# Course Syllabus
## Periodontology
### DHYG 1211

<table>
<thead>
<tr>
<th>Semester with Course Reference Number (CRN)</th>
<th>Spring Semester 2012 83292</th>
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</thead>
<tbody>
<tr>
<td>Instructor contact information (phone number and email address)</td>
<td>Linda Percell 713.718.8339 <a href="mailto:linda.percell@hccs.edu">linda.percell@hccs.edu</a></td>
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<tr>
<td>Office Location and Hours</td>
<td>Coleman College Room 522 Tuesday 8:00 – 4:00 Thursday 8:00 – 12:00</td>
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<tr>
<td>Course Location/Time</td>
<td>Coleman College, Rm. 576 Monday 1:00 – 3:00</td>
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<tr>
<td>Course Semester Credit Hours (SCH) (lecture, lab) If applicable</td>
<td>Credit Hours 2.00 Lecture Hours 2.00 Laboratory Hours</td>
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<tr>
<td>Total Course Contact Hours</td>
<td>32</td>
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<td>Continuing Education Units (CEU): if applicable</td>
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<tr>
<td>Course Length (number of weeks)</td>
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<tr>
<td>Type of Instruction</td>
<td>Lecture</td>
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<tr>
<td>Course Description:</td>
<td>Normal and diseased periodontium including the structural, functional, and environmental factors. Emphasis on etiology, pathology, treatment modalities, and therapeutic and preventive periodontics.</td>
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<tr>
<td>Course Prerequisite(s)</td>
<td>PREREQUISITE(S):</td>
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<tr>
<td></td>
<td>• DHYG 1331 with a minimum grade of 75% or better Completion of first semester of the dental hygiene curriculum with a 75% or higher completion</td>
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in all dental hygiene courses

1. Professionalism: The Dental Hygienist must be able to discern and manage ethical issues and problems in dental practice, exercise critical thinking and sound clinical judgment and communicate with other professionals.
2. Health Promotion and Disease Prevention: The dental hygienist must be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings.
3. Patient Care: The dental hygienist must possess a thorough foundation in the biomedical, clinical, and behavioral sciences and be able to apply those principles in assessment, diagnosis, planning, implementation and evaluation of treatment.
4. Community Involvement: Dental hygienists must appreciate their role as health professionals at the local, state, and national levels. The dental hygienist must assess, plan, and implement programs and activities to benefit the general population. The dental hygienist must also be prepared to influence others to facilitate access to care and services.

Course Student Learning Outcomes (SLO): 4 to 7

1. Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice
2. Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
3. Recognize health conditions and medications that impact overall patient care.
4. Identify patient needs and significant findings that impact the delivery of dental hygiene services.
5. Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities.
6. Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues.

Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice.
1. Apply the use of periodontal assessments to describe correctly a patient’s periodontal condition, including all aspects of the periodontal disease prior to and after treatment.

Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
1. Recognize and describe clinical, radiographic, microbiological, and histopathological features of various periodontal diseases and differentiate among these diseases.
2. Understand the relationship of systemic factors and their contribution to periodontal disease.
3. Itemize those factors that affect treatment progression of disease and anticipated response to treatment.

Recognize health conditions and medications that impact overall patient care.
1. Discuss the outcome, techniques and medications that apply to periodontal therapy.
2. Demonstrate patient education methods and the use of antimicrobial therapeutic agents used in the treatment of periodontal therapy patients.
3. Explain the role of the dental hygienist in the providing nonsurgical periodontal therapy or supportive periodontal therapy.

Identify patient needs and significant findings that impact the delivery of dental hygiene services.
1. Understand the etiology and pathology of periodontal diseases including...
treatment modalities used for therapy and prevention

Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities

1. Interpret periodontal assessment data and develop a dental hygiene treatment plan.
2. List and describe the indices used to report plaque accumulation, periodontal status, furcation involvement, tooth mobility, dental caries, root caries, and tooth wear. List and recognize factors related to dental-implant management.
3. Apply the use of periodontal assessments to describe correctly a patient’s periodontal condition, including all aspects of the periodontal disease prior to and after treatment.

Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues

1. Apply the principles of nonsurgical periodontal instrumentation to include OHI instruction, and professional instrumentation in a clinical situation.
2. Describe the management of surgical complications of periodontal therapy.
3. Explain the role of the dental hygienist in the providing nonsurgical periodontal therapy or supportive periodontal therapy.

SCANS and/or Core Curriculum Competencies: If applicable

SCANS

Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice

- Workplace Competencies - Interpersonal - Teaches Others
- Workplace Competencies - Interpersonal - Serves Clients/Customers

Recognize predisposing and etiologic risk factors that require intervention to prevent disease.

- Workplace Competencies - Information - Acquires & Evaluates
- Workplace Competencies - Information - Interprets & Communicates

Recognize health conditions and medications that impact overall patient care.

