

# THE UNIVERSITY *of* NEW ENGLAND Dental Hygiene

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POLICY & PROCEDURE

# PPM

# MANUAL

# 2024-2025



UNIVERSITY OF NEW ENGLAND  
WESTBROOK COLLEGE  
OF HEALTH PROFESSIONS  
Department of Dental Hygiene

# **Dental Hygiene Program Policy and Procedures Manual**

**2024-2025**

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DENTAL HYGIENE  
PROGRAM POLICIES AND PROCEDURES MANUAL

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# DENTAL HYGIENE PROGRAM POLICIES

## 1.1 Dental Hygiene Mission, Vision and Core Values

### Mission

The Dental Hygiene Program endeavors for excellence by preparing oral health professionals intellectually and practically for a broad and robust career in dental hygiene.

### Vision

In the context of the University of New England's Vision, the dental hygiene program aspires to be a national leader in dental hygiene education by offering opportunities that are student centered and interprofessional and endeavors to be authentic and professional in all relationships. The program will give our students a broad and diverse experience.

### Core Values

The Dental Hygiene Program has identified a set of core values that set the tenor of what the program does and guides our daily interactions:

- Student Centeredness

The dental hygiene program puts students learning, aspirations, needs and success at the center of what we do to exemplify academic excellence.

- Critical Thinking

Critical thinking is fundamental to problem solving, implementing the dental hygiene process of care, and ethical decision making. Therefore, critical thinking is focal to learning the profession of dental hygiene and applying evidenced-based care to all people.

- Experiential Learning

Learning by doing in a real-world environment is exciting and engaging for the student. The Dental Hygiene Program is committed to providing the most dynamic learning possible by being part of inter and interprofessional health care teams.

- Interprofessional Education

The dental hygiene program supports and participates in IPE. We believe IPE serves to give students and faculty experiences in collaboration, teamwork and inclusion.

- Lifelong Learning

Learning throughout life is paramount for keeping pace with the ever-changing world of technology, health care and one's understanding of the world we live in for civic, personal, social or employment aims.

- Professional and Ethical Behavior

Using guides and codes to mentor students and demonstrate professional behaviors, faculty are authentic, kind, respectful and honest in all interactions. We believe teaching and learning by example builds integrity within the Program.

The core values listed above guide the work of faculty and supportive professional staff in our

interaction with students and give our decision-making meaning.

## 1.2 Dental Hygiene Competency Domains, Learning Outcomes and Program Goals

### Competency Domains

The Dental Hygiene Program adopts the ADEA Competency Domains for Oral Health Professionals. The purpose of competency domains is to provide general descriptions of the types of competencies oral health care professionals should have to provide quality care to the populations they serve. The domains are integrated throughout the curriculum and are evident in the program learning outcomes (PLOs).

### DOMAINS

**Communication:** Demonstrates effective and professional verbal, non-verbal, written, and electronic communication skills in interactions with patients, colleagues, supervisors, and interdisciplinary health care providers. PLO # 5.

**Culture and Diversity:** Respectfully engages and interacts with individuals and groups, regardless of geographic location, ethnic, social, economic, linguistic, or cultural background to impact health and health seeking behaviors. PLO # 3.

**Evidence Based Patient Care:** Utilizes critical thinking, evidence-based decision making, and appropriate technology following an established process of care, including appropriate referral, to meet the needs of the patient within a defined scope of practice. PLO #1 and #2.

**Health Policy and Advocacy:** Demonstrates knowledge of health care policy and financing systems for optimal promotion of health; demonstrates ability to serve as a patient advocate, assisting patients with navigating the oral health care system, and accessing resources on the patient's behalf. PLO # 1 and # 4.

**Health Promotion and Disease Prevention:** Demonstrates knowledge of wellness, health determinants, and characteristics of various population groups in the development of programs for individuals and/or communities; promotes preventive health policies through the legislative process. PLO # 1

**Professionalism and Ethics:** Demonstrates a commitment to the highest standards of competence, ethics, integrity, responsibility, and accountability in all professional endeavors; demonstrates self-assessment skills and a commitment to lifelong learning for continued professional growth and development. PLO # 3

**Systems Thinking and Financial Management:** Assists or coordinates oral health care strategies within health care systems to enhance the delivery of preventive, therapeutic, educational, and social interventions promoting behavioral change; demonstrates an understanding of reimbursement processes and technology to enhance and maintain an efficient and financially sustainable program(s). PLO # 1 and # 5

ADEA. (2011) ADEA Competency Domains for Oral Health Professionals. ADEA Washington Update. 9(1), 7.

### Learning Outcomes and Program Goals

Program goals are broad statements about what the program wants its program to do.

The dental hygiene program strives to:

- 1. Be a leader in dental hygiene education.**
  - To better serve teaching dental hygiene students using current and effective methodologies.
- 2. Offer opportunities to students that are student centered, interprofessional, leadership forward, and diversely experiential in clinical and community settings.**
  - To better provide real-life experiential learning opportunities for students.
- 3. Faculty will participate in leadership and scholarship with the vision of national engagement as an overarching goal.**
  - To better prepare faculty for student mentorship.

The Dental Hygiene Program faculty will immerse students in educational experiences that prepares the student to achieve the following learning outcomes:

- 1. Provide the public with compassionate and competent dental hygiene care founded on evidenced-based scientific knowledge as an essential component of comprehensive interprofessional health care and community-based health care.**
  - Measurement of PLO # 1 is by student success demonstrated by the direct measure of TalEval grades benchmarked with minimum scores of 74%.
- 2. Demonstrate effective decision-making skills through the use of the critical thinking process.**
  - Measurement of PLO # 2 is by demonstrating competency in clinical decision making and problem solving by using the dental hygiene process of care. AAC&U rubrics are used to gauge success in didactic assignments as a direct measure.
- 3. Explore the complexities of ethical decision-making as it relates to professional expectations and social responsibility for diversity and inclusion and equity.**
  - Students take an IHS 310 Ethics for Health Professionals course. Measurement of success in PLO # 3 is by passing the course and by the student's ability to treat all people in clinics with inclusion and equity as an indirect measure. Students pass a state jurisprudence test to be licensed as a direct measure.
- 4. Commit to service, advocacy, leadership, scholarship, and life-long learning to serve the public and respond to an ever-changing healthcare environment and growing profession.**
  - DEN 422 Leadership course encompasses leadership, scholarship by searching for evidenced-based literature for poster session topics presented to dental professionals for continuing education. Measuring PLO # 4 is by successful completion of the poster session as a direct measure.

**5. Utilize oral healthcare technology (Health Informatics) to enhance patient care and communication abilities in the professional and practical arenas.**

- Students are expected to be competent in professional communication for clinical care. The professional communication and competent use of the Electronic Medical record is measured in the web-based grading platform TalEval with at least minimum scores of 74% or better.

**6. Successfully gain access to dental hygiene licensure in the state of choice by successfully completing the national and regional board examinations.**

- PLO # 6 is measured directly by the pass rates on the National Board Dental Hygiene Exam, and the Commission on Dental Competencies Assessments ADEX examinations, along with verification pages processed by the registrar's office for application for licensure in the graduate's state of choice.

**The Dental Hygiene Program Goals**

The dental hygiene program strives to:

1. Be a leader in dental hygiene education.
2. Offer opportunities to students that are student centered, interprofessional, leadership forward, and diversely experiential in clinical and community settings.

Faculty will participate in leadership and scholarship with the vision of national engagement as an overarching goal.

## 1.3 Technical Standards

### Introduction

University of New England Dental Hygiene Program is committed to the principle of inclusivity and diversity. Consistent with that commitment, admissions to the Dental Hygiene Program is open to all qualified individuals and complies with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1993). These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the dental hygiene program curriculum, including the clinical component.

Technical standards are the nonacademic functional abilities that are essential for the delivery of effective and safe dental hygiene care. The technical standards listed below identify the skills and behaviors necessary to successfully complete the dental hygiene curriculum and adequately prepare our students for the practice of dental hygiene.

Technical standards review is conducted annually for students.

The Dental Hygiene Program's technical standards are as follows, which a student must meet with or without reasonable accommodations:

### Motor Skills / Manual Dexterity

Students must have full manual dexterity including adequate functioning of arms, wrists, hands, and fingers. Appropriate psychomotor skills, manual dexterity, and motor movement skills are necessary to render clinical dental hygiene treatment while possessing the physical strength to move oneself into a position that will enable the student to provide appropriate dental hygiene care.

The student must be able to:

- Use personal protective devices (tolerate face mask/shield, safety eyewear, surgical gloves, and laboratory coat).
- Function in an environment where latex is present.
- Carry out OSHA infection control procedures using cleaners and chemicals.
- Perform dental hygiene procedures (scaling, polishing, x-rays) and manipulate dental materials.
- Access a patient from a seated or standing position.
- Operate switches, knobs, levers in operation of the dental chair and accessory equipment in all clinics and laboratory settings.
- Exhibit sufficient motor function to elicit information from a patient by palpation, auscultation, percussion, and other diagnostic modalities.
- Perceive and interpret tactile vibrations appropriately.
- Manipulate small objects and materials, paying close attention to fine detail.
- Perform basic life support including CPR.
- Transfer and position patients with disabilities.



## **Sensory Skills / Observation Skills**

A functional use of all senses is required. Visual acuity and intellectual ability are necessary to acquire information from documents such as charts, radiographs, small print, handwritten notations, and computer images. Appropriate depth perception with vision from a distance of 18" with or without corrective lenses is essential.

A student must be able to:

- Observe demonstrations at a distance and close at hand.
- Perform procedures in the classroom, clinic area and laboratory setting.
- See fine detail, focus at several distances, discern variations in color, shape and texture in order to differentiate abnormal from normal.
- Discern tactile sensations to perceive and interpret information associated with clinic procedures visually assess, bimanually palpate hard and soft anatomic structures.
- Develop reasonable skills of percussion and auscultation.

## **Intellectual Skills / Conceptual and Cognitive Skills**

Consistent, accurate and quick integration of information is required especially in an emergency situation.

The student must:

- Possess the ability to learn, interpret, integrate, analyze and synthesize data.
- Possess the intellectual abilities required to carry out reasoning, analysis, problem – solving, critical thinking, self-evaluation and lifelong learning.
- Be able to comprehend three dimensional and spatial relationships.

## **Communication Skills**

A student must:

- Communicate effectively with patients, colleagues, faculty and guests in verbal, nonverbal, and written form.
- Possess sufficient command of the English language in order to retrieve information from lectures, textbooks, and exams.
- Be able to obtain an accurate medical/dental history.
- Be able to accurately record findings in patients' records.

## **Technological Skills**

A Student must:

- Be able to maintain Electronic Health Record (EMR/HER)
- Navigate Web-based management electronic systems for patient disease risk management, student grading, and communication.
- Be proficient with word processing software.

## **Behavioral / Social / Mental / Emotional Skills**

High levels of emotional and mental stability are required on a daily basis.

A student must:

- Demonstrate Emotional Intelligence.

- Demonstrate respect and caring for patients, peers, staff, and faculty.
- Interact with peers, patients, staff, and faculty in an emotionally stable, professional, and ethical manner.
- Demonstrate respect for the diversity of cultures among clinical patients, college personnel, and peers.
- Demonstrate a team approach in carrying out responsibilities in all settings.
- Endure physically taxing workloads.
- Function effectively under stress.
- Adapt to changing environments by displaying flexibility.
- Display compassion, integrity, concern for others, respect, strong interpersonal skills.
- Be tactful and congenial.
- Be able to accept criticism and respond by appropriate modification of behavior.
- Be able to interrelate among colleagues, staff, and patients with honesty, integrity, professionalism and nondiscrimination.
- Exercise good judgment.
- Promptly complete responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.
- Respect the confidentiality of patient privacy.

### **Other Skills**

Students must demonstrate the ability to arrive at their clinical assignments on time and meet the programmatic requirements in a timely, professional and competent manner.

Students will be required to sign a document to attest that with proper training there would be no reason why the student would not be capable of performing the technical standards expected of a student in the UNE Dental Hygiene Program as outlined above, with or without reasonable accommodations.

### **Accreditation**

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in six New England states. The Commission on Dental Accreditation accredits the Dental Hygiene Program.

### **Professionalism**

Professionalism is inherent to the practice of dental hygiene. The public has an expectation of what the dental hygienist's behavior should be, and therefore it is reasonable that the dental hygienist would behave in such a manner and conform to technical and ethical standards of the dental hygiene profession. Professionalism, is defined as exhibiting a courteous, conscientious, and businesslike manner to all patients, peers, and faculty. Other characteristics of the professional dental hygienist are being clean, neat, health and prevention orientated, detail conscious, and motivated by service. It is important to realize that professionalism is a mandatory skill that is continually evaluated during your time here as a student (see section 3.28 of the Dental Hygiene Program Policy & Procedures Manual).

## **1.4 Competencies**

### **PROFESSIONALISM AND ETHICS**

1. Apply a professional code of ethics in all endeavors.
2. Adhere to state and federal laws, recommendations, and regulations in the provision of dental hygiene care.
3. Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.
4. Assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care.
5. Continuously perform self-assessment for life-long learning and professional growth.
6. Advance the profession through service activities and affiliations with professional organizations.
7. Provide quality assurance mechanisms for health services.
8. Communicate effectively with individuals and groups from diverse populations both in writing and verbally.
9. Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation, and evaluation of dental hygiene services.
10. Provide care to all patients using an individualized approach that is humane, empathetic, and caring, inclusive, and respectfully engage and interact with people of all cultures and diversity.
11. Pursue continuing education courses and/or higher education that demonstrate a commitment to lifelong learning.

### **COMMUNITY INVOLVEMENT**

1. Provide community oral health services in a variety of settings.
2. Provide screening, referral and education services that facilitate public access to the health care system.
3. Respond to patient or community requests for information about contemporary dental problems.
4. Promote the dental hygiene profession by actively participating in the membership, leadership and / or service in professional organizations and oral health advocacy.
5. Assess and evaluate community based oral disease prevention strategies that aim to improve the oral health of the public.

### **HEALTH PROMOTION AND DISEASE PREVENTION**

1. Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene.
2. Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies.
3. Provide educational methods using appropriate communication skills and educational strategies to promote optimal health.
4. Promote preventive health behaviors by personally striving to maintain oral and general health.

5. Identify individual and population risk factors and develop strategies that promote health related quality of life

## **PATIENT CARE**

### **1. Assessment**

- a. perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's needs
- b. Recognize predisposing and etiologic risk factors that require intervention to prevent disease
- c. Obtain, review and update a complete medical and dental history
- d. Recognize health conditions and medications that impact overall patient care
- e. Identify patients at risk for a medical emergency and manage the patient in a manner that prevents an emergency

### **2. Diagnosis**

- a. Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis
- b. Identify patient needs and significant findings that impact the delivery of dental hygiene services
- c. Obtain the proper consultations as indicated

### **3. Planning**

- a. Establish a planned sequence of care based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities
- b. Prioritize the care plan based on the health status and actual and potential problems of the individual to facilitate optimal health
- c. Establish a collaborative relationship with the patient in the planned care to include the etiology, prognosis, and treatment alternatives
- d. Make referrals to other health care professionals
- e. Obtain the patient's informed consent

### **4. Implementation**

- a. Utilize accepted infection control procedures
- b. Obtain diagnostic quality radiographs
- c. Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues
- d. select and administer appropriate chemotherapeutic agents and provide pre and post treatment instructions
- e. provide adjunct dental hygiene services that are legally permitted
- f. Provide oral health education to assist patients in assuming responsibility for their own oral health
- g. Apply comprehensive evidence-based dental hygiene care.

