



# COURSE OUTLINE

**Course Name:** Clinical Foundations

**Department Head/Coordinator:** Department Head: Lisa M Supeene      **Effective Date:** September 2012

<b>School or Centre:</b>	<b>Department:</b>
School of Health Sciences	Dental Hygiene

<b>Course History:</b>	<b>Year of Study:</b>
Replacement Course	2nd Year Post-secondary

<b>Name of Replacing Course (if applicable):</b>	Pre-clinical Dental Hygiene DHAC 2107	<b>Course Number:</b>	DHAC 2424
		<b>Number of Credits:</b>	6.0

## Course Pre-requisites (if applicable):

Term 3 Courses in Dental Hygiene Access Program

## Course Co-requisites (if applicable):

Term 4 Courses in Dental Hygiene Access Program

## PLAR (Prior Learning Assessment & Recognition)

No     Yes (details below):

## Course Description:

This course is designed to provide learners with foundational knowledge and psychomotor skills essential to begin clinical dental hygiene practice. Emphasis is placed on safety, infection prevention and control, clinical assessments, instrumentation and selfevaluation skills important to future clinical and community practice.

### **Instructional Strategies:**

Instructional strategies such as asynchronous, synchronous discussions, clinical experience and laboratory work are utilized to support learning.

### **Course Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Apply basic principles of clinical instrumentation skills associated with clinical dental hygiene therapy.
2. Perform clinical assessments important to dental hygiene services.
3. Accurately annotate and manage records.
4. Collaborate using professional oral and written communication skills.
5. Apply accepted standard for safety, infection prevention and control in clinical and laboratory environments.
6. Perform self-assessment of own performance.

### **Program Learning Outcomes:**

A graduate has met the goals of the VCC Dental Hygiene Diploma program based on the Entry-to-Practice Standards and Competencies for Canadian Dental Hygienists (1) by reliably demonstrating knowledge, skills, and attitudes in the following domains:

1. Professional: Use elements of the arts and science of dental hygiene in the service of the public such as the application of codes of ethics and professional conduct, the development of safe practice environments, and the responsibility/accountability for decisions and actions appropriate for a self-regulating profession.

2. Communicator/Collaborator: Use effective verbal, non-verbal, visual, written, and electronic communication methods in the exchange of ideas, opinions and information relevant to dental hygiene practice. As well as influence and work with others to improve the health and well-being of the public.

3. Critical Thinker: Invoke systematic inquiry, reasoning, problem-solving and decision-making strategies in the provision of all dental hygiene services.

4. Advocate: Speak, write, or act in support of causes, policies, individuals, or groups that aid to reduce inequities in health status or improve access to health services.

Coordinator: Support client needs and outcomes through the coordination and management of services, actions and resources.

5. Clinical Therapist: Provide primary, interceptive, therapeutic, preventive, and supportive care procedures that enable individuals and groups to achieve optimal oral health that contributes to overall health.

6. Oral health educator: Apply teaching and learning principles to facilitate the development and expansion of skills, attitudes, knowledge and behaviour which support oral health and general health.

7. Health promoter: Use health promotion principles and strategies to enable individuals and groups to increase their control over and to improve their health.

1 Canadian Dental Hygienists Association (CDHA). Entry-To-Practice Competencies and Standards for Canadian Dental Hygienists. Ottawa, ON: CDHA, 2010. Available from: [www.cdho.org/otherdocuments/EntrytoPractice.pdf](http://www.cdho.org/otherdocuments/EntrytoPractice.pdf)

## Evaluation/Grading System

Grading System	Specify if 'Other':	Specify Passing Grade:
Letter Grades		C

## Components and Weighting of the Assessment/Evaluation Plan:

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Participation	10	Participation in online activities and discussions
Project	10	Argumentative paper question development
Project	10	Critical annotated bibliography
Project	10	Peer feedback on argumentative paper
Project	35	Argumentative paper includes self and peer evaluation
Other	25	Pharmacology written examination
<b>Total</b>		<b>100</b>

## Learning Environment/Type

Instruction Type	Hours Per Instruction Type	Comments
I - Internet/eLearning (Fully Online)	180	
-		
-		
<b>Enter Total Hours</b>	<b>180</b>	

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

**Course Topics and Sequence Covered:**

1. Inquiry process
2. Critiquing literature
3. Concepts of evidence-based practice
4. Drug action and handling
5. Pharmacokinetics
6. Pharmacodynamics

## **VCC Education and Education Support Policies**

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

**<http://www.vcc.ca/about-vcc/policies/index.cfm>**

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

### **FOR COMMITTEE USE ONLY**

Date Approved by Education Council:		Date Approved by VCC Board (if applicable):	
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