- Workplace Competencies - Interpersonal - Teaches Others
- Workplace Competencies - Interpersonal - Serves Clients/Customers
- Workplace Competencies - Interpersonal - Exercises Leadership
- Workplace Competencies - Interpersonal - Negotiates to Arrive at a Decision

Identify patient needs and significant findings that impact the delivery of dental hygiene services

- Workplace Competencies - Interpersonal - Teaches Others
- Workplace Competencies - Interpersonal - Serves Clients/Customers
- Workplace Competencies - Interpersonal - Exercises Leadership
- Workplace Competencies - Interpersonal - Works with Cultural Diversity

Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities

- Workplace Competencies - Information - Acquires & Evaluates
- Workplace Competencies - Information - Organizes & Maintains
- Workplace Competencies - Information - Interprets & Communicates

Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues

Course Calendar

January – May, 2012

Instructional Methods

Lecture, Video, Power Point, Internet Research
Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice
  • Various assigned readings from textbooks, peer-reviewed
  • Discussions
  • Projects

Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
  • Various assigned readings from textbooks, peer-reviewed
  • Discussions
  • Papers
  • Presentations
  • Projects

Recognize health conditions and medications that impact overall patient care.
  • Various assigned readings from textbooks, peer-reviewed
  • Discussions
  • Papers
  • Presentations
  • Projects

Identify patient needs and significant findings that impact the delivery of dental hygiene services
  • Various assigned readings from textbooks, peer-reviewed
  • Discussions
  • Presentations
  • Projects

Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities
  • Various assigned readings from textbooks, peer-reviewed
  • Discussions
  • Papers
  • Presentations
  • Projects

Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues
  • Various assigned readings from textbooks, peer-reviewed
  • Projects

Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidenced-based practice
  • Oral and/or written peer-reviewed article reviews and discussions

Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
  • Oral and/or written peer-reviewed article reviews and discussions

Recognize health conditions and medications that impact overall patient care.
  • Oral and/or written peer-reviewed article reviews and discussions

Identify patient needs and significant findings that impact the delivery of dental hygiene services
  • Oral and/or written peer-reviewed article reviews and discussions

Establish a planned sequence of care (educational, clinical and evaluation) based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities
  • Oral and written peer-reviewed article reviews and discussions
Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues

- Oral and written peer-reviewed article reviews and discussions
- Oral and written book reviews and discussions

**Instructor's Requirements**

**Homework:** You will be required to do homework and quiz assignments. Assignments will be announced throughout the course of the semester. You should expect a quiz at every lecture class.

**Eagle Online:** You are required to participate in Eagle Online. Weekly postings, based on your readings, will be submitted to the discussion board. Postings must be a minimum of 100 words unless informed otherwise. These postings should be in your own words and not quotations or excerpts from the readings. Postings should display your interpretation of the readings, and how you, as a dental hygienist, are affected by it.

**Epidemiological Research Paper:** You will select an epidemiological research article from a reputable dental/dental hygiene journal and review the study. Using your critical thinking skills, determine where bias within the article may exist. You will also determine if there were any confounders within the study that may have caused the results to be skewed and make suggestions as to how this problem can be resolved in future research. You will post your paper to the discussion board on EO before the beginning of class in Week 4. Your article must be 300 – 500 words. No title page or abstract is necessary for this assignment. However, you must reference your source per APA 6.

**Periodontal Office Journal:** You are required to observe in a Periodontal practice sometime during the semester. **It is your responsibility to locate a Periodontist who will allow you to observe.** You will journal your observations; see template for instructions. This journal report due date can be found on the lecture assignment schedule. (This should be uploaded to Eagle Online before 11:59 p.m. on the due date). There will be no late acceptance and no make-up for this assignment. If turned in late, a “0” will be given.

**Group Power Point:** Choosing one of the types of periodontal surgeries mentioned in the text, you will create a presentation. **Only professional articles, journals, books, and professional websites may be used as reference material.** A minimum of five (5) sources must be included. The PPT should be completed no later than the end of Week 13 of the semester (Project should be submitted by one member of the group on USB-drive before class on week 14). It will be presented in class on Week 15. There will be no late acceptance and no make-up for this assignment. A “0” to all members will be given. A presentation of 10 – 15 minutes in length will be given to the class and all members of the group must participate. You will evaluate those in your group, and you will evaluate those from other groups.

**GENERAL COURSE OBJECTIVES:** the dental hygiene graduate will be able to:

1. Contrast normal and abnormal periodontium (6.3; 6.5)
2. Understand the etiology and pathology of periodontal diseases including treatment modalities used for therapy and prevention. (6.3; 6.5)
3. Interpret periodontal assessment data and develop a dental hygiene treatment plan. (1.1; 6.3; 6.5)
4. Describe the components and functions of the periodontium, including the gingiva, dentogingival junction, and attachment apparatus. (1.1; 6.3; 6.5)
5. List and describe the structural, clinical, histological, and radiographic features of periodontal health and disease. (6.5; 6.6; 6.7; 6.8)
6. Recognize and describe clinical, radiographic, microbiological, and histopathological features of various periodontal diseases and differentiate among these diseases. (6.5; 6.6; 6.7; 6.8)

7. List and describe the indices used to report plaque accumulation, periodontal status, furcation involvement, tooth mobility, dental caries, root caries, and tooth wear. List and recognize factors related to dental-implant management. (6.5; 6.6; 6.7; 6.8)

8. Apply the use of periodontal assessments to describe correctly a patient’s periodontal condition, including all aspects of the periodontal disease prior to and after treatment. (1.1; 2.4; 6.5; 6.7; 6.8)

