



EAST TENNESSEE STATE
UNIVERSITY

College of Clinical & Rehabilitative Health Sciences

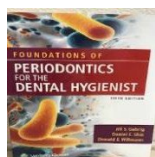
Department of Dental Hygiene

DHYG 4110
Supportive Periodontal Therapy

Credit Hours

3

REQUIRED TEXT:



Neild-Gehrig, Shin, & Willmann, Foundations of periodontics for the dental hygienist, (5th ed.), Philadelphia: Lippincott, Williams & Wilkins, 2019.

PREREQUISITES: Acceptance in Dental Hygiene curriculum or special departmental approval.

COURSE DESCRIPTION: The advanced study of periodontics, designed to prepare students for clinical practice including treatment of early periodontal disease.

DISABILITIES STATEMENT: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp center, telephone 438-8346.

ACADEMIC REGULATIONS: The ETSU academic regulations may be found at [Academic Regulations](#)

PROGRAM COMPETENCIES:

1. II.1. Adhere to the ADHA code of ethics
2. II.2. Provide care to all individuals without discrimination, using humane, empathetic treatment.

3. II.4 Development of life-long learning skills.
4. III.2 Students will assist patients in utilizing resources to enhance their own self-care.
5. IV.2 Apply the dental hygiene process of care model: assessment, planning, implementation, and evaluation.

EVALUATION CRITERIA:

1. Periodontal Case Study Presentation & Report = 50%
2. Research Paper: Insurance Codes = 15%
3. Research Paper: Non-Surgical Periodontal Therapy = 15%
4. Guest Speaker Reflections = 20%

GRADE SCALE:

Letter Grade	Points Range
A	95-100
A-	92-94
B+	89-91
B	86-88
B-	83-85
C+	80-82
C	77-79
Letter Grade	Points Range
C-	74-76
D+	71-73
D	68-70
F	0-67

LEARNING ACTIVITIES:

PERIODONTAL CASE STUDY: Competencies II.1, II.2, II.4, III.2, IV.2

1. This is your capstone project. You will be assimilating didactic information from several classes and from direct patient care and putting all of that knowledge and experience into analyzing a patient's periodontal health and completing a case study and research paper.
2. Please review the detailed grading criteria posted under the "Content" section in D2L before beginning the case study.
3. Each case study must be approved by the course director. You are required to enter the case study details into a PowerPoint presentation. A template has been created for you and is available on D2L. Be sure to scan your photos, periodontal and dental charting, and radiographs into the PowerPoint. Submit a paper copy of your PowerPoint and the patient's chart to the course director on the day of your presentation.
4. Students will critique each other's presentations using the grading rubric.

RESEARCH PAPER: NON-SURGICAL PERIODONTAL THERAPY: Competencies II.1, II.2,

II.4, IV.2

1. Write a 2-3 page research paper on non-surgical periodontal therapy, following APA guidelines and a minimum of 3 peer-reviewed articles.
2. Content to include: a) Define NSPT and b) describe the role of the dental hygienist in NSPT.
3. You may turn your work in early via the drop box. However, late work will not be accepted.

RESEARCH PAPER: INSURANCE CODES: Competencies II.1, II.4, IV.2

1. Write a 2-3 page research paper on dental insurance codes, following APA guidelines and a minimum of 3 peer-reviewed articles.
2. Content to include: a) Define and describe the purpose of Current Dental Terminology (CDT), b) list the 12 categories identified in the CDT, and c) identify and define the diagnostic, preventive, and periodontic CDT codes that you would use as a dental hygienist.
3. Choose the correct CDT codes for the given scenarios.

GUEST SPEAKER REFLECTIONS: Competency II.4

1. Attend presentations by guest speakers.
2. Participate in discussions appropriate to the material presented by guest speakers.

3. Complete a Guest Speaker Reflection and submit it to the appropriate drop box within 48 hours of the presentation.

Additional learning activities include participation in class discussions over lecture materials.

ATTENDANCE:

1. You are expected to arrive on time to all class presentations & clinic demonstrations. Late arrival will affect your attendance grade.
2. If you are late or do not come to class, one point will be deducted from your final course grade for each occurrence.

COURSE SPECIFIC EXPECTATIONS:

1. Cell phones/laptop computers: Cell phone use is not permitted during class. Phones should be turned off and put away. No laptop computers are allowed and no classroom computers may be utilized without the instructor's permission or request.
2. Assignment specifics are on the course schedule. The homework assignments are posted from the first day of class. No late submissions will be accepted. You may submit assignments early. Be diligent to work ahead and turn homework in to the drop box.
3. Arrive to class early so that you are prepared to begin at the appointed time. Unexcused tardiness will not be tolerated. Your punctuality is a direct reflection on your future performance as an employee.