### **5. Evaluation**

- a. Evaluate the effectiveness of the patient's self-care and the dental hygiene treatment in attaining or maintaining oral health
- b. Determine the clinical outcomes of dental hygiene interventions
- c. Develop a maintenance program that meets the patient's needs
- d. Provide referrals for subsequent treatment based on the evaluation findings
- e. Determine patients deposit class and perio class and state based on their oral health
- f. Develop a dental hygiene diagnosis based on the evaluation findings

\* Patient care and community-centered competencies also appear in sections 3.7 and 3.8.

\* Boyd, L.D.; Mallonee, L.F. (2023) *Wilkins' clinical practice of the dental hygienist 14<sup>th</sup> edition* Jones and Bartlett Learning

\*(2017). ADEA Competencies for Entry into the Allied Dental Professions: (As approved by the 2011 ADEA House of Delegates). *Journal of dental education*, 81 7, 853-860.

## 1.5 UNE Dental Hygiene Program Standards of Clinical Practice

The Standards for Clinical Dental Hygiene Practice are a resource for dental hygiene practitioners seeking to provide patient-centered and evidence-based care.

### Standard 1: Assessment

The collection and analysis of systematic and oral health data in order to identify client needs.

**HEALTH HISTORY:** Data on health status are comprehensive and include information on the patients' general health, oral health, and behavioral patterns.

- Demographic Information
- Vital Signs
- Physical Characteristics
- Social history
- Medical history
- Pharmacologic history

**CLINICAL ASSESSMENT:** Planning and providing optimal care require a thorough and systematic overall observation and clinical assessment.

- Examination of the head and neck and oral cavity, including oral cancer screening.
- Complete, and diagnostic set of radiographs.
- A comprehensive periodontal examination
- A comprehensive hard-tissue, and soft tissue evaluation.

**RISK ASSESSMENT:** Qualitative and quantitative evaluation based on health history and clinical assessment to identify any risks to general and oral health. Factors that should be evaluated to determine level of risk (high, moderate, low) include but are not limited to:

- Fluoride exposure, tobacco exposure
- Nutrition history
- Systemic disease/conditions
- Prescriptions/over the counter drugs
- Salivary function
- Age, gender, genetics and family history
- Habit and lifestyle behaviors
- Physical disability
- Psychological, cognitive, and social considerations

### Standard 2: Dental Hygiene Diagnosis

The identification of an individual's health behaviors, attitudes, and oral health care needs for which a dental hygienist is educationally qualified and licensed to provide. The dental hygiene diagnosis provides the basis for the dental hygiene care plan.

- a. Analyze and interpret all assessment data.
- b. Formulate the dental hygiene diagnosis or diagnoses.
- c. Communicate the dental hygiene diagnosis with patients or clients.

- d. Determine patient needs that can be improved through the delivery of dental hygiene care.
- e. Identify referrals needed within dentistry and other health care disciplines based on dental hygiene diagnoses.



### **Standard 3: Planning**

Planning is the establishment of realistic goals and the selection of dental hygiene interventions that can move the client closer to optimal oral health. The dental hygiene treatment plan is derived from the dental hygiene diagnosis and includes goals, priorities, dental hygiene procedures and patient action.

- a. Identify all needed dental hygiene interventions.
- b. In collaboration with the patient and/or caregiver prioritize and sequence the interventions.
- c. Identify and coordinate resources needed to facilitate comprehensive quality care.
- d. Collaborate and work effectively with the dentist and other health care providers and community based oral health care programs to provide high- level, patient centered care.
- e. Present and document dental hygiene care plan to the patient/caregiver.
- f. Counsel and educate the patient/caregiver about the treatment rationale, risks, benefits, anticipated outcomes, evidence-based treatment alternatives, and prognosis.
- g. Obtain and document informed consent and /or informed refusal.

### **Standard 4: Implementation**

The act of carrying out the dental hygiene care. Care should be delivered in a manner that minimizes risk; optimizes oral health; and recognizes issues related to patient comfort including pain, fear, and or anxiety.

- a. Review and confirm the dental hygiene care plan with the patient/caregiver.
- b. Modify the plan as necessary and obtain additional consent.
- c. Implement the plan beginning with the mutually agreed upon first prioritized intervention.
- d. Monitor patient comfort.
- e. Provide any necessary post-treatment instruction.
- f. Implement the appropriate self-care intervention; adapt as necessary throughout future interventions.
- g. Confirm the plan for continuing care or maintenance.
- h. Maintain patient privacy and confidentiality.
- i. Follow up as necessary with the patient (post treatment instruction, pain management, self-care)

### **Standard 5: Evaluation**

Evaluation is the measurement of the extent to which the client has achieved the goals specified in the dental hygiene care plan. The dental hygienist uses evidence-based decisions to continue, discontinue, or modify the care plan based on the ongoing reassessments and subsequent diagnoses. Evaluation occurs throughout the process as well as at the completion of care.

- a. Use measurable assessment criteria to evaluate outcomes.
- b. Communicate to patient, dentist, and other health care providers the outcomes of dental hygiene care.

- c. Evaluate patient satisfaction of the care provided through oral and written questionnaires.
- d. Collaborate to determine the need for additional diagnostics.
- e. Self-assess the effectiveness of the process of providing care, identifying strengths and areas for improvement.

### **Standard 6: Documentation**

The primary goals of good documentation are to maintain continuity of care, provide a means of communication and to minimize the risk of exposure to malpractice claims.

- a. Document all components of the dental hygiene process of care (assessment, dental hygiene diagnosis, planning, implementation and evaluation) including purpose of the patient's visit in the patient's own words.
- b. Objectively record all information and interactions between the patient and the practice. (phone calls emergencies, failure to return for treatment, follow through)
- c. Record legible, concise and accurate information. (dates and signatures)
- d. Recognize ethical and legal responsibilities of recordkeeping including guidelines outlined in state regulations and statutes.
- e. Ensure compliance with HIPPA.
- f. Respect and protect the confidentiality of patient information.

Resource: Adapted from the American Dental Hygienist Association Standards of Applied Dental Hygiene Practice Retrieved June 2022

<https://www.adha.org/wp-content/uploads/2022/11/2016-Revised-Standards-for-Clinical-Dental-Hygiene-Practice.pdf>

## **1.6 Educational Review, Program Review, and Accreditation**

The University of New England is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in six New England states. In 2018, the New England Association of Schools and Colleges (NEASC) completed a corporate restructuring to align with the US Department of Education's requirement that the higher education commission (CIHE) operate as a "separate and independent" entity. CIHE now operates as the New England Commission of Higher Education, Inc. ([NECHE](#)) and they continue to operate as NEASC. Complying with this legal requirement ensures that NECHE will remain the gatekeeper for access to federal financial aid by students of New England's colleges and universities.

The American Dental Association Commission on Dental Accreditation CODA accredits the Dental Hygiene Program. Assuring that the Dental Hygiene program meets official standards and acceptable levels of quality.

## **1.7 Licensure**

The licensing process for dental hygienists includes the successful passing of the written Dental Hygiene National Board Examination as well as the successful passing of all required regional or state licensing examinations. Fees for licensure are determined by individual states.

## **UNE Licensure Statement**

UNE's Dental Hygiene Program is aligned with state licensure requirements in Maine. If you are considering obtaining state licensure outside of Maine, we encourage you to research the state licensing requirements for the state in which you intend to practice as these requirements vary from state to state. To learn more about each state's licensure requirements please visit our [Licensure Notification page](#) and select your licensure program. We also encourage you to discuss any questions you may have about this matter with your program's department chair/program director.

## **1.8 Baccalaureate Degree in Dental Hygiene**

The University of New England offers students the opportunity to pursue a bachelor of science that fully prepares students to take the licensure examinations to become registered dental hygienists. The degree conferred is a Bachelor of Science with a Major in Dental Hygiene.

### **Bachelor of Science Degree Completion**

The Bachelor of Science completion program includes advanced education in dental hygiene skills and prepares students for a broader range of careers in dental hygiene, community health, administration or research.

## **1.9 Student Expenses**

All students enrolled in the Dental Hygiene Program are required to purchase/rent books, testing packages and other necessary items, such as instruments, as deemed appropriate by dental hygiene faculty. The largest expense for students will occur at the beginning of the fall semester of the junior year. It is at this point students will begin their clinical experiences and will need to purchase the necessary instruments. The cost incurred will be approximately \$6,000.

The faculty requires the bookstore to purchase specific, high quality instruments; and the faculty has determined that the items in the bookstore are necessary for skill development as a dental hygiene student.

Additionally, the program has been able to negotiate warranty extensions and generous instrument return policies that are not available to students who purchase outside of this system. Students must have safe quality instruments for learning. Students without instruments will be prohibited from participating in clinical sessions.

HESI Evolve online testing \$350.00.

Loupes \$1850.00

An organized Board Review is recommended and varies in cost, however, plan for a range of \$500-\$1,000 for online or in person registration, travel and lodging.

Students planning to take board exams in the fourth year should also plan on testing fees of approximately \$1,500-\$2,000.

## **1.10 Student Members of the American Dental Hygiene Association**

Students enrolled in clinical dental hygiene courses may become members of the Student Members of the American Dental Hygiene Association (SMADHA). This Association provides the student with the opportunity to be involved in both campuses as well as district activities. Monthly

meeting times are posted in advance in the Grace Coleman Dental Hygiene Building and distributed by email.

## **1.11 American Dental Hygienists' Association Code of Ethics for Dental Hygienists**

### 1. Preamble

As dental hygienists, we are a community of professionals devoted to the prevention of disease and the promotion and improvement of the public's health. We are preventive oral health professionals who provide educational, clinical, and therapeutic services to the public. We strive to live meaningful, productive, satisfying lives that simultaneously serve our profession, our society, the world, and us. Our actions, behaviors, and attitudes are consistent with our commitment to public service. We endorse and incorporate the Code into our daily lives.

### 2. Purpose

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 informed ethical decisions.
- To establish a standard for professional judgement and conduct.
- To provide a statement of the ethical behavior the public can expect from us.

### 3. Basic Beliefs

The following beliefs guide the practice of dental hygiene and provide context for ADHA Code of Ethics:

- The services we provide contribute to the health and well-being of society.
- Our education and licensure qualify us to serve the public by preventing and treating oral disease and helping individuals achieve and maintain optimal health.
- Individuals have intrinsic worth, are responsible for their own health, and are entitled to make choices regarding their health.
- Dental hygiene care is an essential component of overall healthcare and we function interdependently with other healthcare providers.
- All people should have access to healthcare, including oral healthcare.
- We are individually responsible for our actions and the quality of care we provide.

### 4. Fundamental Principles

#### UNIVERSALITY-

The principle of universality assumes that, if one individual judge an action to be right or wrong in a given situation, other people considering the same action in the same situation would make the same judgment.

#### COMPLEMENTARITY-

The principle of complementarity assumes the existence of an obligation to justice and basic human rights. It requires us to act toward others in the same way they would act toward us if roles were reversed. In all relationships, it means considering the values and perspectives of others before making decisions or taking actions affecting them.

#### ETHICS-

Ethics are the general standards of right and wrong that guide behavior within society. As generally accepted actions, they can be judged by determining the extent to which they promote good and minimize harm. Ethics compel us to engage in health promotion/disease prevention activities.

#### COMMUNITY-

This principle expresses our concern for the bond between individuals, the community individuals, the community, and society in general. It leads us to preserve natural resources and inspires us to show concern for the global environment.

#### RESPONSIBILITY-

Responsibility is central to our ethics. We recognize that there are guidelines for making ethical choices and accept responsibility for knowing and applying them. We accept the consequences of our actions or the failure to act and are willing to make ethical choices and publicly affirm them.

### 5. Core Values

#### INDIVIDUAL AUTONOMY AND RESPECT FOR HUMAN BEINGS-

People have the right to be treated with respect. They have the right to informed consent prior to treatment, and they have the right to full disclosure of all relevant information so that they can make informed choices about their care.

#### CONFIDENTIALITY-

We respect the confidentiality of client information and relationships as a demonstration of the value we place on individual autonomy. We acknowledge our obligation to justify any violation of a confidence.

#### SOCIETAL TRUST-

We value client trust and understand that public trust in our profession is based on our actions and behavior.

#### NONMALEFICENCE-

We accept our fundamental obligation to provide services in a manner that protects all clients and

minimizes harm to them and others involved in their treatment.

#### BENEFICENCE-

We have a primary role in promoting the well-being of individuals and the public by engaging in health promotion/disease prevention activities.

#### JUSTICE AND FAIRNESS-

We value justice and support the fair and equitable distribution of healthcare resources. We believe all people should have access to high-quality, affordable oral healthcare.

#### VERACITY-

We accept the obligation to tell the truth and assume that other will do the same. We value self-knowledge and seek truth and honesty in all relationships.

A complete copy of the American Dental Hygienists' Association Code of Ethics will be available in the Clinical Resource Library and in the Abplanalp Library.

[https://www.adha.org/wp-content/uploads/2023/01/ADHA\\_Bylaws\\_Code\\_of\\_Ethics\\_FY22.pdf](https://www.adha.org/wp-content/uploads/2023/01/ADHA_Bylaws_Code_of_Ethics_FY22.pdf)

Adopted June 2022. American Dental Hygienists' Association.

## **1.12 Professionalism Code of Conduct, Professional Conduct Contract and Student Conduct Board**

Professionalism is inherent to the practice of dental hygiene. The public has an expectation of what the dental hygienists' behavior should be, and therefore it is reasonable that the dental hygienist would behave in such a manner and conform to technical and ethical standards of the dental hygiene profession. Professionalism, generally, is defined as exhibiting a courteous, conscientious, and businesslike manner to all patients, peers and faculty. Other characteristics of the professional dental hygienist are being clean, neat, health and prevention orientated, detail conscious, and motivated by service. It is important to realize that professionalism is a mandatory skill that is continually evaluated during your time here as a student (see section 3.29 XIV-Ethics and Professionalism).

## **1.14 Code of Conduct Contract, Social Media, and Email Etiquette**

### **Social Media**

Social media has the potential to harm our patients, ourselves, and our places of work. It is important to understand the HIPAA law and its ramifications. Shared photographs and our words in text messages, tweets etc. have the potential to harm others. Please use discretion and professionalism in all your actions because the public, which we serve, holds our behaviors to a higher standard.

The following are guidelines for UNE Dental Hygiene students/faculty and staff who participate in social media. Social media includes personal blogs and other websites, including Facebook, LinkedIn, MySpace, X (formerly Twitter), Instagram, YouTube, Only Fans, Threads or others. These guidelines apply whether students are posting to their own sites or commenting on other sites, as well as communicating by email. Other consequences include loss of employment and reputation of dental hygienist.

### **Social Media Guidelines**

1. Follow all applicable UNE Policies. For example, you must not share confidential or proprietary information about UNE and you must maintain patient/client privacy. Among the policies most pertinent to this discussion are those concerning patient/client confidentiality, (HIPPA), mutual respect, UNE Student Handbook, dental hygiene program policy of **NO** photography and video in the clinic, and use of patient/client information and likenesses.
2. Where your connection to UNE is apparent, make it clear that you are speaking for yourself and not on behalf of UNE. In those circumstances, you should include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of UNE/DH.
3. If you identify your affiliation to UNE/DH, your social media activities should be consistent with UNE/DH and Dental Hygiene's high standards of professional conduct.



4. If you communicate in the public internet about UNE/DH or UNE related matters, you must disclose your connection with UNE and your role at UNE.
5. Be professional, use good judgment and be accurate and honest in your communications; errors, omissions or unprofessional language or behavior reflect poorly on UNE/DH, and may result in liability for you or UNE. **Course or program dismissal may be a consequence of unprofessional behaviors in all venues.**
6. UNE/DH strongly discourages “friending” of patients on social media websites. Students in patient care roles generally should not initiate or accept friend requests except in unusual circumstances such as the situation where an in-person friendship pre-dates the treatment relationship.
7. UNE discourages staff and faculty from initiating “friend” requests with Dental Hygiene students while in the program.
8. Ask UNE/DH leadership for clarification if you have any questions about what is appropriate to include in your social media profile(s).