9. Understand the relationship of systemic factors and their contribution to periodontal disease. (6.5)

10. Illustrate current knowledge as well as describe and discuss the etiology and pathogenesis of periodontal diseases. (6.5)

11. Differentiate and interpret between the diseases of the periodontium. (6.5)

12. Itemize those factors that affect treatment progression of disease and anticipated response to treatment. (6.5)

13. Describe the developing a sequence of treatment and explain how specific treatment objectives influence treatment planning (1.1; 6.5; 6.6; 6.7; 6.8)

14. Discuss the outcome, techniques and medications that apply to periodontal therapy (1.1; 6.5)

15. Describe the management of surgical complications of periodontal therapy (6.1)

16. Apply the principles of nonsurgical periodontal instrumentation to include OHI instruction, and professional instrumentation in a clinical situation (1.1; 4.1; 4.2; 6.1)

17. List the assessment of clinical jaw function and the treatment methods.

18. Define the role of the dental hygienist in the recognition and treatment of periodontal emergencies (1.1; 6.10)

19. Demonstrate patient education methods and the use of antimicrobial therapeutic agents used in the treatment of periodontal therapy patients (6.5)

20. Explain the role of the dental hygienist in the providing nonsurgical periodontal therapy or supportive periodontal therapy (6.5)

21. Know and understand periodontal disease and the epidemiology and classification (6.5)

22. Communicate current journal articles to the role of periodontal disease and health issues and the parallel between them (3.2)

SPECIFIC COURSE OBJECTIVES:

Lecture Week 1

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>10 min</th>
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<tbody>
<tr>
<td>Clinical Assessment</td>
<td>40 min (20 Min collaborative, 20 min Q &amp; A)</td>
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<tr>
<td>Treatment Planning</td>
<td>40 min (20 min collaborative 20 min Q &amp; A)</td>
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<tr>
<td>Quiz</td>
<td>10 min</td>
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1. Define the aspects of clinical assessment in the dental hygiene process of patient care - COGNITIVE THINKING, COLLABORATIVE

2. Describe the components of each assessment in the clinical examination - VISUAL/LECTURE

3. List and describe the indices used to report - KNOWLEDGE
   - Plaque biofilm accumulation
   - Periodontal status
- Furcation involvement
- Tooth mobility
- Dental caries and tooth wear

4. Describe normal and abnormal clinical presentation of the periodontium and dentition - LEARNED KNOWLEDGE

5. Identify the radiographic changes seen in periodontal diseases - KNOWLEDGE, COGNITIVE THINKING

6. Describe the normal and abnormal radiographic presentation of the periodontal structures surrounding dental implants – KNOWLEDGE

7. Define the role of the dental hygienist in the detection of radiographic abnormalities. COGNITIVE, VISUAL, LECTURE

8. Describe the goals and rationale for treatment planning - ETHICS, COGNITIVE THOUGHT

9. Define the role of the dental hygienist in determining the Dental Hygiene Process of Care Evaluation (DHPCE) - KNOWLEDGE

10. Describe the phases of dental treatment - COGNITIVE THINKING

11. Determine overall prognosis and prognoses for individual teeth - COGNITIVE THINKING

12. Define informed consent and its importance to patient care - ETHICS

**Lecture Week 2**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
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<tr>
<td>Periodontium:</td>
<td>50 min (30 min PPT, 20 group activity)</td>
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<tr>
<td>Host Response</td>
<td>50 min (30 min PPT, 20 group activity)</td>
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<tr>
<td>Quiz</td>
<td>10 min</td>
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1. Name and describe the anatomy and clinical characteristic - VISUAL/LECTURE

2. Differentiate among the three types of oral epithelial surfaces: keratinized, parakeratinized, and nonkeratinized. VISUAL, LECTURE

3. Name the principal fiber bundles of the gingival KNOWLEDGE

4. List the functions of the periodontal ligament. KNOWLEDGE

5. Describe clinically normal gingival in terms of color, size, contour, texture, and consistency. COLLABORATIVE/COGNITIVE THINKING

6. Describe the interactions of the major elements in the host response. KNOWLEDGE/VISUAL/LECTURE

7. Define the protective roles of gingival fluid and saliva. KNOWLEDGE/COLLABORATIVE

**Lecture Week 3**

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<th>Duration</th>
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<tr>
<td>Epidemiology of PD</td>
<td>90 min (30 lecture/30 video/30 Q &amp; A)</td>
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<tr>
<td>Quiz</td>
<td>10 min</td>
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1. Define epidemiology and explain the relationship of this discipline of study to the identification and treatment of gingival and periodontal diseases. ETHICAL/VISUAL/LECTURE

2. Compare and contrast the plaque, calculus, bleeding, and periodontal indices that are used to quantify conditions in the oral cavity and explain how these scoring systems are applied to diagnosis and treatment of disease. KNOWLEDGE/COGNITIVE THINKING

3. Briefly describe the national prevalence data and how information of this type is used to understand the status of periodontal health in the United States. KNOWLEDGE/COGNITIVE THINKING/ETHICS

4. List the risk factors and determinants that are related to periodontal diseases. KNOWLEDGE/LECTURE
5. Describe the disease prevalence trends revealed for gingival and periodontal diseases. COGNITIVE THINKING
6. State the prevalence of juvenile periodontitis and HIV-associated periodontitis and describe their unique characteristics. KNOWLEDGE, ETHICS

