts. Review standard inserts.
	+ Identify and use dental hygiene instruments.
	+ Demonstrate stain removal.
	+ Formulate and provide patient educational presentations to meet individual patient need.
	+ Perform Dental Hygiene treatment on select patients.
	+ Sharpen dental instruments, maintaining the original contours.
	+ List signs/symptoms and appropriate measures for various emergencies.
	+ Compute a plaque score, bleeding score, calculus chart, and assess results.
	+ Observe and assist a 2nd year student in the clinic.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Process and compile all data collection with 85% accuracy.
	+ Demonstrate appropriate stain removal techniques.
	+ Provide individualized oral hygiene instructions.
	+ Utilize ultrasonic equipment appropriately.

### **Core DHY 080 Pathology 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ Apply descriptive terms when discussing pathological conditions and various diseases.
	+ Identify the types of immunity, the cells of the immune system and the cells involved in inflammatory process and the sequence.
	+ Differentiate between normal and abnormalities in the oral cavity.
	+ Explain the caries process and identify the different pulpal lesions.
	+ Describe and recognize various developmental abnormalities and how they relate to dental treatment.
	+ Compare the different cysts associated with the jaw.
	+ Evaluate the differences between odontogenic and nonodontogenic tumors and where they are located.
	+ Recognize the characteristics of premalignant tumors.
	+ List the major salivary glands, their functions, and the most prevalent tumors.
	+ Identify and recognize these lesions from a slide and discuss treatments.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Differentiate between normal and abnormal oral changes.
	+ Identify developmental abnormalities in the oral cavity.
	+ Recognize diseases or tumors for a slide or photograph.
	+ List possible etiologies and treatments for oral cancers.

## **Second Year Summer Senior**

### **Core DHY 081 Periodontology 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ Identify pertinent periodontal, anatomy, label, and describe the function of the periodontium.
	+ Discuss the etiology of periodontal disease.
	+ Recognize gingival conditions and modes of treatment for gingivitis and periodontitis.
	+ List bacteria associated with periodontal disease and explain the progression and classification of disease.
	+ Write various treatments for Periodontal Case Types.
	+ Recommend various treatments for Periodontal Case Types.
	+ Differentiate between 1° and 2° trauma to occlusion, list the causes of recession, and the treatments for TMD’s.
	+ Recognize various surgical procedures and their indications.
	+ Write post-operative procedures and a typical maintenance schedule following surgery.
	+ Analyze these periodontal conditions and list their modes of treatment.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify the supporting structures of the periodontium.
	+ State the etiology of periodontal disease.
	+ List bacteria associated with periodontal disease.
	+ Summarize various acceptable treatments of periodontal disease.

### **Core DHY 082 Dietary Analysis for the DH/Seminar I 1.5 hours**

* Learning Outcomes, the student will be able to:
	+ Recognize nutrition and its effects upon dental health.
	+ Illustrate the objectives, techniques, and outcomes of periodontal debridement, which includes rot planning and other supportive periodontal therapies. Treatment planning will also be discussed.
	+ Categorize the differences between supra and subgingival irrigation, their advantages/disadvantages and the application of each technique. In-office and home therapies will also be discussed.
	+ Properly select and become familiar with the design and application of various specialty debridement instruments. Explain different approaches used in effective patient/hygienist communication and how to minimize barriers that can lead to miscommunication.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify and explain the significance of various dental hygiene treatments used in supportive periodontal therapies.
	+ Identify and various specialized dental hygiene instruments and explain their applications.
	+ Identify the documentation and procedures necessary for the completion of a nutritional counseling series of appointments.

### **Core DHY 083 Clinic I 7.5 hours**

* Learning Outcomes, the student will be able to:
	+ Successfully complete comprehensive treatment within an allotted period of time.
	+ Complete patient quota.
	+ Complete competency assessments of various skills at the specified percentage.
	+ Complete a rotation at the Sarah Bush Lincoln Dental Health Service Site.
	+ Complete a rotation at the Edgar County Service Site.
	+ Complete a rotation at the Douglas County Service Site.
	+ Complete a rotation at Heartland Dental Site.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify and remove supragingival and subgingival calculus at competency.
	+ Assess patients for Dental Hygiene treatment in accordance with their individual oral health needs.
	+ Perform and pass all competencies at specified percentages.