<http://sharing.mayoclinic.org/guidelines/for-mayo-clinic-employees/>

### **Dental Hygiene Student Conduct Board Protocol**

The Dental Hygiene Program strives to instill respect and professionalism. Furthermore, the Program seeks to have students take professional responsibility for their behaviors.

The Student Conduct Board is a faculty board appointed by the Program Director. The Director will appoint a committee of the whole, which shall consist of all full-time dental hygiene faculty. The purpose of the Board is to review student conduct that may display dishonesty, unprofessional behavior, and or actions that have (or have the potential) to cause foreseeable harm; and make recommendations for referral of the case to the WCHP Dean’s Office and the Office of Student Affairs <https://www.une.edu/studentlife/student-affairs/student-conduct> . This may include referral to the Title IX Coordinator. The Title IX Coordinator for the University of New England is Angela Shambarger, 207-221-4554, [ashambarger@une.edu](mailto:ashambarger@une.edu), Director, the Office of Title IX and Civil Rights Compliance, Human Resources Office, Both campuses, 11 Hills Beach Road, Biddeford, ME 04005 and 716 Stevens Avenue, Portland, Maine, 04103.

The Dental Hygiene Student Conduct Board will follow procedures outlined in the UNE student handbook <https://www.une.edu/studentlife/handbook>, page 34 University Student Conduct Code.

### **Email Etiquette Guidelines**

The Dental Hygiene Program seeks to foster a positive and supportive learning environment for all students so they may attain their educational goals. Active, yet respectful, discourse is encouraged in all courses and in any other forum. Online learning, discussion boards and email can be forms of social interaction and, as such, has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this online environment. A key distinguishing feature of an online course is that communication occurs primarily via the written

word. Because of this, the body language, voice intonation, and instantaneous listener feedback of the traditional classroom are absent. These differences need to be taken into consideration both when posting to a discussion, emailing and when reading the posts of others.

Keep the following points in mind:

- Respect others and their opinions. In online learning, students from various backgrounds come together to learn. It is important to respect their feelings and opinions though they may differ from your own.
- Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points.
- In general, avoid humor and sarcasm. These frequently depend either on facial or tone-of-voice clues absent in text communication.
- Be aware that the thoughts and ideas that you post on the discussion board are public. Make sure you are sensitive to those who may read your comments when talking about your work environment or coworkers.
- Use proper spelling, grammar, capitalization, and punctuation. Do not use ALL CAPITAL LETTERS because this is equivalent to SHOUTING! Acronyms and emoticons can make your message difficult to read.
- Cite all references used. Students are required to use proper citations in all contributed work.
- Refer to and follow the Discussion Board Rubric provided by the instructor in the course syllabus for participation and contribution requirements.
- Be concise and ensure that all of your responses remain on topic.
- Test for clarity. Messages may appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to the reader. One way to test for clarity is to read your message aloud to see if it is comprehensible.

*The section was adapted from UNE's College of Graduate and Professional Studies (CGPS) UNEOnline Handbook: retrieved December 10, 2021.*

## 1.14 Dental Hygiene Program Full-Time Faculty and Professional Staff

The offices of the faculty and staff of the Dental Hygiene Program can be found in Hersey Hall and the Grace Coleman Building on the Portland Campus. Students are encouraged to meet with faculty and staff as needed. Office numbers, telephone/voice mail numbers and e-mail addresses are listed below.

<b>NAME</b>	<b>TITLE</b>	<b>ROOM/PHONE</b>	<b>EMAIL</b>
Lauren Durell, IDPH, MSDH, BSN	Assistant Clinical Professor	Hersey 315 207-221-4319	ldurell@une.edu
Simera Curlew	Infection Control Specialist	Coleman 102 207-221-4280	sleblnc5@une.edu
Melanie Henriquez	Office Manager	Coleman 110 207-221-4277	mhenriquez@une.edu
Laura Krause, DDS	Associate Clinical Professor	Coleman 112 207-221-4470	lkrause@une.edu
Janet Lefebvre	Billing Specialist	Coleman 103 207-221-4249	jlefbvre@une.edu
Joann Moulton, RDH, Ed.D.	Assistant Clinical Professor	Hersey 309 207-221-4313	Jmoulton1@une.edu
Lisa Potter, IDPH, MS	Assistant Clinical Professor	Hersey 215 207-221-4249	jkneeland@une.edu
Garrett Richardson, IDPH,MSDH, EFDA	Assistant Clinical Professor	Hersey 317 207-221-4317	Grichardson1@une.edu
Dianne Smallidge, RDH, Ed.D.	Program Director	Coleman 118 207-221-4315	
Hannah Therriault, RDH, MSDH	Assistant Clinical Professor	Hersey 318 207-221-4318	
Kaitlyn Heath, RDH,MSDH	Assistant Clinical Professor	Hersey 321 207-221-4529	Kheath3@une.edu
Sherry Gladu	Patient Service Representative	Coleman 111 207-221-4900	sgladu@une.edu

## **1.15 Dental Hygiene Faculty Advisors**

Students enrolled in the Dental Hygiene Program are assigned a dental hygiene faculty member to serve as their academic advisor in the junior and senior years. Although academic advisors are available to assist students in fulfilling major and graduation requirements, the ultimate responsibility for these matters' rests with the student. Faculty post their office hours for appointments.

Students are encouraged meet with their advisors at least once per semester. It is the responsibility of the student to initiate the meeting schedule with his/her advisor. Faculty serve as secondary advisors or mentors to Freshman and Sophomore students.

## **1.16 Tutorial / Learning Assistance**

The Student Academic Success Center (SASC) offers a comprehensive tutoring program for the content areas, with emphasis upon the sciences, mathematics, and the health professions curriculum. Every effort will be made to provide appropriate tutorial services. Writing assistance is also available through the Student Academic Success Center. Tutoring services are free of charge to all students matriculated in a program at UNE. Current tutor availability is found on [une.tutortrac.com](http://une.tutortrac.com) where you can search and schedule appointments.

The SASC is located in the Proctor Center, ext. 4247. Room 102

Additional information regarding the Student Academic Success Center can be found in the University of New England Student Handbook and on the UNE web page.

<https://www.une.edu/SASC>

## **1.17 Student Access Center (Formally the Office for Students with Disabilities)**

UNE seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Any student eligible for academic accommodations due to a documented disability is encouraged to speak with the professor in a timely manner, usually within the first two weeks of classes. Registration with UNE Student Access is required before accommodation requests can be granted. Student Access on the Portland campus is located in the lower level of Ginn Hall and may be reached by calling 221-4438. Student Access on the Biddeford campus is located in the lower level of Stella Maris Room 131 and may be reached by calling 602-2159.

### **Students with Disabilities**

The University of New England is committed to creating a learning environment that meets the needs of its diverse student body and will make reasonable accommodations for students with documented disabilities. Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor at the beginning

of the semester. Registration with the Student Access Center is required before accommodation requests can be granted. Visit <https://www.une.edu/student-access-center> for more information. This statement appears in each course syllabi.

## **1.18 Student Attendance/ Respectful Behaviors/ Diversity and Inclusion/Attire**

### **Attendance**

All students are expected to attend all courses for which they have registered. Attendance policies regarding absences are established and announced by the individual instructor for his/her classes. If a student is absent to the extent that his/her work is adversely affected, the instructor will report the student's absence to the department chair/program director with comments on the status of the student in the course. Such report will be documented in the Navigate advising platform.

Whenever a student is specifically reported in writing by an instructor to the department chair/program director as being excessively absent from class, clinic or lab, the instructor, with the approval of the department chair/program director, may drop the student from that course with an appropriate grade. (UNE Student Handbook)

Please refer to the UNE Student Handbook for further information regarding the attendance policy. <https://www.une.edu/sites/default/files/2023-01/Spring%202023%20Student%20Handbook.pdf>

UNE – The Dental Hygiene Program follows all CDC, State of Maine and UNE protocols

<https://www.une.edu/onward>

### **Athletic Competition and Class Attendance**

The Dental Hygiene Program is supportive of UNE dental hygiene students who are athletes. It is incumbent upon athletes to inform their dental hygiene faculty of potential and real commitments around the sports schedule. Having knowledge will help the faculty plan for the students to make up examinations. Student athletes are responsible for obtaining all materials relevant to the course in the normal activity of class interaction. The following UNE Academic Policy will be observed by the Dental Hygiene Program.

"When an athlete misses class for a scheduled varsity intercollegiate competition, it is an excused absence. The student athlete should not suffer any academic penalty because of this absence. This policy does not apply to students on clinical rotations.

When such absences occur, the student athlete is responsible for initiating collaboration with faculty and making arrangements to obtain all information and/or training contained in each missed class.

The athlete must make arrangements to take exams scheduled for a day of absence early or late, at the instructor's preference. All assignments must be handed in on time.

Faculty are not required to remediate student athletes as a result of these absences.”

*Heather Davis, Athletic Director can be contacted if additional information regarding policy*

[https://athletics.une.edu/sports/2017/5/23/student\\_athlete\\_compliance.aspx](https://athletics.une.edu/sports/2017/5/23/student_athlete_compliance.aspx)

## **Respectful Behavior Diversity and Inclusion**

### ***Respect for faculty, staff, students, patients and other health care professionals***

Students, faculty, & professional staff are expected to always demonstrate respectful behavior at all times at the University of New England and other institutions on or affiliated with the University of New England.

Students should respect their peers' right to learn. All interactions should be with courtesy and respect. Disruptive student behavior that interferes with fellow students' ability to concentrate and learn in the classroom, or that impedes an instructor in conducting class or a speaker in making a presentation, are considered violations of the MSNA Code of Professional Conduct. Demonstrations of a respectful learning environment include, but not limited to, the following types of behaviors:

1. Be on time for class; should you arrive late, enter the classroom quietly and do not disrupt anyone while finding a seat.
2. Do not leave the classroom during lecture unless a reasonable circumstance requires this action (e.g., illness); if you must leave, do so as quietly as possible with minimal disruption.
3. Refrain from conversations during the presentation of the class, seminar or other learning session.
4. Do not gather materials to leave the class until the instructor has completed his or her remarks.
5. Refrain from making disrespectful sounds during lecture.
6. Refrain from distracting activities during class.
7. Do not bring pets or other animals into class, seminars or other learning sessions (except for certified companion dogs).
8. Refrain from bringing family members or other guests into class, seminars or other learning sessions unless permission is obtained from the instructor or course director.

Faculty have the authority to identify disruptive students, instruct students to refrain from such behavior and require that students leave the classroom if, in the judgment of the instructor, their behavior is interfering with the learning environment. In addition, sanctions may be brought against any student as outlined in the University of New England Student Handbook.

*\*taken from UNE Nurse Anesthesia Handbook, 8-8-2022*

The student body, faculty, and staff represent a diverse group. Respect for and understanding of individuals from diverse backgrounds is a part of a university education. Prejudices against individuals because of race, ethnic or cultural background, gender, disability or other personal characteristics will not be tolerated by any member of the UNE Dental Hygiene programs. The

Dental Hygiene program follows the UNE policy on discrimination. Discrimination, based on race, ethnicity, religion, age, gender, marital status, handicap, sexual orientation, or national origin will not be tolerated.

Students, faculty and professional staff are expected to display mature judgment and abide by the reasonable decisions communicated by faculty and staff. Profane language or disrespectful behavior by students is unacceptable. Faculty and staff members work to provide a quality educational program for dental hygiene students. Misunderstandings, changes in curricula or mistakes in administrative aspects of the program will occur from time to time.

Appropriate mechanisms exist to communicate student concerns about the operation of the school through dental hygiene faculty members, administrators, student government members and student representatives on school committees.

The dignity and respect for diversity of all patients, health care practitioners and caregivers, must be acknowledged, promoted and upheld.

### **Attire -University of New England Dental Hygiene Program Dress Code**

The Dental Hygiene Program recognizes that appropriate personal appearance creates a favorable impression on the College and the dental hygiene profession in general. The dress code is based on the theory that learning to use socially acceptable manners and selecting attire appropriate to specific occasions and activities are critical factors in the total educational process. Understanding and employing these behaviors improves the quality of one's life, but also contributes to optimum morale, as well as embellishes the overall campus image. Dress codes also play a major role in instilling a sense of integrity and an appreciation for values and ethics.

The continuous demonstration of appropriate manners and dress insures that the dental hygiene students meet the very minimum standards of quality achievement in the social, physical, moral and educational aspects of their lives - essential areas of development necessary for propelling students toward successful careers. As well, faculty, visitors, patients, families, health care sites and accrediting agencies justifiably expect strict standards to be maintained. This dress code applies at all times when the student is on the UNE Campuses and to any situation where patient care activities occur or the occurrence of direct patient or healthcare professional contact can be reasonably assumed. These instances would include but not be limited to all off campus program sponsored experiences. In the absence of a stated policy for an individual course or setting, the following dress code will apply:

#### **1. General Personal Care**

- a. Maintain good personal hygiene, which includes regular bathing, use of deodorants and regular oral hygiene.
- b. Hair should be neat and clean. Hair longer than shoulder length should be secured away from the face if close contact with patients is anticipated. Beards and mustaches must be clean and well groomed.
- c. Perfume or cologne is not recommended, as many people are allergic or sensitive to them.
- d. Cosmetics should be used in moderation.

- e. Fingernails must be unpolished, clean, neatly trimmed, and short in length.
- f. Jewelry in pierced noses, lips, tongues and other exposed body areas, other than ears is not permitted.

## **2. Appropriate Attire**

- a. Clean, business casual styled clothing.

## **3. Inappropriate Attire**

- a. Hats, caps, bandanas, hoods or head scarves (except if considered part of religious or cultural dress).
- b. Sweatpants, sweatshirts, pajamas, spandex, exercise attire or jeans with holes, rips, fading or excessive wear or frayed hems.
- c. Tank, mesh, halter or tube tops, spaghetti straps.
- d. Flip-flops, slippers or bare feet.
- e. Shorts or skorts.
- f. Shirts with inappropriate or vulgar lettering or messages.

The Dental Hygiene Program and its preceptors reserve the right to require students who are in violation of the dress code to remove the inappropriate item(s) or leave the learning or patient care environment. All administrative, faculty and support staff members will be expected to monitor student's behavior applicable to this dress code and report such disregard or violations to Office of the Director.

Provided to you as a professional level dental hygiene student is your clinic name tag to be worn any time you are on the clinic floor. It is your responsibility to keep that tag for identification during labs and patient care. If you lose your name tag you will be responsible for ordering a new one through the Dental Hygiene professional support staff at a cost to you.

Being able to be recognized as a dental hygiene student is your professional responsibility. If a lost tag is not replaced in a timely manner it will be reflected in the appropriate portion of your clinic/lab grade/s for that semester and every other that it continues to be an issue during.

## **4. Dress Code - Oral Health Center**

Dress is a personal form of expression, which conveys how we see ourselves in the world. There are times when a different standard of dress is required for different activities. The form of dress shows respect for the people with whom we interact, their perspective of the world, and the role we play within

it. As professionals, students need to understand and respect that their manner of dress sends a message to

patients and other professionals. At all times, all individuals in the UNE CDM community, including students, faculty and staff, are expected to show good judgment in their attire and grooming.

Generally,

everyday attire should be neat, clean, and conservative, neither too tight, nor overly revealing.



Shoes and

socks/stockings should also be clean and appropriate.

Because the professional appearance and demeanor of all members of the UNE College of Dental Medicine oral health care team contributes to and influences the perception of quality patient care, faculty, students, and staff are required to maintain proper dress, personal hygiene, and a well-groomed

professional appearance at all times by following the UNE CDM dress code (below).

All students, faculty, and staff are required to wear UNE identification badges in a visible location.

During patient care, the ID badge can be secured under the disposable clinic gown for infection control

reasons.