7. Review an epidemiological research article concerning Periodontal Disease - Post to Discussion Board before class begins on Week 4. READING AND WRITING COMPREHENSION, WRITING ABILITY, COGNITIVE THINKING

Week 4 Exam 1

Lecture Week 5

Microbiology 90 min (30 min lecture/30 min collaborative/30 min Q & A
Quiz 10 min

1. Describe and compare the composition and development of supragingival and subgingival plaque. COGNITIVE THINKING, COLLABORATIVE, LECTURE/VISUAL
2. Describe the role of salivary factors in pellicle formation. LECTURE
3. Describe the influence of bacterial surface components (e.g., capsules, appendages) on bacterial colonization or coaggregation. KNOWLEDGE, COGNITIVE THINKING
4. Discuss microbial succession in terms of oxygen and nutrient requirements and bacterial adherence. KNOWLEDGE/LECTURE
5. Distinguish the nonspecific and specific plaque hypotheses and the implication of each to plaque control and periodontal therapy. KNOWLEDGE/LECTURE
6. Describe and classify the specific bacteria associated with the various periodontal diseases and their characteristics that contribute to their virulence. KNOWLEDGE/LECTURE
7. Describe the significance of dental plaque to the dental hygienist. ETHICS/COGNITIVE THINKING

Lecture Week 6

Calculus and Other Local Factors 50 min (25 experiential/25 lecture)
Quiz 10 min

1. Describe the role of dental calculus and other disease-associated factors in the initiation and perpetuation of gingival and periodontal diseases. COGNITIVE THINKING, LECTURE, COLLABORATIVE
2. Describe the formation and attachment of supragingival and subgingival calculus in the oral environment. KNOWLEDGE/VISUAL
3. Describe the distribution of calculus deposits and list the characteristics involved in the rate of formation. KNOWLEDGE, COGNITIVE THINKING
4. Explain how anti-calculus agents work in reducing calculus formations in humans. KNOWLEDGE/LECTURE/VISUAL
5. List the factors that are linked to periodontal disease and health - COGNITIVE THINKING, COLLABORATIVE, VISUAL
6. Describe the biologic basis of occlusal function and the adaptive capability of the oral system. VISUAL, KNOWLEDGE, LECTURE
7. List the similarities and differences in the clinical presentation of chronic gingivitis and other gingival conditions - VISUAL, LECTURE, COGNITIVE THINKING
Lecture Week 7

Systemic Factors Influencing Periodontal Diseases 90 min (50 Lecture/50 collaborative case scenarios)

Quiz 10

1. Understand systemic factors that influence dental hygiene care. LECTURE, VISUAL, COLLABORATIVE, ETHICS
2. Describe conditions that require consultation with a patient’s physician. LECTURE, VISUAL, ETHICS
3. Describe changes in oral tissues observed with systemic disease and conditions. KNOWLEDGE, COLLABORATIVE
4. List modifications needed to best treat patients with systemic conditions. COGNITIVE THINKING, COLLABORATIVE

Week 8 Exam 2

Spring Break

Lecture Week 9

Gingival Diseases 90 min (30 lecture/30 video/30 case scenarios)

Quiz 10 min

1. Define the types of gingivitis. KNOWLEDGE, VISUAL, LECTURE
2. Relate the events in the pathogenesis of gingivitis to the clinical signs and symptoms. COGNITIVE THINKING, VISUAL, COLLABORATIVE
3. Describe the role of the dental hygienist in the treatment of gingivitis. COGNITIVE THINKING, ETHICS
4. Identify the medications that can cause gingival hyperplasia in patients. KNOWLEDGE, ETHICS, LECTURE

Lecture Week 10

Periodontal Diseases 90 min (30 lecture/20 video/20 case scenario/20 Q & A)

Quiz 10 min

1. Describe the pathogenesis of Periodontitis, and list the factors that affect disease progression. COGNITIVE, LECTURE, VISUAL
2. List and describe the American Academy of Periodontology categories of periodontal diagnosis and the all case types of periodontal disease. KNOWLEDGE, LECTURE, VISUAL
3. Compare and contrast the following forms of periodontitis as to demographics and clinical characteristics: COGNITIVE THINKING, ETHICS, COLLABORATIVE
   - Aggressive periodontitis (localized and generalized)
   - Highly aggressive periodontitis (formerly refractory)
   - Chronic periodontitis
   - Peri-implant periodontitis
   - Periodontitis related to endodontic lesions
   - Necrotizing periodontitis
   - Periodontitis as a manifestation of systemic disease
4. State the role of systemic antibiotic treatment, locally delivered controlled-release antibiotic treatment and enzyme suppression treatment in Periodontitis LECTURE, VISUAL, COGNITIVE THINKING, ETHICS

Lecture Week 11

Periodontal Maintenance & Prevention 50 min (20 Lecture/30 case scenarios)