## **Second Year Fall Senior**

### **Core DHY 084 Dietary Analysis for the DH/Seminar II 1.5 hours**

* Learning Outcomes, the student will be able to:
	+ Compare the effects of nutrition upon dental health and conduct plaque control.
	+ Demonstrate and become familiar with the clinical applications of various types of modified fulcrums.
	+ Describe implantology and dental hygiene treatment of implants.
	+ Evaluate patient’s nutritional intake and determine food that cause carious lesions.
	+ Explain, discuss, and distinguish smoking cessation counseling and the associated terminology, paperwork, and protocol.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Complete a nutritional counseling skill evaluation with a 90% competency.
	+ Complete a skill evaluation on smoking cessation with a 90%.
	+ Identify causes of nutritional deficiencies and carious lesions.
	+ Utilize alternative fulcrums.

### **Core DHY 087 Special Needs 2.0 hours**

* Learning Outcomes, the student will be able to:
	+ Identify common oral findings during pregnancy. Define early childhood caries and recognize methods of bacterial transmission.
	+ Identify preventive and therapeutic oral healthcare interventions based on age and caries risk assessment.
	+ Identify common oral changes associated with aging.
	+ Explain how to adapt the dental hygiene appointment sequence for a patient with a cleft lip and/or palate. Recognize adaptations necessary for providing dental hygiene care for a patient with a neurodevelopmental disorder.
	+ Identify risk factors for oral disease associated with disabling conditions.
	+ Identify oral factors and findings related to physical impairments.
	+ Explain sings, symptoms, and potential oral manifestations of each endocrine glad disorder.
	+ Describe the types of diabetes mellitus and major characteristics of each. Explain current knowledge about the oral health diabetes link.
	+ Describe common oral complications secondary to cancer treatment.
	+ Identify the types of maxillary and mandibular fractures and discuss treatment options.
	+ Describe and identify clinical manifestations of seizure disorders.
	+ Explain dental hygiene treatment considerations for each major category of mental health disorder.
	+ List modifications for the dental hygiene process of care for patients who are chemically dependent. Recognize patients who are cognitively impaired and cannot be treated in a safe manner.
	+ Describe the etiology, symptoms, and management of respiratory disease.
	+ Recognize the impact of cardiovascular disease on the oral cavity and their relationship to oral health.
	+ List the general and oral signs and symptoms of the major types of blood disorders.
	+ Describe how autoimmune disease affect the immune system.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Discuss and critically thin through the dental hygiene treatment procedure and adaptations for various special needs patients.
	+ Evaluate the validity of dental research articles in regards to evidence-based decision making covering special needs in dentistry.
	+ Diagnose, plan, implement, evaluate, document, and assess patients with special needs.

### **Core DHY 088 Clinic II 4.0 hours**

* Learning Outcomes, the student will be able to:
	+ Complete comprehensive patient treatment within an allotted period of time.
	+ Complete all clinical quotas.
	+ Complete all clinical competency assessments.
	+ Successfully complete all patient treatment on a case study patient.
	+ Complete a rotation at the Sarah Bush Lincoln Dental Health Services Site.
	+ Complete a rotation at the Douglas County Service Site.
	+ Complete a rotation at the Edgar County Service Site.
	+ Complete a rotation at Heartland Dental Site.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify and remove subgingival calculus.
	+ Name and locate maxillary and mandibular injection sites.
	+ Successfully treat the specified number of patients.
	+ Expose digital radiographs.