The dress code below serves as a guideline for the minimum standards of dress. When there is a doubt

about a particular aspect of the dress code, individuals are urged to make choices that most closely align

with the College's mission, values, and vision statements. These guidelines are in effect from 7:30 AM

until 5:30 PM, Monday through Friday. Faculty, staff, and students attending or working for weekend

events or programs are expected to follow this code.

If a conflict arises between this policy and the College's Infection Control Policies, Infection Control Policies will prevail.

#### Standard Attire: Campus

Students, faculty, and staff should be appropriately dressed at all times. All clothing should be clean, neat,

and properly laundered. The clothing must not be tattered, torn, or wrinkled.

Appropriate attire does include:

- A visible official school identification badge, worn above the waistline at all times
- Pants/slacks
- A collared shirt
- Shirts with modest necklines. Sheer fabrics must be layered.
- Skirts or dresses long enough to allow for modesty and comfortable movement
- Dress shoes, clogs, or boots.
- Socks, hose, or stockings must cover exposed skin and ankle
- Hats are to be worn outside only

Appropriate attire does not include:

- Caps or any type of hat worn inside
- Jeans, leggings, cargo pants, or shorts
- Sweatshirts, sweatpants, or hoodies
- Midriff tops
- T- shirts
- Tank tops, halter tops, or exposed undergarments

## Personal Hygiene

### Hair

- Hair must be clean and neatly groomed at all times
- Facial hair must be kept neat, clean, and well-trimmed

### Personal Cleanliness

Adequate precautions must be taken to maintain good personal hygiene to prevent body odors.

Such

precautions include regular bathing, use of deodorants, and regular dental hygiene.

- No perfumes, colognes, or scented body lotions as patients may have allergies

### Simulation Clinic and OHC Clinic Attire

Standard attire as described above will be worn in the Oral Health Center. Additional requirements are:

- Shoes must be a solid material and closed-toed, heel, and side to provide protection against accidental puncture or injury.
- Socks, hose, or stockings must cover exposed skin and ankle when seated. This is indicated to meet OSHA guidelines.
- Students will wear clean, ironed white coats when greeting the patient.
- White coats should not be worn out of the Oral Health Center unless for a specific event.
- The option of wearing scrubs is available to all members of the community within the Oral Health Center. When choosing to wear scrubs, the following must be observed:
  - o Scrubs that are clean, neat, wrinkle free, and in good repair.
  - o Scrub top with the CDM seal and pants of matching approved color must be worn as a set (See Scrubs section of this policy for additional detail)
  - o Scrub pants must be permanently hemmed so they do not drag on the floor but long enough to cover all skin
  - o Clean plain crew or v-neck shirt with long or short sleeves may be worn under a scrub top. Shirts must be tucked in under scrubs.
  - o Undergarments must not show through scrubs.

Personal Hygiene as described above will be followed. Additional requirements are:

### Hair

- During simulated or live patient care, hair must be secured so that it is back and out of the field of operation and does not require handling during the treatment procedure
- If an N95 respirator is required, no more than two days of growth of facial hair may be present.

### Fingernails and Hands

- Hands and fingernails are to be immaculately clean, short (nails), and well-maintained
- No nail polish
- Rings that may tear or puncture clinic gloves cannot be worn

### Jewelry (body piercing/body adornment):

The use of jewelry should be in keeping with the professional functions of the CDM. Jewelry that may

interfere with job functions, patient care or possibly result in injury to the employee, student, or

patient is

not permitted for safety reasons or due to infection control.

All students, faculty, staff, and volunteers are expected to comply with the CDM Oral Health Center's

infection control policy by wearing personal protective equipment as described below.

Personal Protective Equipment (PPE)

All students, faculty, staff, and volunteers are expected to comply with the CDM Oral Health Center's

Infection Control Policy by wearing appropriate personal protective equipment whenever skin, eye, mucous membrane, or parenteral contact with blood or saliva can reasonably be anticipated.

Determining the proper outer garment PPE typically rests upon whether the planned patient contact

involves a potential for splatter. Disposable gowns should be changed for each clinic session or more

often if visibly soiled. These gowns must be removed and properly disposed of when departing the patient

treatment area.

### Scrubs for Dental Students

The University of New England College of Dental Medicine permits approved scrub top and pant sets to

be worn in the Simulation Clinic and OHC Patient Care Clinic (please see Anatomy Lab Attire section for

additional scrub-related information). Approved scrubs must be ordered through the CDM approved

vendor. Scrub top will be required to have a CDM seal on the left chest. You can elect to have your name

embroidered on the right chest at an additional charge. The scrub color must correspond to your role

within the OHC:

Role: Scrub Color:

Students Navy

Professional staff Surgical green

Faculty Burgundy/wine

Dental Hygiene Students: Ceil Blue

### Anatomy Lab Attire

Please consult the Anatomy Lab Syllabus/Safety Protocols for the lab dress code. Students are required to

wear scrubs. Anatomy lab coats are not required, but students are encouraged to wear additional layers

underneath scrubs to provide warmth. Students are required to change clothes immediately following

Anatomy Lab. Details regarding appropriate cadaver laboratory attire are below:

- Scrubs with full length pants – NO shorts or skirts permitted, even if made from scrub material.
- Anatomy scrubs are available in the campus bookstore and do not need to conform to the above policy (no specific color required)
- Close-toed shoes (no Crocs)
- Safety glasses for splash protection must be worn and are available in the lab
- Nitrile (non-latex) gloves must be worn while dissecting. Nitrile gloves can be purchased online or in the bookstore. Make sure they are non-latex.
- Long hair must be tied back, away from the face. Long necklaces should be removed.
- Contact lenses are NOT advised, as they are permeable to volatile compounds and may result in injury.
- Scrubs that have been worn in the Anatomy Lab cannot be worn in the OHC.

### Special Occasions

The Dean may announce/allow a dress reflective of a special holiday during the year and/or allow relaxation of the dress code, or permit wearing of additional dress styles for specific time periods of the year to enhance campus spirit. This dress must not interfere with job function or the educational process and must not pose a safety risk or violation of infection control guidelines. Furthermore, the Dean may also require a particular form of dress for special dental school events.

### Dress Code Enforcement

The spirit of the dress code is intended to support the professional image of the dental students, faculty, staff, and volunteers as well as the image of the College of Dental Medicine. Additionally, the stated guidelines provide for patient, student, faculty, and staff safety. It is hoped that the dental school community will cooperate by complying with the code by self-regulation.

### Employees:

If self-regulation fails, immediate supervisors will become involved in the enforcement process and the following actions may be taken:

- Warnings and other disciplinary action, up to and including termination of employment.
- Denials of access to clinics, classrooms, and/or laboratories.
- If a warning is given, compliance with the UNE CDM Dress Code is expected within 24 hours of the warning. If patient care is involved, the individual may be required to leave the specified area immediately.

### Students:

- Continued violations by students are managed by their advisor, Group Practice Leader and/or the Associate Dean of Student Affairs and Alumni Relations. Students may be referred to the Academic and Professional Standards Committee for disciplinary action as specified in the

## 1.19 Student Messages

If an emergency situation arises, please instruct individuals to call the following telephone numbers and leave the appropriate message. The Dental Hygiene Program encourages you to provide those who may need to contact you with a copy of your school schedule. This will assist those involved in determining where you can be found in case of an emergency.

**Dental Hygiene Program Staff: (207)-221-4471** (Please do NOT call the general clinic number as your message may not be retrieved immediately)

UNE Security Office: 207-602-2298      UNE Switchboard: 207-283-0171 (UC)  
207-797-7261 (WCC)

DH Office Manager: 207-221-4277

**Student Absences: See Illness Notification Policy 3.01** – In the event of illness please call the Dental Hygiene Program directly by calling the clinic staff line at 207-221-4471. Messages left at switchboard or sent by classmates are unacceptable and will result in grade reduction in professionalism. Inform the clinical course directors as noted on the course syllabus.

## 1.20 Grading Policy, Withdraw F “WF” Policy, Progression Policy & Formative Evaluation Policy

### Grading Policy

Methods of grading and evaluation will be clearly documented in each course syllabus and reviewed with the students by the course director. The course director will determine what methodology will be used when assigning grades.

The following grading scale is in effect for dental hygiene courses:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76 Satisfactory
C-	70-73 Unsatisfactory
D+	67-69 Unsatisfactory
D	64-66 Unsatisfactory
F	0-63 Unsatisfactory
WF	Unsatisfactory

## **Formative Evaluation Policy**

Formative evaluation is part of all University of New England dental hygiene program courses. Faculty will include formative evaluation early in the course and with frequency; these opportunities provide occasion for the student to self-evaluate their studying methods and adjust accordingly before an examination or competency. Formative evaluation offers chances to gauge success. Faculty will have the discretion to design formative evaluation methods either with quizzes or home assignments as examples. Please see each individual course syllabus for further information on each course.

## **Co-Requisite Courses**

The Dental Hygiene Program requires that students receive a grade of C or better in all dental hygiene and science courses. If a C or higher is not achieved in co-requisite courses both components must be repeated. Students may repeat a dental hygiene course once.

## **“WF” Policy**

Withdrawing from a course after the UNE without-penalty-date may result in a “WF” on the transcript and does affect the student’s calculated GPA. A “WF” is an unsatisfactory grade and will be calculated as such, in all dental hygiene and science courses and will count as an attempt at course completion and result in a repeat course. **Students may repeat a dental hygiene course once.**

However, withdrawing from courses may cause an interruption in the progression of the student in the program and seats in subsequent years cannot be guaranteed.

## **Progression Policy**

If the student does not achieve a grade of C or better the second time a course is taken he/she will be dismissed from the program.

In many instances, courses serve as prerequisites for upper level courses; thus, slowing down the students’ progression through the required dental hygiene and science courses. The Dental Hygiene Program cannot guarantee that courses that need to be repeated will be offered in a timely or convenient manner. Scheduling conflicts may occur, as well as seats cannot be guaranteed in subsequent classes.

An unsatisfactory grade “WF” and/or a grade below C in two or more dental hygiene or science courses in a single semester will result in program dismissal. Courses must be made-up in the following semester.

## **1.21 Program Probation and Remediation Policy**

### **Probation Policy**

Any dental hygiene student whose grade falls below a 74, at any time, will be placed on program probation until the GPA has been brought up. Notice of probation comes to the student in the

form of a letter from the program director as a result of academic action. The Dental Hygiene student must maintain a 2.5 GPA in the program to achieve good standing. Probation or dismissal may be a consequence of not maintaining a "C" in the DH program.

### **Remediation Policy**

The Dental Hygiene Program will remediate students and retest under the following circumstances.  
Exam Remediation and Quiz Retest Procedure

If a student fails an exam, (a score of 73 or lower) they may be sent a written notice on behalf of the program, additionally, students will be required to visit the SASC for help and must send confirmation of that visit to the course instructor before the next exam. An action plan for help will be developed by the student in a required consultation with the instructor.

If a student fails quizzes (a score of 73 or lower), quizzes may be remediated and retested at the discretion of the course instructor based on overall class outcome and the opportunity will be afforded equally to all students who scores meet the criteria.

### **Course Remediation Procedure**

The Dental Hygiene Program allows for remediation activity and reassessment prior to issuing a final course grade following unsuccessful achievement of course criteria. Permission for remediation must be granted by the program director and the course director with a plan articulated and agreed upon by the student, course director, and program director expressing dates and duration of the remediation. Criteria for eligibility include:

- Students attendance in the course must follow guidelines within the course syllabus
- Student must follow remediation policy by visiting SASC and meeting with the instructor
- Student must be passing the course at the final exam or
- Be within 2 points of passing the course after the final examination.

### **Clinic Remediation Procedure**

Students will be required to meet one on one with the course director.

## **1.22 University Academic Probation**

A student whose grade point average (GPA) for any semester falls below 1.70 or whose cumulative grade point average is below the minimum acceptable level is automatically placed on probation. A student placed on academic probation will be granted one fall or spring semester to raise his/her cumulative GPA to the minimum acceptable level and will be required to achieve a minimum GPA of 1.70 for the semester. Failure to meet both of these criteria will result in automatic dismissal from the University due to academic deficiency. (University of New England Undergraduate and Graduate Program Catalog)

## **1.23 Resolution of Differences**

Students are encouraged to maintain open communication with faculty members. If matters arise concerning course work, grades or conflicts, students must follow the appropriate channels to

assist in conflict resolution. Conflicts are resolved using the appropriate channels in the order listed below:

- Meet with faculty member involved in course
- Talk with faculty advisor
- Meet with the Program Director
- Follow additional steps outlined in UNE Student Handbook

<https://www.une.edu/sites/default/files/2023-01/Spring%202023%20Student%20Handbook.pdf>

## **1.24 Academic Honesty & UNE's Dental Hygiene Testing Policy**

Students are to obey all aspects of the University of New England Student Handbook.

<https://www.une.edu/sites/default/files/2023-01/Spring%202023%20Student%20Handbook.pdf>

Students who witness academic misconduct are encouraged to bring their concerns to the attention of the course instructor or the Program Director.

Academic Honesty – Charges of academic dishonesty will be handled through the Dental Hygiene Program Faculty and Program Director and referred to the Dean of the appropriate College, according to the UNE Student Handbook. Examples of academic dishonesty include:

- Cheating, copying, or the offering or receiving of unauthorized assistance or information.
- Fabrication or falsification of data, results, or sources for papers or reports.
- Action which destroys or alters the work of another student.
- Multiple submission of the same paper or report for assignments in more than one course without permission of each instructor.
- Theft of personal property, including all PPE, from students or clinic.
- Plagiarism, the appropriation of records, research materials, ideas, or the language of other persons or writers and the submission of them as one's own.
- Inappropriate use of AI, not cited, is recognized as academic dishonesty.

Punitive action may be taken by the Program Director or as outlined in the UNE Student Handbook. The UNE Dental Hygiene Program aims to provide a testing environment which most closely replicates the testing experience of the National Dental Hygiene Board Exam (NDHBE). The NDHBE does not allow any of the following during examination, and thus neither does the UNE Dental Hygiene Program:

- Cell phones
- Watches
- Other electronic devices
- Food/drink in the testing area
- Earphones
- Earpieces (ie Bluetooth devices)
- Any items in the testing area not directly necessary for the examination itself (ie tissue boxes, glasses cases, pencil boxes)
- Discussion of any kind either with fellow test takers or the test proctor
- Looking at another test taker's answers



When completing an exam in ExamSoft:

- All students are to exit the exam room upon completion
- Students must show the test proctor the “Green screen” signifying successful upload of the exam prior to leaving the testing room

## **1.25 Academic and Disciplinary Appeals Policy**

Students are advised to review the Academic and Disciplinary Appeals Policy stated in the UNE Student Handbook.

## **1.26 Incomplete Grading Policy**

Incomplete grades are only granted under extenuating circumstances in consultation with the Program Director. A plan within the registrar’s guidelines must be made with the student and the course director.

<https://online.une.edu/science-prerequisites/student-resources/incomplete-grade-policy/>

## **1.27 Substance Use and Abuse Policy**

Students found to be or suspected of being under the influence of an intoxicating substance will be escorted from the building by campus security. Student’s behavior will be reported to the Program Director for disciplinary action.

The use of tobacco by students is strongly discouraged. As health professionals, please guard against odors on the hair and clothing that are unpleasant and unhealthy; including the odor of tobacco smoke. If the odor of smoke is present the student will be dismissed from clinic and counted as an unexcused absence.

Students in need of substance abuse treatment or counseling are urged to take the necessary steps to do so. Guidance may be received from the Campus Health Center, the Dean of Student Affairs or the Dental Hygiene Program Director.