INSTRUCTIONAL OBJECTIVES & LECTURE TOPICS:

A. Periodontal Surgical Procedures:

1. Describe the indications and contraindications for periodontal surgical procedures.
2. Discuss the 4 terms used in describing the healing of the periodontium following periodontal surgery: repair, reattachment, new attachment, and regeneration.
3. List the rationale, indications, contraindications, outcomes, and patient education instructions for bone reduction surgery, bone regeneration surgery, and mucogingival surgery.
4. Discuss implant surgery, crown lengthening surgery, and gingivectomy.

B. Periodontal Emergencies:

1. Define the role of the dental hygienist in the recognition and treatment of periodontal emergencies.
2. Describe the 3 types of abscesses of the periodontium.
3. Compare and contrast the signs, symptoms, and treatment considerations in patients with gingival, periodontal, pericoronal, and periapical abscesses.
4. Compare and contrast the signs, symptoms, and treatment considerations in patients with acute necrotizing ulcerative gingivitis and acute necrotizing periodontitis.

5. Describe the lesions of acute herpetic gingivostomatitis and the recommended supportive treatment.

C. Nonsurgical Periodontal Therapy:

1. Explain the term and name 4 goals for nonsurgical periodontal therapy.
2. Describe the type of healing to be expected following instrumentation of root surfaces.
3. Explain strategies for managing dental hypersensitivity during nonsurgical therapy.
4. Explain why reevaluation is an important step during nonsurgical therapy.
5. List steps in an appointment for reevaluation of the results of nonsurgical therapy.

D. CDT Codes:

1. Explain the term, who designated it and why.
2. Describe the 3 components of a dental procedure code entry.
3. List the 12 categories of service.
4. List the clinical oral evaluation codes and explain which would be used for a patient of record and which would be used for a new patient.
5. List the diagnostic imaging codes used for a full mouth series, the first periapical, additional periapicals, bitewings, and panorex radiographs.
6. List the preventive service codes used most often by a hygienist and explain the difference between an adult prophylaxis compared with a child prophylaxis.
7. Describe the “other” preventive service codes.
8. List and describe the nonsurgical periodontal service codes.
9. Explain when and why the periodontal maintenance code is used.
10. List the anesthesia codes a dental hygienist might use.
11. Explain the terms revisions and additions in relation to CDT codes.

E. Alternative Treatments & Chemotherapeutics:

1. Describe the difference between systemic delivery and topical delivery of chemical agents.
2. List 3 antimicrobial agents that can be delivered with controlled-release delivery devices.
3. Explain why toothpastes are nearly ideal delivery mechanisms for chemical agents.
4. Describe the use of lasers in periodontal therapy.
5. Explain the American Academy of Periodontology statement on the efficiency of lasers in the nonsurgical treatment of inflammatory periodontal disease.
6. Describe the ADA’s stance on lasers.

***Syllabus Subject to Change at the Discretion of the Instructor**

GRADING RUBRICS:

Guest Speaker Grading Rubric: The following rubric will be used to evaluate your work.

OFFICIAL SYLLABUS WILL BE PROVIDED IN THE COURSE

Reflection Essay Rubric	Exceeds Standards 3 points	Meets Standards 2 points	Unsatisfactory 1-0 points	Score
Format	Essay is neatly typed, double-spaced, 10-12 point regular font, and 1-2 pages in length. Summary statement is included.	Essay is neatly typed, double-spaced, 10-12 point regular font, and 1-2 pages in length. Summary statement is included.	Formatting rules ignored, essay is short or excessive in length. Summary statement omitted.	
Format, Grammar, and Spelling	No errors.	1-2 minor errors.	Lacks basic proofreading or contains major errors.	
Organization	Well-organized, well written, easy to read and understand.	Well-organized but “flow” could be improved.	Organization lacking and arguments difficult or impossible to follow.	
Submission	Drop box submission on time.		Lack of submission.	
Reflection	Shows strong evidence of reasoned reflection and depth.	Shows evidence of reasoned reflection.	Lacks reflection and depth.	
Completeness	Addresses all elements contained within the stated objective(s) of assignment and extends beyond. Summary sentence included.	Addresses all elements contained within the stated objective(s) of assignment.	Fails to address all the elements contained within the stated objective(s) of assignment.	
Total				