Plaque Control for the Periodontal Patient 40 min (20 Lecture/20 Q&A)
Quiz 10 min
1. Explain the effectiveness of periodontal therapy in the prevention of disease, disease progression, and tooth loss. COGNITIVE THINKING, LECTURE, VISUAL
2. Recognize the role of the dental hygienist in providing periodontal treatment. COGNITIVE THINKING, COLLABORATIVE
3. Explain the critical importance of periodontal maintenance and the determinants of a successful maintenance program. COGNITIVE THINKING, LECTURE COLLABORATIVE
4. State the three major objectives of periodontal maintenance. KNOWLEDGE
5. Recognize the importance of patient compliance with periodontal maintenance, and describe strategies to improve compliance with recommended maintenance intervals and oral hygiene regimens. COLLABORATIVE, LECTURE, VISUAL, KNOWLEDGE
6. List the principal aims and components of the maintenance appointment. COGNITIVE THINKING, ETHICS
7. Recognize the signs of recurrent periodontitis, and assess the potential contributing factors. ETHICS, COGNITIVE THINKING
8. State the cause of root surface caries, and describe CAMBRA and CRA. LECTURE, KNOWLEDGE, COGNITIVE THINKING, COLLABORATIVE, VISUAL
9. Explain the theories, causes, and management of dentin hypersensitivity. KNOWLEDGE, LECTURE, VISUAL
10. List the goals for plaque control with the periodontal patient. KNOWLEDGE, COGNITIVE THINKING
11. Describe the role of plaque as an etiologic agent in gingival and periodontal diseases. LECTURE, VISUAL, COLLABORATIVE
12. Compare and contrast the mechanisms used for the mechanical and chemical removal of plaque. COGNITIVE THINKING
13. Understand the role of motivation in compliance and non-compliance of patients in plaque control programs. KNOWLEDGE, LECTURE, VISUAL
14. Periodontal Journal assignment deadline turned in before class begins in Week 12. ENGLISH COMPREHENSION, COGNITIVE THINKING

Week 12 Exam 3
Lecture Week 13
Nonsurgical Periodontal Therapy 60min (20 lecture/20 view pictures/20 collaborative treatment planning)
Quiz 10min

1. Define nonsurgical periodontal therapy. LECTURE, VISUAL, COLLABORATIVE
2. List the components of nonsurgical periodontal therapy. KNOWLEDGE
3. Describe the short-term and long-term goals of nonsurgical periodontal therapy. LECTURE, VISUAL, COLLABORATIVE
4. Identify the techniques and application for nonsurgical periodontal therapy procedures. LECTURE, ETHICS, COLLABORATIVE
5. Describe the process of healing after periodontal debridement procedures, scaling, root planning, and gingival curettage. KNOLWEDGE, LECTURE, VISUAL
6. Explain the limitations of calculus removal and the expectations for clinician proficiency. COGNITIVE, LECTURE, COLLABORATIVE
7. PPT Group presentation due before lecture begins in week 14.
Lecture Week 14

Periodontal Surgery 50min (Lecture 40 min/10 Q & A)
Dental Implants 40min (Lecture 30 min/10 Q & A)
Quiz 10min

1. Describe the rationale for periodontal surgical treatment. LECTURE, VISUAL
2. Identify the role of the dental hygienist in the surgical treatment of periodontal diseases. COGNITIVE THINKING, ETHICS, VISUAL, LECTURE
3. Recognize the clinical conditions that are most likely to benefit from periodontal surgery. LECTURE, VISUAL
4. List and define the types of periodontal surgery. LECTURE, VISUAL
5. Describe the types of dental implants used in dentistry and explain the role of these prosthetic devices in the attainment of periodontal health and function. VISUAL, LECTURE, COLLABORATIVE
6. Provide the long-term success rates for restoring edentulous and partially edentulous mouths with implants. KNOWLEDGE, LECTURE, VISUAL
7. Briefly describe the types of materials used in implant therapy. LECTURE, VISUAL
8. Discuss the set of criteria that are applied to judge success of implants both biologically and functionally. LECTURE, VISUAL, COLLABORATIVE
9. List the appropriate techniques and instruments required for maintenance of implants. KNOWLEDGE, LECTURE, VISUAL
10. Describe the maintenance procedures and home care instructions appropriate for patients with implants. COGNITIVE THINKING, LECTURE, VISUAL

Lecture Week 15

Periodontal Emergencies 30min Lecture
Group PPT 60 min
Quiz 10min

1. Define the role of the dental hygienist in the recognition and treatment of periodontal emergencies. COGNITIVE THINKING, ETHICS, LECTURE, VISUAL
2. Describe the etiology of abscesses in periodontal tissues. KNOWLEDGE, LECTURE, VISUAL
3. Compare and contrast the signs, symptoms, and treatment considerations in patients with gingival, periodontal, and periapical abscesses. COGNITIVE THINKING, COLLABORATIVE
4. Describe the history of acute Necrotizing ulcerative gingivitis and distinguish its clinical characteristics from those of other forms of acute oral infection. COGNITIVE THINKING, LECTURE, VISUAL
5. Identify the lesions of acute herpetic gingivostomatitis and the recommended supportive LECTURE, VISUAL, COGNITIVE THINKING

6. PPT presentation by group today

Week 16 Comprehensive Final Exam

ASSIGNMENTS:
Must be completed on time (beginning of class period) and according to specified criteria. You are responsible for ALL reading assignments in course text, Eagle
Online, and handouts, in addition to the content of the lecture and laboratory sessions themselves. Since information in each assignment will be used during the class sessions for discussions, it is essential that materials be carefully studied prior to class or laboratory.