### **UNE Tobacco Policy:**

Effective July 1, 2014, the University of New England is a tobacco and smoke-free campus. Smoking of tobacco or other substances and use of all tobacco products, including electronic cigarettes will not be permitted anywhere or anytime on the University campuses. This includes all parking lots, (including personal vehicles), buildings, residence halls and their grounds, clinics, laboratories, classrooms, private offices, balconies, roofs, plazas, vestibules, loading docks, sidewalks, and on any other campus property, as well as within close proximity to or causing the obstruction of any building entrance, covered walkway or ventilation system. Please note FDA approved nicotine replacement therapy products will be permitted.

Signs are posted at each building's entrances and displayed in prominent, visible areas to inform all individuals entering or occupying UNE property that smoking and tobacco products are prohibited. This policy applies to all University of New England sites within and outside Maine.

The UNE Community will fully implement this policy related to smoking and tobacco use. All vendors and contractors retained by UNE will ensure that this policy is implemented when their employees are visiting or working on UNE property.

## **1.28 Health Examination and Immunization Status**

Students are required to follow the University of New England and the Dental Hygiene Program policies in regard to physical examinations and immunizations. The Dental Hygiene students are required to show proof of having received the Hepatitis B vaccine and other required immunizations as well as the results of an annual TB test. See University Immunization Policy.

<https://www.une.edu/sites/default/files/2022-01/UNE%20Immunization%20Compliance%20Policy%202021.pdf>

## **1.29 Students with Disabilities**

The University of New England seeks to promote respect for individual differences and to ensure that no UNE student is denied benefits or subjected to discrimination due to a disability. If you are a student with a qualified disability, the University, in conjunction with federal and state laws, will provide reasonable accommodations for you.

Any student documented to need special services must contact the Student Access Center. The Dental Hygiene Program will follow any SAC recommendations that are brought forth.

<https://www.une.edu/student-affairs/student-access-center>

## **1.30 Sexual Harassment Policy**

### **University Policy on Harassment:**

Consistent with state and federal law, the University of New England does not, under any circumstances, tolerate or condone harassment of its students on the basis of race, sex, handicapping conditions, religion, age, ancestry, national origin, or sexual preference. In keeping with efforts to promote and maintain an environment in which the dignity and worth of all people is respected, the University of New England considers harassment of students unacceptable and cause for serious disciplinary action, up to and including dismissal from the University. For more information, please refer to the University of New England's Student Handbook.

## **1.31 Violence in the Workplace Policy**

In the event of violence in the workplace UNE Security must be called at ext. 366 using a UNE phone or 207- 283-0176 from a cell phone. If violence threatens a person's physical well-being, be that of student, faculty, or patient, then UNE Security must be called, as well as the Portland Police at 911.

An incident report must be filled out and filed with the program director as soon as possible to report an incident of violence.

## 1.32 Campus Parking

Various parking lots are available to students around the University campuses. Vehicles must have a current parking decal and be parked in lots designated for student parking. Students with vehicles should register their vehicles with the permit store. <https://une.thepermitstore.com/> Please see <https://www.une.edu/studentlife/security/parking> for Portland campus parking map.

The Department of Safety and Security provides on-campus vehicle and pedestrian escorts to University members during the hours of darkness on a time available basis. On the Portland Campus, dial ext. 2298 and request an escort.

## 1.33 Children on Campus Policy (UNE Student Handbook)

The University of New England is a diverse environment of classrooms, offices, laboratories, recreational and other common areas. Visitors to campus are welcome and encouraged. However, appropriate precautions and limitations on visitation are necessary to protect health and safety and to maintain productivity and regulatory compliance. The University of New England values its students and employees and strives to support them in an environment where we balance work and family.

Safety is always a primary concern when considering the presence of children (and other visitors) on campus. A number of our facilities are not designed for unsupervised public access and therefore maintain the same appropriate limited access to children /visitors as at other academic institutions. Employees and students must understand their responsibility for supervision of their child. To this end, the University has instituted the following guidelines to ensure the safety and welfare of our employee or students' children (or visitors).

### Student Guidelines:

1. A child should not be left unattended while the parent or guardian is attending class or conducting any other business or social function on campus;
2. Line of sight supervision by the parent or guardian is required at all times;
3. Children are not allowed in the high-risk areas:
  - Laboratories, shops, studios, mechanical rooms, power plants, garages, docks, food preparation areas, and fitness centers.
  - Any areas, indoors or out, containing power tools or machinery with exposed moving parts.
  - UNE vehicles, boats, or other motorized equipment; excepting incidental travel in a University car, truck or van, consistent with the UNE Travel Policy.
  - Any other high-risk areas (no playing in stairwells, elevators or doorways, no access to rooftops, construction zones, etc.).
4. Children are not allowed in classrooms while classrooms are in session unless the faculty

member grants permission. Should a child become disruptive, the student and child may be asked to leave.

[https://www.une.edu/sites/default/files/2022-01/Personnel%20Handbook%20Effective 20220128 0.pdf](https://www.une.edu/sites/default/files/2022-01/Personnel%20Handbook%20Effective%2020220128%200.pdf)

<https://www.une.edu/sites/default/files/2023-01/Spring%202023%20Student%20Handbook.pdf>

### **1.34 Policy on Visitors and Observers in the Dental Hygiene Clinic**

Due to the potentially hazardous environment of the clinical treatment area and acknowledging the responsibility of the faculty and staff to render quality care to patients through direct and attentive supervision of dental hygiene students, the following policies are in effect:

1. All visitors/observers must register with a dental hygiene program staff member upon arrival. The staff will indicate to the visitor the time restrictions depending on the intent of the visit.
2. Clinical course directors will be notified by the front desk personnel regarding expected or unanticipated visitors. The director of the clinic on any given day will assist and escort the visitor to assure compliance with clinic protocol and to conduct the visit in the least disruptive manner possible.
3. Visitors are to remain away from the treatment area when observing students. Observers are to respect the confidential nature of the relationship between the student operator and patient and are to refrain from interfering in the treatment with excessive verbal communication.

Visitors are defined as any individual not currently enrolled in or employed by the University of New England, Westbrook College Campus Dental Hygiene Program. Licensed dentists and dental hygienists serving as volunteer faculty are not to be considered under the status of visitors per se. However, items #1 and #2 do apply to all.

### **1.35 UNE Facilities**

The Dental Hygiene Program encourages students to utilize the various facilities available on the Portland Campus including:

Alexander Hall – Dining Center Alumni Hall  
Art Gallery Campus Center Computer Services Counseling Center  
Dental Hygiene Clinic Financial Aid  
Finley Center Health Center Innovation Hall  
Josephine S. Abplanalp Library Oral Health Center  
Parker Pavilion Registrar's Office  
Student Academic Success Center Student Access Center

### **1.36 Complaints Policy**

The Dental Hygiene Program is required by CODA to notify students annually of the Commission on Dental Accreditation Complaints Policy.

"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 individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.”

A copy of the appropriate accreditation standards and/or the Commission’s policy and procedure for 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 Ext. 4653.

<https://coda.ada.org/-/media/project/ada-organization/ada/coda/files/eopp.pdf>

*Taken from: American Dental Association Commission of Dental Accreditation, Evaluation Policies and Procedures, Reaffirmed: Pages 105 February 2023  
The Dental Hygiene Program maintains a file of complaints.*

### **1.37 Course Transferability Notice**

The Commission on Dental on Dental Accreditation requires that the Dental Hygiene Program inform students and applicants of the transferability of course work. The UNE Undergraduate catalog states: Courses completed at another accredited college can be transferred to this degree program. Transferred courses must be reasonably close in scope and content to the required courses offered at UNE in order to count as exact equivalents. Otherwise, they may transfer as general electives. All courses completed must be no older than five years. Other restrictions apply.

<https://www.une.edu/catalog/2023-2024/undergraduate-catalog/dental-hygiene>

### **1.38 Dental Hygiene Clinic HIPAA Policies and Procedures**

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

The UNE Dental Hygiene Clinic complies with all HIPAA regulations.

#### **Dental Hygiene Program Policies- Patient Records**

1. Patient records will only be used for educational purposes if they have been effectively de-identified or appropriate written authorization has been received from the patient.
2. Patient records will not leave the Grace Coleman Building and will be reasonably secured when not in use.
3. All junior and senior dental hygiene students will be instructed in how to maintain the Dental Hygiene Program and Clinic HIPAA policies and procedures including de-identification, safe guarding patient information and research (if needed) through their identified dental hygiene courses.
4. All junior and senior dental hygiene students, staff and faculty will be required to read the Dental Hygiene Program HIPAA Manual.

#### **Dental Hygiene Program Procedures for Training**

1. Faculty and staff and student training will be conducted on an annual basis.
2. Faculty calibration is required for all faculty members. This will involve calculus detection,

probing, as well as, grading the process of care in the web-based grading platform (TalEval) and other material that may be covered on the Board Exams. Calibration is bi-annual and will take place on the clinic floor in both the fall and spring semesters.

3. HIPAA training will be included in the curriculum of all dental hygiene junior students. Updating of any changes in HIPAA policies will be held for faculty and staff before the beginning of the academic year and anytime throughout the year if changes are made.
4. HIPAA training updates will be conducted for junior and senior dental hygiene students prior to their first clinical session in the fall.
5. **Read the HIPAA manual**

### **Front Desk Protocols**

1. New patients will be given UNE's Notice of Privacy Practices at time of check-in. Returning patients will only receive the Notice of Privacy Practices if the document has been revised since last signature. Patients will then sign the Acknowledgement of Receipt electronically once seated with the student clinician.
2. If the acknowledgement cannot be obtained, a good faith effort should be made to obtain an authorization. If the authorization cannot be obtained, the reason will be documented in the patient's chart.
3. The student clinician will be notified through the computer when their patient has checked in. The student will then walk the patient down to the front desk at time of completion to review services done during their appointment.
4. When scheduling patients at the front desk, staff will be cautious about revealing any Protected Health Information.
5. A generic message will be left on patients' answering machines if necessary. Message will say, "This is the UNE Dental Hygiene Clinic calling to confirm your appointment tomorrow. If you cannot keep this appointment, please call us at 221-4900.
6. All discussions with or about patients will be limited to the dental hygiene program offices.
7. Everything is done electronically; however, any remaining paper charts are stored behind locked doors for 7+ years, depending on DOB at time of last appointment.
8. A cover sheet will accompany all faxes sent from the DH Clinic.

### **Clinical Protocols**

1. The University of New England Dental Hygiene Clinic complies with HIPAA through the use of privacy screens on all computers around the perimeter of the clinic.
2. The Appointment Book screen of the clinical computers will be minimized unless faculty/students are checking on their patient status.
3. The screen saver will come up on all clinical computers when not in use in order to ensure the privacy of Protected Health Information.
4. Cubicles protect patient's privacy and Protected Health Information (PHI).



## 1.39 Dental Hygiene Professional Conduct Contract Code of Conduct

Print Name \_\_\_\_\_

### Dental Hygiene Professional Conduct Contract

#### **Attendance policy:**

1. I understand that attendance is mandatory.
2. I understand my absence from clinic/lab (on site or off) will affect my grade
3. I know I must be present 20 minutes (30 minutes for ICM1 / ICM2) prior to the start of my clinic session and that I must stay until the close of my clinic session.
4. I know I must contact both the clinical course director (by e-mail) and the front desk administrator in the event that my absence is unavoidable. Consequences for noncompliance will be entered as a zero for the day and will significantly lower my grade.

#### **Professional conduct**

1. I understand that I must dress professionally whenever I represent the UNE dental hygiene program on or off campus. Professional attire will be dictated by circumstances and as published in the Dental Hygiene Program Policies and Procedures Manual. Further requirements may be added by each course director.
2. I understand the dental hygiene profession demands appropriate behavior at all times. I will be respectful, honest, polite and professional to all individuals as required by the American Dental Hygiene Code of Ethics.
3. I understand that offensive language, gestures, behavior and tone will not be tolerated and will be reflected in the professionalism section of class and clinic grades.
4. I understand that infection control protocol and HIPAA will be enforced.
5. Cell phone use is prohibited on the clinic floor and classroom unless otherwise authorized in each instance by clinic supervisor or course director.
6. Use of laptops or other electronic devices is strictly limited to academic endeavors.
7. Consequences for noncompliance will result in dismissal for the session, will be entered as a zero for the session/day and will significantly lower my grade.
8. I understand and will follow the terms of the Social Media Policy. (see Sec. 1.11.1)
9. I have read and understand the Program Policies and Procedures Manual and will abide by all policies.

#### **Student Conduct Board**

I have read the Dental Hygiene Policies and Procedures Manual and I understand its contents. I understand if my conduct is dishonest, unprofessional, or causes harm to others, I may be called before the Student Conduct Board.

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## **1.40 CPR / BLS Certification**

All students, faculty and support staff/front office staff involved with the direct provision of patient care must be continuously recognized / certified in basic life support procedures, including cardiopulmonary resuscitation. A course is offered annually for certification. BLS/AED cards are kept on file.

## **1.41 Local Anesthesia Policy (Second Semester Seniors)**

This policy is in place to ensure the safe delivery of local anesthesia to clinical patients and for the student to stay on track with the competency skills assessments. All senior students must comply with the following to implement the privilege to deliver local anesthesia in the last semester of their senior year.

The student will successfully complete:

- The fall course DEN 456 Pain Management.
- The laboratory section of the Pain Management course and/ or a remedial spring section of DEN 456 Pain Management (if offered-remediation course is not guaranteed).
- The CDCA Local Anesthesia Examination for Dental Hygienists scoring a 75% or better with a deadline of February 1st, of the spring semester.
- A licensed RDH with LA authority with indirect supervision of supervising dentist must be on the clinic floor.

Those completing the remedial course will consult with the program director and the clinical course director to map a plan for successful completion of local anesthesia competencies prior to the CDCA patient examinations. The CDCA requires documentation of completion of the CDCA LA Examination from UNE Dental Hygiene Program for the student to practice pain management during the patient portion of the examination.

## **1.42 Program Review and Assessment**

### **Curriculum Review Policy**

The dental hygiene program reviews its curriculum annually. Standing committees of a whole (the entire full-time Faculty, e.g. in this instance, the Dental Hygiene Curriculum Committee reviews the curriculum. It is the work of Faculty to play a role in curriculum design, development, delivery methodologies, effectiveness review and assessment through the evaluation of student learning outcomes/and professional competencies. ADEA Curriculum Guidelines have been adopted by the program to guide course content. Complete Curriculum mapping is conducted every five years or when changes are made to the curriculum. The University of New England Westbrook College of Health Professions syllabus templates are used to incorporate content objectives, competencies, mandatory elements to measure student learning outcomes, leveling instruction (Blooms Taxonomy), learning methods, and evaluation methods are all found in the dental hygiene syllabi.

### **Course and Instructor Surveys**

Each semester students are surveyed and asked to evaluate the course and the instructor. The Dental Hygiene Program encourages all students to evaluate their courses and instructors. Through the registrar, the Westbrook College of Health Professions will mask grades until students complete the surveys. Masking will prevent students from viewing their grades early.

### **Student Surveys**

The University of New England Dental Hygiene Program values students for their perspectives in their own learning. Periodically, the Dental Hygiene Program will survey students to gather information about the program's effectiveness and to solicit ideas for improvement. The program uses instructor and course surveys, exit surveys, and student leadership committee with

### **Student Leadership Committee**

The Program Director will convene a committee of students that will include junior and senior dental hygiene students. Faculty nominate students to serve on the committee. The purpose of the committee is to have a formal means of communication with the Director to discuss matters and concerns of students, opportunities to share innovative ideas for improvement, as well as, to help evaluate the program.

The committee shall include:

One junior transfer student

One senior transfer student

One UNE junior student

One UNE senior student

Two SADHA executive committee members, e.g. co-chairs, or chair and secretary.

The committee will meet two times per year, once in the fall semester and once in the spring semester and at the discretion of the Program Director.