CDT Grading Rubric

CDT Paper Criteria	Exceeds Standards	Meets Minimum Requirements of Standards	Unsatisfactory
Define & Describe the Purpose of CDT	10 points Essay defined and described the purpose of CDT clearly.	5 points CDT definition unclear or not well defined. and/or CDT purpose not clearly explained.	0 points Missing or incorrect definition of CDT and / or Missing or incorrect purpose of CDT.
List the 12 Categories of CDT	10 points All twelve categories of CDT	5 points Not all 12 categories	2 points Fewer than 6

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	codes were listed in the essay	listed (listed 6, but fewer than 12).	categories listed
Identify & Define the Diagnostic, Preventive, & Periodontic codes used by dental hygienists	40 points Paper identified and defined all diagnostic codes, all preventive codes, and all periodontic codes that dental hygienists would use.	30 points All required codes identified, but one or more were not defined.	20 points Paper was missing required codes; not all categories were identified and defined.
Use Correct APA Guidelines	15 points Correct APA guidelines followed throughout the essay	10 points APA guidelines not followed. 9 or less errors throughout paper.	0 points More than 10 APA errors throughout paper.
Use correct Grammar, Spelling, & Writing style	10 points No errors in grammar, spelling or writing style were found in essay.	5 points Grammar, spelling or writing style errors. 9 or less errors throughout paper.	0 points More than 10 grammar, spelling, or writing style errors throughout paper.
Cite, in the body of the essay, a minimum of 3 Peer Reviewed References	5 points Student cited 3 or more peer reviewed sources in the body of the essay.	2 points Less than 3 peer reviewed cited in the body of the paper.	0 points No citations in body of paper OR references not from peer reviewed source.
Paper Length is 2 to 3 pages	5 points Essay was 2 to 3 pages in length.	2 points Paper was too lengthy - over 4 pages.	3 points Paper too short- less than 2 pages.
Paper Submitted to the correct Dropbox by Deadline	5 points Paper was submitted to the correct dropbox by the deadline.	2 points Late submission of essay to dropbox.	0 points Paper not submitted.

NSPT Grading Rubric

Non-Surgical Periodontal Therapy Essay Rubric	Exceeds Standards	Meets Minimum Requirements of Standards	Unsatisfactory
Define Non-Surgical	10 points	5 points	0 points

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Non-Surgical Periodontal Therapy Essay Rubric	Exceeds Standards	Meets Minimum Requirements of Standards	Unsatisfactory
Periodontal Therapy (NSPT)	Essay defined NSPT clearly.	Definition is unclear or not well defined or definition is written as a quote.	Missing or incorrect definition.
Article Choice	10 points Peer reviewed articles related to the RDH's role in NSPT were chosen.	5 points Article is from a peer reviewed source but connection to paper topic is vague or not entirely on subject.	0 points Article is not from a peer reviewed journal/source
Describe the role of the RDH in NSPT	40 points Paper thoroughly and clearly described the role of the RDH in NSPT. No more than 1 quote was used throughout the paper. The student included the important details in his/her own words.	30 points Student showed a good discussion of the RDH's role with no more than 2 quotes throughout paper; most of the important details are included with only minor errors.	10 points Main idea is unclear; very little paraphrasing; ideas are in random order and not logical; weak concluding statement; or includes unnecessary details.
Paper follows correct APA Guidelines	10 points Paper followed correct APA guidelines throughout.	5 points APA guidelines were not followed correctly and paper contained 9 or less APA format errors.	0 points Paper lacks many elements of correct APA formatting and contains more than 10 APA errors.
Use correct grammar, punctuation, spelling & structure/organization	10 points Student showed correct usage of grammar, punctuation and spelling throughout paper. Organization and structure of paper was clear and concise and easy for the reader to follow.	5 points Rules of grammar, usage, punctuation, and spelling are followed with minor errors (9 or less); language lacks clarity or includes some jargon or conversational tone; organization and structure need improvement.	0 points Paper contains numerous grammatical, punctuation, and spelling errors (10 or more); language uses jargon or conversational tone. paragraph transition needs improvement. Ideas are in random order and not logical, conclusion is missing or does not flow from the body of the paper.
A minimum of 3 peer	10 points	5 points	0 points

Non-Surgical Periodontal Therapy Essay Rubric	Exceeds Standards	Meets Minimum Requirements of Standards	Unsatisfactory
reviewed sources cited in the body of the paper	Student cited a minimum of 3 peer reviewed sources in the body of the paper.	Less than 3 peer reviewed references were cited throughout the text.	References are not peer reviewed/ insufficient citation in the body of the paper.
Paper 2-3 pages in length	5 points Paper was 2-3 pages in length.	2 points Paper too lengthy over 4 pages.	0 points Paper too short, less than 2 pages.
Paper submitted to the correct dropbox by the deadline	5 points Paper was submitted to the correct dropbox by the deadline.	2 points Paper submitted to dropbox after the deadline.	0 points Paper not submitted into dropbox.