### **Core DHY 089 Lab Procedures/Dental Hygiene (Dental Materials) 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ List and compare the agencies responsible for setting standards and specifications of dental materials.
	+ Define stress, strain, and ultimate strength and compare the ultimate strength of restorative materials during each type of stress to tooth structure.
	+ Describe the reaction stages a material undergoes to acquire its final state and describe the variables in the manipulation of a material.
	+ Explain the components of the Occupational Safety and Health Administration Hazard Communication Standard.
	+ List the factors that contribute to tooth sensitivity after bonding.
	+ Describe how fillers affect the properties of composites.
	+ List the components of sealant material. Recite the steps for applying sealants.
	+ Describe how whitening materials penetrate the tooth.
	+ Compare the clinical applications of restorations made from porcelain with those made from lithium desilicated.
	+ List the main components in dental amalgam and define creep, corrosion, and tarnish.
	+ Differentiate between high-nobles, noble, and base-metal alloys.
	+ Describe the components of an implant used for a crown and describe the most common materials used for dental implants.
	+ Define abrasion, finishing, polishing, and cleaning. Describe methods by which dental abrasives are applied.
	+ Compare the various types of cements for pulpal protection, luting, restorations, and surgical dressings. Identify the components of the various dental cements.
	+ Describe the purpose of an impression and describe the three basic types of impressions.
	+ Differentiate between negative and positive reproduction. Differentiate among diagnostic cast, working cast, and dies. Identify the common components of dental waxes.
	+ Describe the formation of long-chain polymers from monomers.
	+ Explain the purpose of provisional coverage.
	+ Describe the uses of mouth guards. List materials for the fabrication of mouth guards.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Identify various materials used in dentistry/ dental hygiene and describe their compositions, manipulative features, and general applications,
	+ Properly pour up their alginate impressions and trim both arches using the model trimmer.
	+ Properly trim, remove blebs, place block out resin, use the vacuum former, and trim mouth guards and bleaching trays for a proper fit.

### **Core DHY 091 Pain Management for the Dental Hygienist 2.0 hours**

* Learning Outcomes, the student will be able to:
	+ Identify, describe, and provide a variety of appropriate pain control methods for dental hygiene practice.
	+ Administer local anesthesia within the guidelines of the Illinois Dental Practice Act.
	+ Administer 5 different maxillary injections safely and with minimal pain.
	+ Administer 4 different mandibular injections safely and with minimal pain.
	+ Administer local infiltrations with success.
	+ Administer nitrous oxide/oxygen within the guidelines of the Illinois Dental Practice Act.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Show less anxiety when administering local anesthesia to dental patients.
	+ Be able to administer local anesthesia safely and accurately.
	+ Know the difference between the local anesthesia drugs.

### **Core DHY 096 Community Dental Health 1.5 hours**

* Learning Outcomes, the student will be able to:
	+ Identify target populations and needs.
	+ Compare public health practice to clinical practice.
	+ Define functions of various governmental levels- federal and state legislation affecting dental hygiene practice.
	+ Explain dental care delivery in the US and global community.
	+ Describe financing of dental care.
	+ Describe the community dental health process of needs assessment, diagnosis, planning, implementation, and evaluation.
	+ Establish goals and specific measurable objectives for a community health project.
	+ Identify different research approaches.
	+ Describe concepts of experimental research. Define epidemiological concepts and terms.
	+ Describe the current oral epidemiological findings.
	+ Define and describe data analysis and interpretation.
	+ Identify data by their type and scale of measurement.
	+ Define and describe descriptive, correlation, and inferential statistics.
	+ Select and compute appropriate measures of central tendency and measures of dispersion for various types of data.
	+ Effectively critique dental research reported in dental and lay publications
	+ Define the parts of research article.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Design a community dental health project that meets the needs of a target population.
	+ Know the principles and concepts of community health and dental health education and evaluation.
	+ Compare public health practice to clinical practice.