### **Dental Hygiene Advisory Board**

The Dental Hygiene Program meets with the Dental Hygiene Advisory Board three times per year. The purpose of the board is to advise the programs and evaluate performance for the professional perspective. The Board consists of representatives from the dental and educational community. Educators, administration, dentists, and hygienists represent the membership of the board embodying various specialties in dentistry and dental hygiene: public health, general dentistry, periodontology, oral surgery, corporate, education and administration. Starting in 2025 a student liaison will be added to the DH Advisory Board.

# SAFETY PROGRAM

## 2.1 Introduction

The Dental Hygiene Program at the University of New England strives to provide a safe and healthful environment for patients, faculty, staff, and students. We do this by following specific guidelines in all activities where there is a risk or potential risk of infection.

This workplace safety program applies to students, staff, faculty, patients, and observers in the clinic / laboratory setting. To ensure that all involved are knowledgeable of the specifics contained in the plan, training sessions will be conducted by experienced faculty for the students, staff, and faculty. This will occur at the beginning of each academic year, or more often, if necessary.

The components of an effective workplace safety program are:

1. General Housekeeping
2. Infection/Exposure Control Plan/Bloodborne Pathogen Standard
3. Safety Standard
4. Hazard Communication Standard
5. Health and Safety committee to monitor compliance.
6. OSHA Training

### Chemical Hygiene Plan

It is the policy of University of New England to take every reasonable precaution to provide a work environment that is free from recognized health and physical hazards for its employees in accordance with the General Duty clause of the OSHA Act (Public Law 91-596, Section 5(a) (1)). University of New England is also required by the OSHA Laboratory Standard to ensure that the necessary work practices, procedures and policies are implemented to protect laboratory employees from all potentially hazardous chemicals in use in their work area.

University of New England has established the University-wide Safety Committee with the responsibility to promote safe and proper chemical management at all University of New England Campuses and related facilities. The Charter of the University-wide Safety Committee is reprinted in Appendix A of this document. The Dental Hygiene Program has developed a Chemical Hygiene Plan.

### Chemical Hygiene Addendum

This report is available on the desktop of the computer station at the entrance of the clinic floor. An addendum pertaining to our storage of compressed air is also on the desktop. The full Chemical Hygiene Plan is available for review on the UNE Environmental Health & Safety website at <http://www.une.edu/campus/ehs>.

### Definition of a Hazardous Material

The US Environmental Protection Agency (USEPA) considers a substance hazardous if it can catch fire, if it can react or explode when mixed with other substances, if it is corrosive, or if it is toxic. When handled safely such substances are minimally hazardous. However, if improperly handled, such items can damage health and well-being and negatively affect the environment. Most sources

indicate that there are seven basic classes/types of hazardous materials.

1. Flammable Materials – Included are any gases, vapors, liquids or solids which ignite easily and can burn rapidly after being exposed to an ignition source.

2. Spontaneously Ignitable Materials – A few liquids and solids can ignite in the absence of an ignition source. Sufficient heat to cause ignition can be generated within the material by oxidation or microbial action.
3. Explosives – Some chemicals as a result of impact/shock, heat or another mechanism (e.g., electric charge) can detonate.
4. Oxidizers – Some chemical can at room temperature or upon heating generate oxygen, which is hazardous because of its adverse tissue reactions and/or flammability.
5. Corrosive Materials – A number of solids, liquids or gaseous chemicals can damage skin rapidly upon contact. Such chemicals also react negatively with environmental surfaces, such as metals.
6. Toxic Materials – Such materials are commonly referred to as poisons. They can produce a variety of adverse health reactions, even death in relatively small amounts.
7. Radioactive Materials – Some materials spontaneously release energy as they decay into more stable atomic forms. Severe health consequences, even death, can occur when radioactive materials are improperly handled. Ionizing radiation safety is addressed in the UNE Environment Health and Safety Manual in chapter 14 and can be linked through this address:  
[https://www.une.edu/sites/default/files/safety\\_manual\\_aug\\_2019\\_new\\_format\\_final\\_0.pdf](https://www.une.edu/sites/default/files/safety_manual_aug_2019_new_format_final_0.pdf)

## **2.2 Transmission of Bloodborne Pathogen Diseases**

The carriers of certain diseases cannot always be readily identified through the medical history, or even lab tests. Blood, saliva, and gingival fluid from all dental patients should be considered infective. The following precautions must be routine to prevent the transmission of bloodborne pathogens in the clinical setting. The most common concern is to control the transmission of HBV, the hepatitis B and C viruses; HIV, the virus that causes AIDS.

## **2.3 Viral Hepatitis**

Viral hepatitis is a primary infection of the liver caused by one of three distinct viruses. The four forms that are currently recognizable are type A, type B, non-A and non-B (NANB or type C), and delta (HDV).

Type A hepatitis is transmitted by fecal-oral route, with food or water contaminated by human waste being the major mode of transportation. No hepatitis-A carrier status has been documented, and the virus disappears from the person's blood upon recovery.

Non-A, non-B hepatitis (HCV) can be diagnosed by a blood test. It was first described in patients who receive routine blood transfusions and is now believed to be responsible for 80-90 percent of the post-transfusion hepatitis cases. It is becoming increasingly apparent that an infectious carrier state must exist in asymptomatic individuals.

Hepatitis B (HBV) is transmitted by blood and saliva along with other bodily secretions. This is the type of hepatitis that we are most concerned with. The hepatitis-B virus carries the hepatitis-B core

antigen (HBcAg) and the hepatitis-B surface antigen (HBsAg). The presence of HBcAg indicates intact virus when associated with HBsAg. The HBsAg is a marker used to identify persons who are possibly affected with HBV, with or without clinical symptoms, and who may be transmitting the virus.

Antibodies to both HBsAg and HBcAg also can be detected in human blood. Anti-HBs (surface antibody) can be found in the blood following infection and may persist for years. It can also be detected in people who have not had clinical hepatitis. This core antibody (Anti-HBc) is usually found during the active phase of acute hepatitis.

Clinically, hepatitis-B cannot be distinguished from other forms of hepatitis. Five to ten percent of patients who contract hepatitis-B enter a chronic state and carry HBsAg in their blood for longer than sixteen weeks. People who become carriers of HBsAg may be infectious for as long as a lifetime.

Delta hepatitis virus (HDV) originally called the delta agent was discovered in 1977. HDV depends on HBV for clinical expression. In North America HDV appears to be confined to groups with frequent percutaneous exposures such as IV drug users and hemophiliacs. Hepatitis relating to delta infection occurs in two primary modes. The first mode is simultaneous infection with HBV and HDV. When this occurs, the acute clinical course of hepatitis is often limited with resolution of both HB and HD infections, although fulminant hepatitis may develop. The second mode involves acute delta super- infection in HbsAg carriers.

These patients are more likely to have a serious and possible acute fulminant form of hepatitis that often leads to chronic delta infection. Some of these patients will become carriers of HDV as well as HBV. HDV is defective in that it requires HBV as a helper virus for replication. Immunization to HBV confers protection against clinical exposure of a delta hepatitis infection.

## **2.4 HIV Infection**

AIDS is the abbreviation for acquired immunodeficiency syndrome. With this disease, there is a defect in natural immunity. As a result, a person with AIDS becomes ill with diseases that would not be a threat to anyone whose immune system was functioning normally.

AIDS is caused by a virus that can infect certain cells of the immune system. It can also infect nerve cells in the brain and other parts of the central nervous system. This virus has been named the human immunodeficiency virus (HIV)

Blood tests can detect antibodies to HIV in 6 to 12 weeks after infection. After antibodies are detected, there may be no other indication of infection for two or more years. Symptoms of HIV infection may appear 2 to 10 years or later after the time of infection. Each year after infection, an average of 5% of adults who are infected have developed AIDS. No group of infected persons has been studied long enough to document how long risk persists or what percentage will eventually



develop AIDS.

In 1988, health care workers who were stuck with a needle contaminated with the blood of patients infected with HIV had less than a 1% (0.5%) chance of becoming infected with HIV. By December 1994, 42 well-documented occupational HIV cases, with 91 possible occupational transmissions of HIV, were reported to the CDC. None of the documented occupational sero-conversions occurred in dental care workers. Although your risk of becoming infected with HIV through your work is very low, you have a much higher risk (up to 30%) of becoming infected with hepatitis B virus (HBV).

Protect yourself from coming into direct contact with blood. Apply the concept of standard precautions – that is, protect yourself from the blood of every patient.

## **2.5 Vaccinations**

To minimize the possibility of transmitting any pathogen, the following steps shall be taken:

**Vaccines:** Faculty and students must be vaccinated against hepatitis. The vaccine consists of a series of three injections followed by a blood test to establish an antibody titer. The entire series and titer must be completed during the student's first year at UNE. Documentation may be submitted to the health center. The vaccine must be completed prior to entering the clinical sequence DEN 309. Request for special exceptions need to be discussed with the course director.

**COVID Vaccines:** No longer required but recommended.

All students and employees are strongly encouraged to be up to date on COVID-19 boosters, which means receiving all boosters for which you are eligible. <https://www.une.edu/onward>  
[Please review the Vaccination section of our FAQ](#) to learn how to report your vaccination status and how to request a religious or medical exemption.

## **2.6 Other Vaccines**

Students and faculty must also be immunized and up-to-date on vaccines. On December 26, 1997, the recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC) for Immunization of Health Care workers reiterate that dental professionals are at risk for exposure to and possible transmission of vaccine- preventable diseases. Maintenance of immunization is an essential part of prevention for DHCWs.

A history of immunization will be obtained at the time of enrollment or initial employment. Based on documented nosocomial transmissions, dental health care workers are considered at significant risk for acquiring or transmitting HBV, influenza, measles, mumps, rubella, and varicella. (OSAP Research Foundation, 1997) Healthcare workers are also at risk for acquiring Hepatitis C. Hepatitis B, rubella, measles, mumps, influenza, polio, and varicella are recommended vaccines for oral health care workers.

## 2.7 Testing for TB

***All students must be up-to-date with their annual TB test in accordance with section 1.28. Junior students are required to have the two-step TB test, and senior students are required to have the 1-step TB test. This must be done at the student's PCP.***

## 2.8 Personal Protective Equipment (PPE)

Dental health care workers must wear protective attire such as eye wear or a chin-length shield, disposable gloves, a disposable surgical quality mask, and protective clothing when performing procedures capable of causing splash, spatter, or other contact with body fluids, and / or mucous membranes. Protective attire must also be worn when touching items or surfaces that may be contaminated with these fluids, and during other activities that pose a risk of exposure to blood, saliva or tissue. All students must also wear hair coverings.

**Gloves** are single use items and must not be reused. Single use gloves may not be washed, disinfected or sterilized. They may be rinsed with water only to remove excess powder. Torn or compromised gloves must be replaced immediately. Non-latex or disposable medical quality gloves will be used for patient exams and procedures. Hands must be washed after glove removal and before re-gloving. Specific procedures for infection control will be provided in DEN 309. Students must provide their own gloves and they must be approved by the clinical course directors.

**Surgical masks** that have at least 95% filtration efficiency for particles 3-5 micron in diameter must be worn whenever splash or spatter is anticipated. Masks should be changed for every patient or more often, particularly if heavy spatter is generated during treatment. Some literature suggests masks should be worn a maximum of 20 minutes in areas of high humidity, and a maximum of 60 minutes in dry climates. Masks should be handled by touching the periphery only, avoiding handling of the body of the mask.

Masks should not contact the mouth while being worn as the moisture generated will decrease the mask filtration efficiency, a mask should be selected that conforms well to the shape of the face. A face-shield does not substitute for a surgical mask.

**N95** respirators and surgical masks are examples of personal protective equipment that are used to protect the wearer from airborne particles and from liquid contaminating the face. The Centers for Disease Control and Prevention (CDC) National Institute for Occupational Safety and Health (NIOSH) and the Occupational Safety and Health Administration (OSHA) also regulate N95 respirators.

**Protective eyewear** must have solid side-shields and be decontaminated by immersion in a cleaning agent between patients. A face-shield may substitute for protective eyewear. If protective

eyewear or a face- shield is used to protect against damage from solid projectiles, the protective eyewear should meet American National Standards Institute (ANSI) Occupational and Educational Eye and Face Protection Standard (Z87.1-2010) and be clearly marked as such.

**Protective clothing** must have a high neck and protect the arms if splash and spatter are reasonably anticipated. Cotton or cotton/polyester or disposable clinic jackets or lab coats are usually satisfactory attire for routine dental procedures. The type and characteristics of protective clothing depend on the type of exposure anticipated. Gowns or jackets worn as protective attire should be changed at least daily, or more often if visibly soiled. Protective gowns or covers must be removed before leaving the work area.

Protective attire may not be taken home and washed by employees. It may be laundered in the office if equipment is available and standard precautions are followed for handling and laundering contaminated attire. Contaminated linens transported away from the office for laundering should be in appropriate bags to prevent leaking, with a biohazard label or appropriately color-coded, unless the laundry facility employees practice universal precautions in the handling of all laundry. Disposable gowns may be used but must be discarded daily or more often if visibly soiled. Scrub caps should always be used in the clinic.

**Utility gloves** that are puncture-resistant, a mask, protective clothing and protective eyewear must be worn when handling and cleaning contaminated instruments, when performing operatory cleanup, and for surface cleaning and disinfecting. Utility gloves must be discarded if their barrier properties become compromised. Utility gloves, protective eye wear or face shields, and masks must be worn when mixing and / or using chemical sterilant or disinfectants. Used utility gloves must be considered contaminated and handled appropriately until properly disinfected or sterilized.

**Hair Coverings/Surgical Caps** Since dental aerosol can fly into the air, it is advisable for the dental healthcare practitioner to now also wear a surgical cap to protect the head, hair and ears.

**Lead apron with thyroid collar** is used for the patient during the exposure to any radiation. They are inspected weekly by the Infection Control Manager. Report any defects to the ICM immediately. Although the ADA has determined that a lead shield is no longer necessary, the State of Maine Dental Practice Act has not removed this requirement from the statutes.

**High gauntlet heat resistant** gloves that must be used when operating the autoclaves.

**Eyewash stations** are marked and located throughout the clinic and lab. These give continuous eyewash.

**Fire Extinguishers** are to be used by trained personnel in case of fire.

**Utility gloves** are mandatory for handling contaminated materials and / or sharps.

## **2.9 Standard Precautions**

Standard Precautions as defined by the Centers for Disease Control and Prevention (CDC) must be used in all patient care in dentistry. This term refers to a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other bloodborne pathogens in health care settings. Under standard precautions, blood and saliva (in dentistry) of all patients are considered potentially infectious for HIV, HBV, and other bloodborne pathogens. Standard precautions mean that the same infection control procedures for any given dental procedure must be used for all patients. Thus, the required infection control policies and procedures to be used for any given dental procedure are determined by the characteristics of the procedure. Therefore, standard precautions are procedure specific, not patient specific.

Not all infected patients can be identified by a thorough medical history, examination or even laboratory tests; therefore, it is essential to adhere to a routine set of precautions for all patients.

Always obtain a thorough medical history. Include specific questions about medications, current and recurrent illnesses, hepatitis, unintentional weight loss, lymphadenopathy, oral soft tissue lesions, or other infections. When the medical history reveals an active infection, or a communicable disease occurring within the past three months, medical consultation with the patient's physician is indicated.

Dental healthcare workers should wash hands before donning gloves, upon removal of gloves, and after inadvertent barehanded touching of contaminated surfaces or objects.

Use of antimicrobial soap for invasive procedures is required. Sinks, paper towels, soaps and antiseptic hand rubs (60-90% alcohol) are conveniently located throughout the clinic for use. A foot activated sink is available in the instrument preparation room. Vigorously rubbing lathered hands together for 15 seconds before thoroughly rinsing under a stream of water is adequate for routine handwashing; dry hands thoroughly, before donning gloves. Prior to the intra-oral examination it is recommended that the patient rinse with an antimicrobial mouth rinse for one minute to reduce the level of microorganisms present.