Perio Case Study Presentation PowerPoint Grading Rubric

Criteria	Outstanding	Satisfactory	Unsatisfactory
Patient selection followed given criteria	2 points Met all criteria for patient selection	1 point Met most of the patient selection criteria	0 points Patient selection did not follow criteria given or patient was not completed
Documentation and summary of medical, dental, social, and family histories	2 points Documented and summarized all 4 categories	1 point Documented and summarized at least 2 of the 4 categories	0 points Documented 0-1 of the 4 categories
Illustration of assessment findings	2 points Detailed and thorough illustration of assessment findings	1 point Illustration of assessment findings not thorough, vague or unclear	0 points Student did not illustrate the assessment findings
Perio, caries, and oral cancer risk assessment and nutritional analysis	10 points Completed all 4 categories thoroughly	5 points Only 2-3 of the 4 categories were covered in presentation	3 points Only 1 category out of the 4 was covered in the presentation
EO and IO pre and post op photos of acceptable quality	3 points Completed both pre and post op EO and IO photos in high quality	1.5 points Student missing either pre-op or post-op photos and/or photos are not of good quality	0.5 points Student missing either the pre-op or post-op photos and/or the photos are not readable
Recent BW (w/in 2 yr.) in addition to a FMX (w/in 5 yrs.) or pano	5 points Met all radiographic criteria	2.5 points X- rays are present but not up to date according to the	0 points X-rays are missing

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		criteria	
Placement of Arestin in qualifying sites	2 points Chose the correct sites and number of Arestin placements (pocket depths 5 or above with bleeding on probing)	1 point Student placed Arestin in some qualifying sites but missed 2 -4 sites as pertaining to the criteria and the results of the periodontal chart at re-evaluation.	0 points Student did not place any Arestin on sites that met the criteria
Summary of treatment plan including interventions, appointment scheduling, CDT codes, continued care recommendations, and patient goals	8 points Documentation thorough and detailed and used correct CDT codes. Chose appropriate interventions, goals and continued care recommendations for the patient's specific case.	4 points 2-3 of the 5 categories covered and/or all categories covered but not in a clear manner	2 points 1 of the 5 categories was covered and/or all categories covered but not in a clear manner
Treatment outcomes (including photos, gingival condition, perio charting (comparison chart), OHI, and need for referral, patient satisfaction survey, and any other pertinent information such as updated radiographs	8 points Completed all outcome documentation in a clear, concise and thorough manner. Explained rationale for patient referral or interval recommendations.	4 points 3-5 of the 7 categories were covered and/or all categories were covered but not clearly	2 points 1-2 of the 7 categories were covered and/or all categories were covered but not clearly
Case summary and interpretation of 4-6 week re-evaluation findings	2 points Thoroughly explained the summary of the case and re-evaluation findings	1 point Case summary and interpretation of findings were vague and/or interpretation reasoning was not sound in regards to evidence based recommendations	0 points Student did not do a case summary or interpretation of the re-evaluation findings
Critical thinking case-based multiple choice question	2 points Case question pertained to specific case and met all criteria	1 point Question was not a critical thinking question based on the patient's specific case	0 points Student did not include a critical thinking question in their presentation
Student was well prepared for	2 points Student was organized	1 point Student was not	0 points Student did not

presentation	and smooth in presenting their case study using the template given. Student could answer class questions about their case intelligently.	organized and presentation did not flow smoothly but did use the template given. Student had a hard time answering class questions using evidence based dentistry knowledge	present their case study using the template given
Presentation lasted 15-20 minutes	2 points Presentation met the time requirement	1 point Presentation was 10-14 minutes in length	0 points Presentation was 9 minutes or less