## **Second Year Spring Senior**

### **DHY 043 Board Review 0.5 hours**

* Learning Outcomes, the student will be able to:
	+ Analyze classroom material.
	+ Distinguish classroom and laboratory radiology information.
	+ Breakdown the categories of nutrition/dietary analysis.
	+ Relate classroom material and its clinical applications.
	+ Assess classroom and clinical material in conjunction with plaque and the disease process.
	+ Choose appropriate classroom material based on patient needs.
	+ Describe classroom material and its clinical applications within the realm of anatomy and physiology.
	+ Identify treatment modalities and clinical applications to periodontal disease.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Demonstrate preparedness for the Dental Hygiene National Board Examination through review of all Dental Hygiene Subject areas.
	+ Demonstrate competency in taking the case-based testing style used on the National Board.
	+ Take and Pass the National Board Examination.
	+ Successfully pass the simulated mock board dental hygiene clinical examination.

### **Core DHY 086 Pharmacology 2.0 hours**

* Learning Outcomes, the student will be able to:
	+ Describe the role of pharmacology in the dental hygiene process of care.
	+ List and utilize the various online and computer drug references.
	+ Discuss various federal drug laws and their impact on drug regulation.
	+ Identify the various parts of a written prescription.
	+ Discuss how to avoid errors in prescription writing.
	+ Discuss the concept of generic substitution.
	+ Describe common routes of drug administration.
	+ Compare the differences between pharmacodynamics and pharmacokinetics.
	+ Describe the various factors involved in the biological variations of drug dosing.
	+ Understand the differences between the sympathetic and parasympathetic divisions of the automatic nervous system.
	+ Identify drugs affecting the autonomic nervous system (sympathetic and parasympathetic divisions).
	+ Describe the role of autonomic nervous system drugs in dentistry.
	+ Explain the use of vasoconstrictors (in local anesthetics) in dental patients.
	+ Classify local anesthetics used in dentistry.
	+ Describe adverse effects of local anesthetic.
	+ List the objectives in using sedation to manage dental patients.
	+ Discuss the role of nitrous oxide in the dental office.
	+ Discuss the commonly used pharmacological agents used for the treatment of orofacial pain.
	+ Discuss when a narcotic versus a nonnarcotic analgesic is indicated for dental patients.
	+ Describe adverse effects of the various antibiotics.
	+ Discuss the rationale for use of topical agents used in dentistry.
	+ List various antiherpetic drugs.
	+ Describe the appropriate dental management of patients with herpes labialis.
	+ Discuss dental implications of patients taking anti-HIV drugs.
	+ List common antifungal agents used to treat oral infections.
	+ List various antineoplastic drugs and their implications on oral health.
	+ Discuss the guidelines for dental patients taking bisphosphonates.
	+ List dental risk factors of ONJ.
	+ Describe various types of fluorides available in dentistry.
	+ Describe different types of heart diseases.
	+ List the different categories of drugs used in the treatment of heart conditions.
	+ Discuss the adverse effects of these drugs that are important in the dental office.
	+ Discuss any contraindications or precautions in dental patients with gastrointestinal disorders.
	+ Explain the management of asthma in relation of dental treatment.
	+ List and describe current medications used in asthma treatment.
	+ Discuss adverse effects of antihistamines, as they relate to dentistry.
	+ List and discuss drugs used in the treatment of Parkinson’s disease.
	+ Discuss the drug management of headaches.
	+ Describe the major classes of psychotherapeutic medications.
	+ Discuss the adverse effects of psychotropic medications.
	+ Discuss the impact of these adverse effects during dental treatment.
	+ Explain the dental management of diabetic patients.
	+ Describe the important dental concerns of corticosteroids.
	+ Summarize the components of oral contraceptives and dental concerns.
	+ Describe the actions of various herbal products used in dentistry.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Know the difference between ibuprofen and acetaminophen and when to prescribe them for a dental patient.
	+ Know the difference between sympathetic and parasympathetic actions and drugs that cause or mimic these actions.
	+ Identify prescription drugs that can cause gingival enlargement/ gingival hyperplasia.