## **2.10 Sterilization, Disinfection**

The policy of the University of New England, Westbrook College of Health Professions Dental Hygiene Program is to sterilize, in a steam autoclave, all instruments, equipment and supplies used in patient care, including handpieces. Disposable items are used extensively to eliminate the use of chemical disinfectant for objects. Surfaces are disinfected and covered where appropriate.

Before sterilization, instruments are cleaned to remove debris. Cleaning is accomplished by using an ultrasonic cleaner and / or washer / disinfectant. Persons involved in cleaning and decontaminating instruments must wear glasses, masks and heavy-duty rubber gloves to prevent

hand injuries. Metal and heat-stable dental instruments are routinely sterilized between use by steam under pressure. Persons removing instruments from the autoclave must wear high gauntlet, heat resistant mittens to prevent burns. The adequacy of sterilization cycles in each autoclave is verified by internal cassette integrators, heat sensing tape, and the weekly use of spore-testing with control devices. Results are posted in the instrument preparation room. Instruments are stored in a sterile area inside the wrapped cassette with controlled access to prevent contamination.

Dental units, computers, sealant lights, radiographic equipment and other equipment used during patient care must be thoroughly disinfected after each use and / or wrapped with a plastic barrier prior to seating the next patient.

At the completion of work activities all countertops and surfaces are cleaned and disinfected.

## **2.11 Sterilization Procedures**

The following procedures are used by the UNE Dental Hygiene Clinic to provide a safe environment for the provision of dental hygiene services:

1. All instruments, handpieces, and prophylaxis angles are sterilized according to standard procedures, unless they are disposable, in which case they are discarded promptly.
2. The autoclaves are cleaned according to manufacturer's specification and filled with fresh distilled water.
3. Biological monitoring of the autoclaves is conducted in this manner: Vials containing dual species spores are sterilized weekly. They are then incubated (in house) for one 24 hours. Incubated spores are checked for presence of bacterial growth (determined by color change compared to a control spore).
4. Contaminated instruments are ultrasonically cleaned for 6 minutes prior to adding to sterilization pouches or cleaned with the instrument washer / disinfectant. Pouches are marked with heat sensitive tape or enclosed in an autoclave pouch printed with a heat indicator strip.
5. The sterile instruments are kept in individual shelving compartments in the clinic. This storage space must be kept closed when not in use.

## **2.12 Waste Management**

Students and faculty will keep the clinic in a clean sanitary condition. Anyone handling waste must wear glasses, lab attire and heavy-duty utility gloves.

Waste containers are the foot-operated, covered style to minimize the transfer of disease through handling of waste. They are labeled with a biohazard sign, with an explanation that the waste contained is not "biomedical" according to the Maine Department of Environment Definition, but, may contain saliva and small amounts of blood, so caution is advised.

These containers are to be tied twice before disposal, emptied frequently and the bags are to be thrown down the trash chute or placed in the trash pick-up area outside the compressor room.

## **2.13 Biomedical Waste**

### **Biomedical Waste**

Most of the waste generated by the Dental Hygiene Clinic is not "biomedical" according to State Department of Environmental Protection definition: Waste saturated<sup>1</sup> with human blood, blood products, or body fluids is considered biomedical waste. These may include items such as sponges, extracted teeth, surgical gloves and masks, drapes, aprons, dressings, disposable sheets and towels and plastic tubing.

Biomedical waste must be placed in sealed, sturdy, impervious red bags to prevent leakage of the contained items. Such contained solid wastes can then be disposed of following appropriate UNE procedures.

### **Spills**

In the event of an accidental spill of chemicals, trash, glass or bodily fluids the following procedure must be followed, using utility gloves, glasses, and mask:

1. Determine nature of spill and contact facilities as needed.
2. Obtain spill kit located in the Instrument preparation room.
3. Refer to the S.D.S. provided by the manufacturer for proper use of spill kit and handling of spill.
4. Treat broken glass as a contaminated sharp, and place in the labeled sharps container.

### **Hazardous Materials**

The fixer solution and the lead foil used in radiography are considered hazardous material. This must be emptied into a container labeled with the contents, stored only until the container is  $\frac{3}{4}$  full, then promptly removed by maintenance personnel to be disposed of in accordance with Dept. of Environmental Protection requirements. Other chemicals shall be disposed of as directed in the S.D.S. provided by the manufacturer.

*1 The intent is to include waste which at time of generation is soaked or dripping with human blood, blood products or body fluids.*

## **2.14 Sharps**

Sharp items (needles, dental hygiene instruments, and other sharp instruments) should be considered as potentially infective and must be handled with extraordinary care to prevent

unintentional injuries.

Disposable syringes, needles and other sharp items must be placed into puncture resistant containers located as close as practical to the area in which they are to be used. To prevent needle stick injuries, disposable needles should not be recapped with two hands but instead the one-handed "scoop" technique should be employed. The disposable needle should not be purposefully bent or broken, removed from disposable syringes, or otherwise manipulated by hand after use.

Recapping of a needle increases the risk of unintentional needle stick injury. The one-hand "scoop" technique **must** be employed.

Because certain dental procedures on an individual patient may require multiple injections of anesthetic or other medications from a single syringe, the one-hand "scoop" technique is a prudent technique to employ. The "scoop" technique in which the needle cap has been placed on the instrument tray and following the injection, the administrator simply slides the needle tip into the cap (without touching the sides), scooping up the needle cap. This technique can be used for multiple injections without increased risk of needle stick injury. The now capped needle is discarded in a sharps container.

### **Sharps Container**

All sharp items should be considered potentially infective and should be handled and disposed of with special precautions by wearing glasses, mask, gloves and utility gloves. They should be placed intact into puncture resistant containers before disposal.

## **2.15 Infection Control Considerations During Patient Treatment**

- Standard precautions are to be followed with every patient.
- Gloves, masks, protective eyewear and clothing are to be worn throughout patient care procedures.
- When patient care is interrupted gloves should be removed, hands washed and dried, and new gloves donned before continuing patient care.
- Record handling – records used for teaching purposes in the clinical setting are to be considered contaminated. Gloves must be worn in all phases of record handling. The outside of the record folder, sleeve, or cover is to be protected from contamination for safety in handling by all record handlers. Further minimized contamination by using a barrier where hand rests on record.
- Use barrier technique wherever possible, (i.e., wrap sealant lights, ultrasonic scaling units, all switches and handles.)
- Handle sharps as outlined above.

- Treatment gloves should not be washed because the soap degrades the integrity of the barrier.
- Impression trays: after an impression has been taken rinse with water to remove saliva, blood, and debris. Place the impression in a baggy and spray with disinfectant allowing it to stand for at least 10 minutes.
- Never handle contaminated instrument tips
- In order to minimize exposure-prone procedures, the use of a mirror for retraction, rather than the operator's finger, during scaling and root planing is recommended.
- Instruments are to be placed on a tray or cassette, NEVER pass a sharp instrument to an assistant, student or instructor.

When treating patients requiring the exposure and developing of dental radiographs: follow the procedural guidelines for infection control located in the Dental Hygiene Program Radiology Manual.

## 2.16 Exposure Control Plan

[https://www.une.edu/sites/default/files/blood\\_borne\\_pathogens\\_exposure\\_control\\_plan.pdf](https://www.une.edu/sites/default/files/blood_borne_pathogens_exposure_control_plan.pdf)

Exposure-prone procedures include digital palpation of a needle tip in a body cavity or the simultaneous presence of the worker's fingers and a needle or other sharp instrument or object in a poorly visualized or highly confined anatomic site. Performance of exposure-prone procedures presents a recognized risk of percutaneous injury to the worker, and, if such an injury occurs, the worker's blood is likely to contact the patient's body cavity, subcutaneous tissues, and / or mucous membranes.

Being "exposed to blood" means having blood, blood-contaminated saliva, or a blood-contaminated object come into contact with broken skin or mucous membranes, or pierce the skin as through a needle stick or puncture. If a puncture with a needle or instrument occurs, the site of the wound and the glove, if it occurs on the hand, must be carefully examined to determine if a puncture has occurred. A surface scratch or torn glove alone is not an "exposure to blood."

If despite the use of universal precautions, percutaneous or mucosal exposure to any blood occurs, the persons exposed to blood must immediately wash the area thoroughly with soap and water. The incident will be documented in writing by the student and faculty involved using the Incident Report Form located on each desktop in the clinic. The Clinical Supervisor will note the type of exposure (percutaneous or mucosal), type and amount of body fluid, and the circumstance leading to the exposure.

The forms will be given to the Program Director to be included in a confidential file. The Exposure Control flowchart is posted on the clinic floor on all desktop computers.



## 2.17 Exposure to Blood

1. Determine if Percutaneous Exposure<sup>1</sup> has occurred.
  - A torn glove or a surface scratch is not an exposure.
2. Wash Site with Soap and Water
3. Fill out Incident Report appropriate to location
  - With faculty assistance, report form is located and documented; if no exposure, document that fact.
  - Students are required to make an appointment at their own PCP or a local medical facility for pretest and post test treatment. Students are to use their own insurance.
4. Referral of Student, Faculty, or Staff and Source (If Known) for Testing
  - Student, faculty, staff or source may see their own private physician.
  - Student Faculty, staff or source may access testing at Brighton Campus, MMC.
  - If source known HIV infected, Post Exposure Prophylaxis Consultation within 24 hours or go to Brighton Campus of MMC or MMC Emergency Room.
  - Give the facility your insurance card
5. Post Test Counseling with the Program Director or Designee
6. Retest 6 weeks, 3 and 6 Months Consultation with physician

*\*Or other type of exposure to Blood*

*2 Post Exposure Prophylaxis CDC Recommendations May 15, 1998 vol. 47, No.RR-7. Exp.blo*

## 2.18 Occupational Exposure Referral

1. When a student has an exposure in clinic, the course director needs to be notified immediately, or the designated substitute.
2. Each course director or designee will have a packet of information to be used for this incident.
3. The patient may go either to their private physician or Brighton Medical Center with the appropriate form. The student is responsible for the cost of the testing. The student may go either to their private physician, WCC Health Center (if open) or Brighton Medical Center with appropriate form. The student should use their own private insurance.
4. If the student has an exposure with a known HIV patient, he/she should immediately contact their private physician or go to either the Brighton or Maine Medical Center emergency room.

5. The WCC Health Center should be notified each time it is necessary to send a student off campus for blood work.
6. All fillable forms will be stored on each desk top including the front desk.

## 2.19 Hospital Addresses

Maine Medical Center	Brighton First Care
22 Bramhall Street	335 Brighton Ave
Portland, ME	Portland, ME
Tel: 207-871-0111	Tel: 207-662-8111

## 2.20 Accident and Injury Policy

Following any accident or injury, the appropriate parties must complete a Dental Hygiene Incident Report. Forms are located on each desktop in the clinic and front office.

## 2.21 Bloodborne Pathogen Standard

Federal Blood Borne Pathogen Standards will be referenced during OSHA training.

<http://www.osha.gov>

## 2.22 Emergency and First Aid Equipment and Procedures

The emergency first aid kit is located in a mobile cart in a central area on the clinic floor. It is labeled as such, near the center of the clinic for easy access during all clinical or laboratory sessions. A first aid kit is present in the lab.

An oxygen tank and ambu-bag are centrally located on the clinic floor.

Barriers for use during CPR are located near the oxygen tank and in a central location. A blanket is also located in the mobile cart.

There is a direct line phone on the clinic floor. Dial 911 in case of emergency. The phone is RED and is located near the main entrance and exit of the clinic. There is an additional cordless phone centrally located on the clinic floor.

Procedures for specific medical emergencies are outlined in detail in the section of this manual labeled **Medical Emergencies**.

All faculty and students must know and recognize that "Code Red" means a medical emergency is occurring and taking immediate action is required.

## 2.23 Hazard Communication and Safety Program

The University of New England Dental Hygiene Program has a system to ensure that potential hazards associated with the use, storage and disposal of chemicals is continually evaluated and that information is made available. The important components of the program are as follows:

1. **List of Chemicals** used in the department. This list is kept with all Safety Data Sheets (S.D.S.), as the table of contents in a binder.
2. **Safety Data Sheets (S.D.S.)** These sheets contain information on each chemical used in the department. They are kept in a red binder labeled "Safety Data Sheets" and is located at the entrance of the clinic floor for easy access at all times. The binder is reviewed and updated regularly with all the relevant information about the chemicals that we use or have stored in our facility. The S.D.S. are provided by the manufacturer and provide details on proper handling, storage, disposal and hazards associated with each chemical.
3. **Labeling.** Proper labels ensure a safe environment. Each container must be labeled with the identity of the chemical, the appropriate hazard warning and the name and address of the chemical manufacturer. Unlabeled or improperly labeled containers may not be used at any time in the dental hygiene facility.
4. **Training.** All students and employees of the University of New England Westbrook College Campus Dental Hygiene Program must be knowledgeable of the components of the Hazard Communications and Safety Program. This is accomplished through classes, clinical sessions and annual orientation of faculty by the Health and Safety Coordinator.

## 2.24 Definition of a Hazardous Material

The US Environmental Protection Agency (USEPA) considers a substance hazardous if it can catch fire, if it can react or explode when mixed with other substances, if it is corrosive, or if it is toxic. When handled safely such substances are minimally hazardous. However, if improperly handled, such items can damage health and well-being and negatively affect the environment. Most sources indicate that there are seven basic classes/types of hazardous materials.

1. **Flammable Materials** – Included are any gases, vapors, liquids or solids which ignite easily and can burn rapidly after being exposed to an ignition source.
2. **Spontaneously Ignitable Materials** – A few liquids and solids can ignite in the absence of

an ignition source. Sufficient heat to cause ignition can be generated within the material by oxidation or microbial action.

3. **Explosives** – Some chemicals as a result of impact/shock, heat or another mechanism (e.g., electric charge) can detonate.
4. **Oxidizers** – Some chemical can at room temperature or upon heating generate oxygen, which is hazardous because of its adverse tissue reactions and/or flammability.
5. **Corrosive Materials** – A number of solids, liquids or gaseous chemicals can damage skin rapidly upon contact. Such chemicals also react negatively with environmental surfaces, such as metals.
6. **Toxic Materials** – Such materials are commonly referred to as poisons. They can produce a variety of adverse health reactions, even death in relatively small amounts.
7. **Radioactive Materials** – Some materials spontaneously release energy as they decay into more stable atomic forms. Severe health consequences, even death, can occur when radioactive materials are improperly handled.

## 2.25 Health and Environmental Hazards Reactions to Combinations

Some chemicals are hazardous by themselves. Chemicals can become hazardous or even more dangerous when mixed in certain combinations. An example would be the adding of a flammable liquid to a non-flammable toxic material. The threat to human health and the environment would be greatly increased if such a mixture were to ignite. Sometimes when chemicals are mixed, new possibly hazardous products are the result. There are four possible scenarios for such actions.

1. Nothing – The mixing of chemicals often fails to reduce any new or more hazardous materials.
2. Toxic Material Formation – Incorporation of hazardous or even initially benign chemicals can result in the formation of a toxic material or materials. Such mixtures are not always planned and can be the result of poor employee training and/or failure to read chemical labels/warning symbols and SDS.
3. Flammable or Explosive Material Formation – Mixing of chemicals, often the addition of a liquid to another liquid or a solid can create a flammable product. In some cases there is sufficient heat generated during the chemical reaction to cause an explosion.
4. Production of Heat – Chemicals especially oxidizers when mixed with flammable materials can produce sufficient heat to cause self-ignition.