**STUDENT SUCCESS:**
To successfully complete this course, the student will need to:
1. Complete assignments as indicated on the schedule.
2. Read weekly topic objectives before class and studying for a test.
3. Ask the instructor for help as soon as you realize you are having difficulty.
4. Take notes during class and place a question by anything you do not understand.
5. Additional recommendations can be found in the Dental Hygiene Program student manual.

**LAB/CLINIC:** Students are only allowed in lab or clinic with direct faculty supervision. Students participating in clinical activities are to be in scrubs and using safety precautions at all times.

**PROFESSIONAL POLICY:** Students are expected to participate fully in all lab and clinical activities and to model professional behavior at all times. All students are considered mature enough to seek faculty assistance and to monitor their own progress in meeting course requirements.

**MAKE-UP POLICY:** The student will not be able to make up exams without a doctor’s note and or at the instructors discretion. The student will receive a “0” for that exam or quiz. If a makeup is given, the makeup exam will be different from the one given at the scheduled time.

**ATTENDANCE POLICY:** No absences are allowed in any dental hygiene class/lab unless the student is hospitalized, or if there has been a death in the immediate family. Arrangements must be made that do not conflict with class times for doctor's appointments, sick family members, and transportation needs. In cases of emergency or illness, it is suggested that the student contact the instructor prior to class (or clinic) should an absence be anticipated. Class handouts can be obtained from the instructor. Class notes can be obtained from classmates. One point will be deducted for each absence, and ½ point for each tardy; 4 tardies will equal 1 absence. You are considered tardy if class has begun before your arrival. Calling prior to class does not result in an “excused” absence, but rather assists the faculty in evaluating the student’s progress in professionalism. If you are not present, you are not learning the information or putting in the necessary time to develop your skills. You will receive an attendance notice every time you are tardy or absent from class.

Students will be evaluated according to the following:

A=93-100

B= 83-92

C=75-82

F = 74 and below**
**A final grade below a “C” (75%) will interrupt a student’s progress through the Program and will result in dismissal from the Program. If you are having trouble with this course, it is your responsibility to contact the professor immediately and arrange for tutoring or other assistance.

<table>
<thead>
<tr>
<th>HCC Grading Scale</th>
<th>Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 100-90</td>
<td>4</td>
</tr>
<tr>
<td>B = 89-80:</td>
<td>3</td>
</tr>
<tr>
<td>C = 79-70:</td>
<td>2</td>
</tr>
<tr>
<td>D = 69-60:</td>
<td>1</td>
</tr>
<tr>
<td>59 and below = F</td>
<td>0</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0</td>
</tr>
<tr>
<td>W (Withdrawn)</td>
<td>0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0</td>
</tr>
<tr>
<td>AUD (Audit)</td>
<td>0</td>
</tr>
</tbody>
</table>

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

**Instructor Grading Criteria:**

**GRADING:**

Students will be evaluated according to the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exam I</th>
<th>Exam II</th>
<th>Exam III</th>
<th>Final Exam</th>
<th>PPT</th>
<th>Eagle Online</th>
<th>Quizzes/Homework</th>
<th>Periodontist Journal</th>
<th>Journal Article Review</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93-100</td>
<td>10%</td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td>15%</td>
<td>20%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>B = 83-92</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C = 75-82</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F = 74 and below**</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**Instructional Materials:**


**HCC Policy Statement:**

**ADA STATEMENT**

“Any student with a documented disability (e.g. physical, learning, psychiatric, vision, Hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculties are authorized to provide only the accommodations requested by the Disability Support Services Office. The information in this publication will be made available in large print, taped or computer-based format upon request”. The ADA Counselor for Coleman College is located on the 1st floor.

**ACADEMIC HONESTY STATEMENT**

Linda Percell – 12/18/2011
“Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty”. See the HCCS Student Handbook for more information.

NOTICE:
“Students who repeat a course three or more times face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring or other assistance prior to considering course withdrawal, or if you are not receiving passing grades.”

Access Student Services Policies on their Web site: http://hccs.edu/student-rights