### **Core DHY 092 Dental Public Health 1.0 hours**

* Learning Outcomes, the student will be able to:
	+ Apply survey (needs assessment) data to plan and implement a project in the community.
	+ Identify characteristics of normal and pathological aging.
	+ Identify the oral health significance of normal pathological changes that occur due to aging.
	+ Participate in ongoing dental hygiene program community dental health projects and present age appropriate educational presentations in the community.
	+ Perform oral screenings and denture cleanings at community extended care facilities.
	+ Assess data collected during screenings, formulate conclusions based on collected data, and perform public health program evaluation.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Plan several dental education presentations for community preK-8th grade classes.
	+ Implement and perform several dental education presentations for community preK-8th grade classes.
	+ Evaluate extended care facilities’ dental screening forms and formulate conclusions.

### **Core DHY 093 Ethics and Jurisprudence 3.0 hours**

* Learning Outcomes, the student will be able to:
	+ Identify characteristics of a profession.
	+ Recognize the impact of professional associations of the practices of dentistry and dental hygiene.
	+ Identify the structure and benefits to members of the ADHA.
	+ Define ethics and ethical terminology.
	+ Identify major ethical principles and apply them in clinical practices.
	+ Compare and contrast Codes of Ethics amongst the different health professions.
	+ Apply the process of ethical decision making to solve ethical dilemmas.
	+ Define legal terminology.
	+ Recognize the duties and responsibilities of the profession of dental hygiene.
	+ Assess the Dental Practice Act for Illinois and understand its content.
	+ Practice legal risk reduction procedures.
	+ Prepare and discuss legal cases.
	+ List the benefits of purchasing professional liability insurance.
	+ Develop an interview portfolio that includes a well-prepared cover letter and resume.
	+ Recognize benefits, contracts, and employment terms in dental hygiene settings.
	+ Recognize laws that impact working conditions (i.e.: sexual harassment, discrimination, etc.).
	+ Identify criteria for mandated reporting.
	+ Identify signs and symptoms of human abuse.
	+ Make report to the appropriate agency.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Follow protocols for identifying the reporting suspected child and elder abuse.
	+ Define the ethical principles of the Dental Hygiene Code of Ethics.
	+ Create a well written cover letter and resume.
	+ Pass a jurisprudence test over the Illinois Dental Practice Act.

### **Core DHY 094 Clinic III 4.0 hours**

* Learning Outcomes, the student will be able to:
	+ Complete comprehensive dental hygiene patient treatment within an allotted period of time.
	+ Complete patient quotas.
	+ Complete competency assessment.
	+ Complete a rotation at the Sarah Bush Lincoln Health Service Site.
	+ Complete a rotation at the Edgar County Service Site.
	+ Complete a rotation at the Douglas County Service Site.
	+ Complete a rotation at the Heartland Dental Site.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Take maxillary and mandibular impressions on patients.
	+ Provide effective dental hygiene treatment on patients utilizing current protocol.
	+ Perform all competencies.
	+ Complete all patient quotas.

### **Core DHY 095 Dietary Analysis for the DH/Seminar III 1.5 hours**

* Learning Outcomes, the student will be able to:
	+ Provide and perform dietary and nutritional counseling in clinic.
	+ Describe and demonstrate the procedure of making and placing a rubber dam.
	+ Place and remove a periodontal dressing.
	+ Place and remove sutures commonly used in dentistry.
	+ List and explain the methods and potential findings in screening for oral cancer.
	+ Address and identify various clinical situations and their protocol for safety.
* Course outcomes, at the successful completion of this course, students will be able to:
	+ Successfully take and complete his/her board examination with a 75% or higher.
	+ Describe the steps in placing and removing rubber dams, periodontal dressing, and sutures.
	+ Effectively utilize, and differentiate between diagnostic aids in dentistry.
	+ Describe the steps in various clinical situations and occupational procedures related to dentistry, operator safety, and patient safety.