Case Study Report Rubric

Criteria	▼ Level 3	▼ Level 2	▼ Level 1
	1 point	0.5 points	0 points
▼ Paper Length	Paper was 2-3 pages in length 2 points	Paper was too long (over 3 pages) or too short (under 2 pages) 1 point	Paper was not turned in to drop box 0 points
▼ 3 Peer Reviewed Articles	3 or more peer reviewed articles were cited in the body of the paper. 2 points	1-2 peer reviewed articles were cited in the body of the paper. 1 point	No peer reviewed articles were cited in the body of the paper. 0 points
▼ Family, social, & dental history considerations tied to patient understanding of their condition & treatment recommendation	Student clearly showed how they utilized the information from the family, social, and dental	Student did not clearly show how they utilized the information from the family, social, and dental history to help them communicate with the patient about their oral condition and the treatment recommended or only included 1-2 of the 3 histories required. 1 point	The student made no mention about the family, social, and dental histories of their patient and how they used these for effective patient communication. 0 points

	histories to help them communicate effectively with the patient about their condition and the treatment recommended. 4 points		
			1 point
	Student used all assessments and clearly showed that they used evidence-based decision making in choices they made for their treatment plan. The scientific literature from all 3 peer-reviewed articles backed up their choices clearly.	3 points	Students did not use all assessments and/or they did not clearly show that they used evidence-based decision making in choices they made for their treatment plan. and/or 2-3 of the 3 peer-reviewed articles they chose did not clearly back up their treatment plan choices or were vague.
▼Treatment plan & OHI tailored to patient's perio, caries, oral cancer, & diet risk assessments		Students used all assessments and clearly showed that they used evidence-based decision making in choices they made for their treatment plan but, 1-2 of the 3 peer-reviewed articles they chose did not clearly back up their treatment plan choices or were vague.	0.5 points
		1 point	
▼Long term , short term goals & care recommendations realistic for specific patient	2 points	Only 2 of the 3 criteria:long term, short term goals and recare recommendations were mentioned. and/or the student was unclear or did not show how their goals and recommendations were appropriate for their patient's specific case.	0-1 of the 3 criteria: long term, short term goals and recare recommendations were mentioned. and/or the student was unclear or did not show how their goals and

			recommendations were appropriate for their patient's specific case. 0 points
▼Summary of Case Study Outcome Include: reflect on the outcome, what worked? What didn't work? What would you change regarding your approach to treating your patient?	2 points Student showed deep reflection and critical thinking in their summary of the case study. Met all criteria for reflection.	1 point Student did not show deep reflection or critical thinking skills in their summary of the case study. Student's reasoning was vague and summary was not complete. Student did not address all 4 criteria (reflection on outcome, what went right?, what went wrong?, what would you change?) 1-2 points were missing.	Student did not show deep reflection or critical thinking skills in their summary of the case study. Student's reasoning was vague and summary was not complete. Student did not address all 4 criteria (reflection on outcome, what went right?, what went wrong?, what would you change?) 3 points were missing.
			OR
	1 point		Student did not include a summary of the case study. 0 points
▼APA Format / Grammatical & Spelling Errors	Paper followed correct APA formatting and contained 2 or fewer grammatical and / or spelling errors.	0.5 points Paper contained 2 or fewer APA format errors and contained 4 or fewer grammatical and / or spelling errors.	Paper contained more than 2 APA format errors or did not follow APA format at all and paper contained more than 4 grammatical and /or spelling errors. 0 points
▼Paper Turned in on Time	1 point	0.5 points	

Paper turned
into drop box
on or before
due date.

Paper turned in 1-2 days after due date.

Paper turned in 3 or
more days after due
date or not turned in
at all.

Questions Asked During Presentation

- 1) Is there anything in the dental, social or family history that you think was an obstacle to patient education or understanding of their condition and treatment recommended? How did you address any obstacles?
- 2) After reviewing the assessments (perio, caries, diet, oral cancer) how did you tailor your treatment plan or patient education instructions?
- 3) In retrospect, do you think your short range, long range goals, and care recommendations were realistic for your patient's specific case?
- 4) In summary, what worked? What did not work? And what would you change regarding your approach to treating your patient?
- 5) Students will critique each other's presentations using the grading rubric.

Case Study Report

2-3 Page Report Showing How Student Used EBDM in Applying the Dental Hygiene Process of Care for their Specific Patient

- 1) Write a 2-3 page research paper on how you used EBDM in choosing the treatment plan of your periodontal case study patient, following APA guidelines and using a minimum of 3 peer-reviewed articles.
- 2) Content to include: a) after assessing family, social and dental history of your patient describe how you addressed patient understanding of their condition and treatment recommended, b) after analyzing your patient's risk assessments (perio, caries, cancer, & diet) describe how you tailored your treatment plan and your oral hygiene instructions, c) Tell why the long term, short term goals, and care recommendations you made were realistic for your patient's specific case, and d) reflect on the outcome, what worked? What didn't work? What would you change regarding your approach to treating your patient?

- 3) You may turn in your work early to the drop box titled, "*Case Study Report*". However, late work will not be accepted.