Distance Education and/or Continuing Education Policies
Access CE Policies on their Web site: http://hccs.edu/CE-student-guidelines
### PERIODONTOLOGY
**LECTURE DHYG-1211**  
**SPRING 2012**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Clinical Assessment &amp; Treatment Planning for the Periodontal Patient</td>
<td>3rd ed. Nield-Gehrig (NG) 19, 23, 20 (Sec. 2)</td>
</tr>
<tr>
<td></td>
<td>Radiographs and Assessment</td>
<td>2nd ed. NG 12, 16</td>
</tr>
<tr>
<td>Week 2</td>
<td>Periodontium: anatomic characteristics and host response</td>
<td>3rd ed. NG 2, 8, 9, 13 (Sec 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd ed. NG 2 &amp; 6</td>
</tr>
<tr>
<td>Week 3</td>
<td>Epidemiology of periodontal diseases &amp; Disease progression</td>
<td>3rd ed. NG 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd ed. NG 4</td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Exam 1</strong></td>
<td>Post Epidemiology Paper to EO</td>
</tr>
<tr>
<td>Week 5</td>
<td>Microbiology of periodontal diseases</td>
<td>3rd ed. NG 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd ed. NG 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Local and contributing factors</td>
<td>2nd NG: 7, 11</td>
</tr>
<tr>
<td></td>
<td>Occlusion as a contributing factor</td>
<td>2nd NG: Ch. 7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Systemic factors influencing Periodontal diseases</td>
<td>3rd ed. NG 10, 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd NG: Ch. 8</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Periodontal Diseases Involving Gingiva</td>
<td>3rd ed. NG 13 (sec. 2,3), 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd NG: Ch. 10</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Periodontal Diseases Involving Bone Loss</td>
<td>3rd ed. NG 15, 16, 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd NG: Ch. 9, 11</td>
</tr>
<tr>
<td>Week 11</td>
<td>Periodontal Maintenance and prevention</td>
<td>3rd ed. NG 31, 25, 26</td>
</tr>
<tr>
<td></td>
<td>Plaque and Disease control for the periodontal patient</td>
<td>2nd NG: Ch. 23, 18, 19</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>Exam 3</strong></td>
<td>Post Periodontal Journal to EO</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nonsurgical periodontal therapy</td>
<td>3rd ed. NG. 24, 27, 28, 29</td>
</tr>
<tr>
<td></td>
<td>Chemical Agents, Irrigation</td>
<td>2nd ed. NG: Ch. 17, 22</td>
</tr>
<tr>
<td>Week 14</td>
<td>Periodontal surgery</td>
<td>3rd ed. NG: 30, 32</td>
</tr>
<tr>
<td></td>
<td>Dental Implants</td>
<td>Dr. Gina Bonaventura – Guest Speaker (tentative)</td>
</tr>
<tr>
<td></td>
<td><strong>PPT Group Assignment due before class today. Turn in on USB drive to instructor</strong></td>
<td>2nd NG: Ch. 21, 24</td>
</tr>
<tr>
<td>Week 15</td>
<td>Periodontal emergencies</td>
<td>3rd ed. NG: Ch. 33, 35</td>
</tr>
<tr>
<td></td>
<td>PPT Group Presentations</td>
<td>2nd ed. NG: Ch. 25</td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>Comprehensive Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>

Changes to this syllabus shall be made upon written or verbal notice to the student due to extenuating circumstances or to ensure the academic integrity of this course.

Linda Percell – 12/18/2011
Syllabus Agreement

I have read this syllabus; I understand its implications and will abide by it. I understand that if I fail to adhere to these requirements I will be advised by my instructor of the disciplinary actions that will be taken against me. I understand that the course coordinator has the right to make alterations to the class and exam schedule as needed.

Signature of Student: ________________  Date__________

Print Name: _______________________

Instructor’s Signature: ________________  Date__________
Periodontal Observation

Name of Periodontist: _____________________________________________________________

Date: ______________ Hours: _______________________

Doctor’s signature: __________________________________________________________________

Each student will be required to observe a Periodontist in his or her office a minimum of 3 hours. The student needs to speak with the dental hygienist and observe the Periodontist in surgery when possible. These are some questions that must be answered in your journal:

The dental hygienist role in the periodontal office is:

The dental hygienist is utilized in what part of the overall treatment plan?

What type of surgery was observed?

What type of bone loss (slight, moderate, severe), or boney destruction was found (one-wall, two-wall, three-wall defect)?

Could you see calculus left after scaling and root debridement?

What home instructions were given to the patient?

What type of regenerative material was used, if any?

If implant, what type of implant?

Other comments:

Grades will be based on information provided, correct grammar and spelling, and signature obtained from the periodontist’s office. Use additional pages as necessary, in order to describe in detail, the answers to the above questions. This form is a guide. Your journal should be in a Word document, essay style.
Journal Entry Rubric

1=Weak       2=Somewhat Weak       3=Average       4= Strong       5=Very Strong

1. The topic of the journal entry meets the requirements of the assignment.
   1 2 3 4 5

2. The journal entries cover various aspects of a Periodontal Practice
   1 2 3 4 5

3. The entries provide very descriptive explanation of the surroundings.
   1 2 3 4 5

4. The organization of the journal entries is clear and easy to follow.
   1 2 3 4 5

5. The journal entry flows smoothly from one idea to another.
   1 2 3 4 5

6. The spelling, grammar, and punctuation in the journal are accurate.
   1 2 3 4 5

7. The journal entry is neatly typed.
   1 2 3 4 5

8. The journal offers varied information obtained during the Periodontal Office visit.
   1 2 3 4 5

9. The effort put forth has demonstrated the full potential of the student's capability.
   1 2 3 4 5

Additional Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total Points __________ Maximum points 45 (100%)