# Lake Land College Student Dental Hygiene Program Academic Discussion FORM

Date:

Student Name (Print)

Course Number

Instructor Name

|  |
| --- |
| What is an academic discussion? An academic discussion is an organized conversation about a specific topic that one has been studying. Academic Discussion Student Statement. * The student should type up and provide a rationale as to why the student thinks the answer is incorrect, etc. The student must refer to at least one source from within the materials provided for this course. The student must provide a copy of a source cited, with page numbers identified, and use quotations and/or paraphrase to provide enough information to allow faculty member to locate the reference in the cited source. This form must be submitted within **48 hours** of the time of the academic discussion in order to be considered for review. The instructor will review the form and make a final decision as to whether any changes will be made. The instructor will make any attempt to provide his/her final decision within two weeks.
* This form is always under the instructors discretion.

Resolutions (to be completed by instructor):   |

Date:

Student Signature

Instructor Signature

# Lake Land College Dental Hygiene Program Student as a “PATIENT” Consent Form

* **Student as a “Patient” Policy and Procedure**: Practice is essential to the development of competence in performing dental hygiene skills. As students prepare to satisfy requirements, it is necessary to practice with fellow students and to participate in the role of the patient, either in practice or during an examination. Participation by the student as a “patient” is the practice of skills or during examinations is required of all students.
* Please check each of the boxes below to comply with Lake Land College Dental Hygiene Program Student as a “Patient” Form.

# I understand that part of my learning is to sit as a patient for a peer.

# I will follow and comply with any recommendations made regarding participating as a patient in the Lake Land College Dental Hygiene Clinic.

# I understand that if I do not participate as a patient due to a medical condition I will have to provide the Director with a doctor’s note that is sent directly to the Director through fax (2172345248) or email describing the reason I cannot participate as a patient.

# I understand that it is my responsibility to complete a thorough, detailed medical history form that may reveal personal medical conditions to my faculty and peers.

# I understand that I must be truthful on my medical history form and inform the dental hygiene program director if my medical history and/or reported conditions change while I am a student in the Dental Hygiene Program at Lake Land College.

# I will participate as a patient throughout my duration in the Dental Hygiene Program.

# I understand that if I do not participate as a patient I may not receive my degree in Dental Hygiene depending on case-by-case scenarios.

# Print Student Name

# Student Signature

# Date

# Instructor Signature

# Lake Land College Dental Hygiene Program Dismissal Form

# Dear: (Insert Student Name, Birthdate, and Student ID)

#

# This letter is to inform you that, effective today; you are being dismissed from the Lake Land College, Associates in Applied Science, Dental Hygiene Program.

# This dismissal is based on (Insert Explanation).

#

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# Consequently, this decision is effective immediately. Please clean out your locker and vacate the Dental Hygiene premises. If you do not comply, your belongings will be packed up for you and you will be escorted off the premises by our Public Safety Team.

# Please sign this letter to acknowledge your Dismissal from Lake Land College Dental Hygiene Department.

# Print Student Name

# Student Signature

# Director Signature

# Date

# Lake Land College Dental Hygiene Program

# Student Program Procedure and Policy Acknowledgement/Agreement Handbook

As a student, I acknowledge that I have received and reviewed the Lake Land College Dental Hygiene Student Handbook. My signature below indicates that I understand, acknowledge, and agree that I will abide by all policies, procedures, guidelines, and standards of Lake Land College and the Dental Hygiene Program. By signing below, I agree and commit to participate in Lake Land College Dental Hygiene Program according to the terms of the agreement. I have received a copy of the Student Program Handbook Procedure and Policy Manual Acknowledgement/Agreement Handbook. I have had the opportunity to read this manual. I have had the opportunity to review this manual with the Program Director or other fulltime faculty member. I have had the opportunity to ask questions during and after the review. If I have questions or need further clarification after the review, I know that I can contact the Program Director. I understand that I am responsible for following all the policies and procedures as indicated in this handbook and Lake Land College Catalog. I also understand that any breach on my part to any of the policies and procedures found in this document or in the college catalog may result in immediate dismissal from the Dental Hygiene Program.

The signature must be signed and returned to the Director of Dental Hygiene by the end of the first week of each semester. Failure to do so will result in the student not being able to participate in the clinical setting or any outside clinical rotations until the signed form is returned and on file in the Dental Hygiene Department.

Print Student Name

Student Signature

Date

Instructor Signature