10% of total grade

Linda Percell – 12/18/2011
# GRADING RUBRIC: Epidemiology Research Assignment

<table>
<thead>
<tr>
<th></th>
<th>Marginal – 1 point</th>
<th>Satisfactory – 3 points</th>
<th>Outstanding – 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Not a journal article</td>
<td>Not a peer reviewed epidemiological research article</td>
<td>Peer-reviewed epidemiological research article</td>
</tr>
<tr>
<td><strong>Identifies potential bias or other problems within the article</strong></td>
<td>Does not find problems or bias.</td>
<td>Potential problems or bias discussed but no mention is made as to how it can be corrected in future research.</td>
<td>Potential bias discussed and mention is made as to how it can be corrected in future research.</td>
</tr>
<tr>
<td>Organization</td>
<td>No clear organization or organizational plan inconsistent.</td>
<td>Well organized with organizational plan obvious throughout.</td>
<td>Organization pattern demonstrates understanding of literature information on the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.</td>
</tr>
<tr>
<td><strong>Connection to Defined problem area</strong></td>
<td>Mismatch between problem area defined and the final product</td>
<td>Apparent match between problem area defined and the final product, but perhaps not clearly articulated.</td>
<td>Shows thorough understanding of the relationship of the problem area selected and is defined in the final product.</td>
</tr>
<tr>
<td>Synthesis/Summary</td>
<td>Lacks summary or any synthesis of the information, and/or misinterprets the information and makes statements unsupported by the literature.</td>
<td>Summarizes the overall picture obtained from the literature synthesizes the knowledge gained.</td>
<td>Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.</td>
</tr>
<tr>
<td>Style</td>
<td>Contains spelling or grammatical errors, does not follow APA style, lacks or uses quotations and/or citations inappropriately or inappropriately, lack of transitions.</td>
<td>Contains no spelling or grammatical errors, follows APA style, uses quotations and citations appropriately, transitions included.</td>
<td>Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows APA style, uses quotations and citations to enhance written narrative, smooth transitions.</td>
</tr>
</tbody>
</table>

Total Available Points: 30 (100%)
5% of overall grade
Reflection Rubric for Weekly Discussion Assignments

Adapted from document developed by Bresciani, M., North Carolina State University

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standard - 5</th>
<th>At Standard - 3</th>
<th>Below Standard - 2</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Demonstrates a clear recognition of the vocabulary, concepts, and themes presented in the readings and class discussion by utilizing each throughout the Discussion entry.</td>
<td>Demonstrates recognition of some of the vocabulary, concepts, and themes presented in the readings and class discussion through incorporating certain of these in Discussion entry.</td>
<td>Demonstrates inadequate recognition of the vocabulary, concepts, and themes presented in the readings and class discussion by incorrectly using or omitting the previously mentioned subjects.</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Discussion entry illustrates a thorough description of material presented in the reflection question, readings, and the class discussion by providing appropriate explanations of material and descriptions or examples from past experiences.</td>
<td>Discussion entry illustrates an understanding of material presented in the reflection question, the readings, and the class discuss by providing one of the following: explanations of material, descriptions of material, or examples from past experiences.</td>
<td>Discussion entry illustrates a clear misunderstanding of material presented in the reading, class discussion, and/or reflection question by including incorrect explanations or examples.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Discussion entry displays student’s proficiency in articulating the use of material included in both the reading and class discussion through incorporation of practical evaluation and programming ideas.</td>
<td>Discussion entry displays student’s ability to articulate the use of the material included in either the reading or class discussion through incorporation of practical evaluation and programming ideas.</td>
<td>Discussion entry doesn’t indicate student’s ability to adequately apply material provided in readings and class discussion to practical or functional evaluation and programming ideas.</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Discussion entry exemplifies the student’s mastery of material through clearly articulated evidence of comparison and differentiation of similar and dissimilar situations applicable.</td>
<td>Discussion entry exhibits the student’s ability to differentiate between material equivalent to information provided in the reading and class discussions and material which displays minimal connection to the readings and discussion.</td>
<td>Discussion entry does not adequately illustrate the student’s ability to make a distinction between key concepts expressed in the readings and class discussions.</td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Discussion entry illustrates student’s proficiency to modify and translate the concepts presented in class discussion and readings into practical, functional alternatives and situations by integrating hypothetical ideas, past experiences, and course-presented information</td>
<td>Discussion entry illustrates student’s ability to modify or translate the concepts presented in class discussion and readings into possible situations by integrating hypothetical ideas of past experiences with course presented information.</td>
<td>Discussion entry doesn’t illustrate the student’s ability to modify or translate the concepts presented in class discussion and readings into possible situations by integrating hypothetical ideas or past experiences with course-presented information.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Discussion entry shows evidence of well thought out appraisal of information presented in course readings and class discussion. Student’s ability to contrast the material with real life situations is exhibited. Well researched and supported critiques are present.</td>
<td>Discussion entry shows evidence of appraisal of information presented in course readings and class discussion. Student’s ability to contrast the material with real life situations is exhibited. Critiques are presented but evidence of outside supportive documentation is less evident than in exemplary category.</td>
<td>Discussion entry contains unsupported or inadequately supported arguments and critiques of material presented in readings and class discussion. Student’s issues are based on opinion more than on substantiated conclusions.</td>
<td></td>
</tr>
</tbody>
</table>

30 points = 100% (Eagle Online participation 15% of total grade)

Total points awarded/points available = % Grade
### Group Presentation Rubric

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Student uses superfluous graphics or no graphics</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student's graphics relate to text and presentation.</td>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Student’s presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Student reads all of report with no eye contact.</td>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
<td></td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

30 Points total available (100%). Total points awarded/total points available = % grade
10% of Total Grade

Linda Percell – 12/18/2011