## 2.26 Chronic Effect Codes OSHA – Health Hazards

A – Irritant  
B – Corrosive C – Sensitizer  
D – Highly Toxic/Toxic E – Carcinogens  
Target Organ Effects:  
F – Hepatotoxins G – Nephrotoxins H – Neurotoxins  
I – Reproductive Toxins  
J – Agents that act on the blood of the Hematpoeitic System  
K – Agents that damage:  
Eyes  
1. Lungs  
2. Skin  
3. Mucous Membranes  
4. Hearing  
L – GI Tract

## 2.27 Wilson's RISK Scale of Material Hazards

For compliance with the OSHA Labeling Standard (29 CFR 1910.1200), Genium includes the RISK scale. This numbering system of four hazardous categories represents a material's degree of hazard based on documented values and/or the best judgments of certified industrial hygienists. The higher numbers indicate an increased hazard.

### 1. REACTIVITY

Stable at room temperature; may be unstable at elevated temperatures.

#### INHALATION

TLV >500 ppm (Vapor)  
or >10mg/m<sup>3</sup> (Solid)

#### SKIN CONTACT

Slight irritation; no tissue damage

#### KINDLING

FP > 200°F

### 2. REACTIVITY

Unstable; may under-go rapid chemical change. Will not detonate.

#### INHALATION

TLV 101-100 ppm (Vapor) or 1.1-10 mg/m<sup>3</sup> (Solid)

#### SKIN CONTACT

Mild irritation; tissue damage

#### KINDLING

FP = 101-199°F

### 3. REACTIVITY

Capable of detonation explosive decomposition or reaction but required heat or other agent to initiate these.

#### INHALATION

TLV 11-100 ppm (Vapor)  
or 0.11-1.0 mg/m<sup>3</sup> (Solid)

#### SKIN CONTACT

Severe irritation; tissue corrosion within short time period.

#### KINDLING

FP = 73-100°F

### 4. REACTIVITY

Readily capable of detonation or explosive decomposition or reaction at room temperature.

#### INHALATION

TLV < 10 ppm (Vapor)  
or < 0.1 mg/m<sup>3</sup> (Solid)

#### SKIN CONTACT

Corrosive to skin on contact.

#### KINDLING

FP < 73°F

## 2.28 Identification of the Health Hazards of Materials

Identification of Health Hazard Color Code: **BLUE**

Type of Possible Injury

1. Materials which on very short exposure could cause death or major residual injury even though prompt medical treatment was given.
2. Materials which on short exposure could cause serious temporary or residual injury even though prompt medical treatment was given.
3. Materials which on intense or continued exposure could cause temporary incapacitation or possible residual injury unless prompt medical treatment is given.

4. Materials which on exposure would cause irritation but only minor residual injury even if no treatment is given.
5. Materials which on exposure under fire conditions would offer no hazard beyond that of ordinary combustible material.
6. Identification of Flammability Color Code: **RED**

#### Susceptibility of Materials to Burning

1. Materials which will rapidly or completely vaporize at atmospheric pressure and normal ambient temperature, or which are readily dispersed in air and which will burn readily.
2. Liquids and solids that can be ignited under almost all ambient temperature conditions.
3. Materials that must be moderately heated or exposed to relatively high ambient temperatures before ignition can occur.
4. Materials that must be preheated before ignition can occur.
5. Materials that will not burn.

#### Identification of Reactivity (Stability) Color Code: **Yellow**

##### Susceptibility to Release of Energy

1. Materials which in themselves are readily capable of detonation or of explosive decomposition or reaction at normal temperatures and pressures.
2. Materials which in themselves are capable of detonation or explosive reaction but require a strong initiating source or which must be heated under confinement before initiation or which react explosively with water.
3. Materials which in themselves are normally unstable and readily undergo violent chemical change but do not detonate. Also, materials which may react violently with water or which may form potentially explosive mixtures with water.
4. Materials which in themselves are normally stable, but which can become unstable at elevated temperatures and pressures or which may react with water with some release of energy but not violently.
5. Materials which in themselves are normally stable, even under fire exposure conditions, and which are not reactive with water.

Color Code: **WHITE** may be used for various identification systems, including Hazard Index or

Personal Protection Index.

For the prevention or in the event of a hazardous material incident, follow the recommended procedures indicated by labeling and special precautions indicated in the SDS.

## **2.29 Hazardous Materials Identification System**

### **Hazard Index**

- 4 Severe Hazard
- 3 Serious Hazard
- 2 Moderate Hazard
- 1 Slight Hazard
- 0 Minimal Hazard

### **Personal Protection Index**

- A. Safety glasses
- B. Safety glasses, gloves
- C. Safety glasses, synthetic apron
- D. Face shield, gloves, synthetic apron
- E. Safety glasses, gloves, dust respirator
- F. Safety glasses, synthetic apron, dust respirator
- G. Safety glasses, gloves, vapor respirator
- H. Splash goggles, gloves, synthetic apron, vapor respirator
- I. Safety glasses, gloves, dust and vapor respirator
- J. Splash goggles, gloves, synthetic apron, dust and vapor respirator
- K. Air line hood or mask, gloves, fall suit, boots
- L. Ask your supervisor for guidance.

## **2.30 Emergency Evacuation**

In the event of fire or other emergency requiring evacuation of the building, please leave the facility promptly. Escort your patient, if in clinic, through one of the available exits. Every room has at least two ways to exit and they are marked accordingly.

Once outside, you should remain on the lawn beside Ludcke Auditorium.

Remember: During any evacuation procedure, you must remain calm and proceed with care to avoid panic in yourself or others.

## **2.31 Responding to Fire Alarms**

From the Safety / Security Coordinator:

Whenever a fire alarm sounds, you should always assume that an actual fire is occurring. Upon hearing the first alarm sound, take the following actions:



**Independent Offices** – Close windows; open curtains, shades or blinds; and close/lock your office door. Then proceed to the nearest exit and evacuate to the appropriate area. Pass on to Security any signs of fire noted.

**Multi-Person Offices** – Supervisor or senior person present should ensure that all windows are closed; open all curtains, shades, or blinds, and close/lock your office door. Then, along with all the people in your office, proceed to the nearest exit, and evacuate to the appropriate area. Pass on to Security any signs of fire noted, and the names of any persons that are unaccounted.

**Instructors** – During periods that you are in a classroom, ensure all windows are closed; open curtains, shades or blinds; and close/lock the door to your classroom. Then, along with the students in your class, proceed to the nearest exit and evacuate to the appropriate area. Pass on to Security any signs of fire noted, and the names of any person unaccounted for.

## 2.32 Muster Locations

Coleman-	lawn by Ludcke Hall
Blewett-	grass by Ludcke Hall
Hersey-	grass area between Hersey Circle and College Street
Proctor-	grass area between Hersey Circle and College Street
Goddard-	grass area between Hersey Circle and College Street
Alexander-	grass between Hersey Circle and College Street
Alumni-	grass area between Hersey Circle and College Street
Library-	grass area between Hersey Circle and College Street

## 2.33 Health and Safety Committee

**Mission:** The role of the Health and Safety Committee is to monitor compliance with the infection control program, to periodically review the protocol, to update faculty and students on changes, to recommend changes and improvements in the plan and to review the entire process annually with other faculty and the Program Director.

## 2.34 Accident and Injury Policy

Following any accident or injury, the appropriate parties must complete a Dental Hygiene Program Incident Report. Forms may be obtained from the Dental Hygiene Program Administrative staff.

## 2.35 Infection Prevention Checklist

The dental hygiene program uses the Centers for Disease Control Infection Prevention Checklist for Dental Settings. The checklist is conducted annually to ensure basic expectations for safe care. Any discrepancies are reported to the director and remedied immediately.

<https://www.cdc.gov/oralhealth/infectioncontrol/pdf/safe-care-checklist.pdf>

## 2.36 Quality Assurance Policy

UNE Dental Hygiene Program is committed to quality assurance and maintains a quality assurance program for risk management, the health and safety of patients, students, faculty and staff, and for the confidence that quality requirements will be fulfilled. The program maintains a manual posted on the UNE web site.

## 2.37 Radiographs and Radiographic Safety

Radiographs are acceptable and are of diagnostic quality. Appropriate number and type of radiographs and all radiographic findings are documented in patient's chart. Safety mechanisms employed are: X-ray machines are inspected by the state agency every 3 years and licensed annually, as directed by state law. Records are maintained per law. Lead aprons are used to protect patients. Triggers are behind safety walls and are of standard distance to protect the clinician. ADA guidelines are followed regarding exposure of the patient. Dosimeters are positioned outside of the operator where the clinician would be stationed. Dosimeter reports are reviewed monthly. Students are penalized in daily performance, if retakes are taken without an instructor approval. Faculty are licensed and students are trained to competency. Students are further assessed in radiation safety. Dosimeter devices are available for students and faculty.

The UNE dental hygiene program follows the recommendations to reduce radiation exposure to the patient and the operator, As Low As Reasonably Achievable (ALARA). The dental hygiene program does an annual quality assurance check on full mouth series and bite-wing series to ensure diagnostic quality of the examination.

[https://www.ada.org/-/media/project/ada-organization/ada/ada-org/files/resources/research/oral-health-topics/dental\\_radiographic\\_examinations\\_2012.pdf?rev=b074dde4cb0b4cc5a2343feb3f89b66d&hash=AF0BCF8A12C4937B2921177FE650CC54](https://www.ada.org/-/media/project/ada-organization/ada/ada-org/files/resources/research/oral-health-topics/dental_radiographic_examinations_2012.pdf?rev=b074dde4cb0b4cc5a2343feb3f89b66d&hash=AF0BCF8A12C4937B2921177FE650CC54)

The Radiology Safety Report:

This report is available on the desktop of the computer station at the entrance of the clinic floor. A hard copy can be requested at any time. This report, in part, describes the University of New England's management of ionizing radiation and establishes procedures related to control and safe use of x-ray machines as they pertain to the Dental Hygiene Department on the Portland, Maine campus of the University of New England.

The full, un-amended Radiology Safety Report is available for review on the UNE Environmental Health & Safety website at <http://www.une.edu/campus/ehs> and should be reviewed annually by staff, faculty, and students who come in contact with and use ionizing radiation.

# CLINIC PROTOCOL AND EVALUATION PROCESS

### 3.1 General Guidelines for Dental Hygiene Students

Your personal conduct and appearance as a dental hygiene student is of primary importance because of its effect on patients, health personnel and the community in general. High standards of conduct and appearance are expected of you as a professional person; patients and the public expect competence, integrity, and moderation from professional people. Therefore, because you have chosen to enter a health profession, it is necessary to take all possible measures to ensure the cooperation and respect of patients and the public by maintaining high standards of conduct and appearance.

1. Clinic Attire (see 3.32) / Student Attire (see 1.17)
2. Faculty should be addressed as either Professor or Doctor as appropriate. Patients and students shall be addressed respectfully as well.
3. Students are responsible for notices posted on the bulletin board. It would be to your advantage to consult the bulletin board daily.
4. Chewing gum is not permitted during clinical or laboratory sessions. Please do not bring any food or drink into the Clinic. Please use the designated areas on the lower level for eating. The lobby may not be used for a lunch area.
5. A locker is assigned to you and is the only place where books and other personal belongings may be stored. Clinic, lobby, and demonstration rooms must be kept neat.
6. You are required to notify dental hygiene personnel on any day that it is necessary for you to be absent or tardy for any class, clinic, or lab. If you must call prior to the opening of clinic, please leave a message on the clinic staff line at 207-221-4471 (note: please do not leave messages on the general clinic line for patients as your message may not be retrieved immediately). In the event that time from clinic is needed, it is your responsibility to plan with the clinical course directors. Advance notice is crucial for patient scheduling purposes.
7. If you are to be an oral health educator, you should set an example for others to follow. All necessary dental treatment should be attended to.
8. Mouthwash should be used as necessary.
9. The use of make-up and cologne should be kept to a minimum. Heavy make-up or cologne is not appropriate in the clinical setting. Attention must be given to eliminate odors, especially smoke, on clothing and hair.
10. For sanitary reasons, hair is to be combed in the restroom downstairs and NOT in clinic; mirrors are provided. All personal grooming including oral hygiene care is to be done in the

locker-room.

11. All students will sign a dental hygiene program contract.
12. Students not in a particular clinic may not be on the clinic floor without permission from the floor supervisor. It can be disruptive to scheduled students and faculty.
13. Instruments can be sterilized prior to scheduled clinic times, with permission of the clinical course director, usually right before lunch time.

### **3.2 Attendance Policy**

Class and clinic attendance is mandatory. It is the student's responsibility to inform the clinical course directors and the front desk of any absence. Individual course syllabi will state the penalty for missed classes, laboratories and clinics. Hours must be made up to comply with accreditation.

**Clinic/Affiliation (Extramural) Attendance Policy** – Great care was exercised in scheduling intra-extra mural clinical assignments so as best to provide each student with a rich practical experience. Absences for any reasons are strongly discouraged. As a general rule, absences (including those due to minor illnesses) will be reflected in the final grade as stated in individual course syllabi. In the event that the enrichment assignment is cancelled the students will need to attend clinic.

**Transportation Policy** – Please note that students are personally responsible for arranging transportation to and from all affiliation sites.

**Illness Notification Policy** – In the event of illness, please call the Dental Hygiene Program directly by calling the clinic staff line at 207-221-4471. Messages left at switchboard or sent by classmates are unacceptable. Inform the clinical course directors as well.

**Absences for Pregnancy and Childbirth**- In accordance with Title IX of the Educational Amendments of 1972, absences due to pregnancy or related conditions, including recovery from childbirth, shall be excused for as long as the student's doctor deems the absences to be medically necessary. For more information, please contact the Dean of Students. (Our Dean of Students is the Title IX coordinator)

**Patient Appointment Scheduling and Cancellations** – Although the receptionist will make every effort to fill all clinical appointments with patients, the ultimate responsibility for this rests with the individual student. It is in each student's best interest to recruit in advance a host of patients who would be able to fill openings at a moment's notice. Compile these patients in the form of a call list. Clinical time lost due to appointment cancellations will be reflected in the student's final clinic grade.

**Patient Call List** – The student is strongly advised to have a Patient Call List for use in last minute cancellations and no-shows. Multiple no-shows can affect the student's clinic grade.

### **3.3 Clinical Evaluation and Assessment of Student Learning**

The UNE Dental Hygiene Program uses a secure web-based scoring system. The clinical patient care competencies system is designed to assess dental hygiene patient care skills. The term "competencies" is defined as skills that a student dental hygienist is expected to perform at a reasonable level of care. Competent is defined as fitting, suitable or sufficient for the purpose, adequate or properly performed. The grading rubric further defines competent, capable, developing, and ineffective. Competency items (see 3.29) are grouped into major task areas which include: process of care and 14 sub-competencies listed as categories on the TalEval grade sheets.

The fourteen Subcategories are: Risk Assessment, Medical/dental History, Intra/Extra Oral Assessment, Occlusal Assessment, Periodontal Assessment, Radiographic Process & Assessment, Hard Tissue Exam, Deposit Assessment, Treatment planning, Prevention and Supportive Treatment, Instrumentation – Ultrasonics, Handscaling and Debridement, Calculus Removal, Evaluation and Quality Assurance, Ethics and Professionalism.

#### **The Objective Method**

The assessment of student performance is by the Objective Method. The "Objective Method" is an objective grading system that utilizes a mathematical formula based on three different factors:

1. Mean of total class performance in every skill set
2. Deduction of "Critical Errors" in every skill set for individual student performance.
3. Points gained from patient treatment types (calculus and periodontal skill levels)

The instructor conducts no math calculations at the time of the evaluation. The weights of the symbols above are unknown at the time of the evaluation if you are utilizing The Objective Grading Method. Weights are not assigned until all data is gathered over half of the term/semester (approximately 6-7 weeks). At the end of that timeframe, the total number of errors are calculated using mean of individual and total class performances. Typically, the first half of the term (i.e. Clinic IA) becomes the midterm grade, and the last half of the term (Clinic IB) becomes the second grade. The two grades are averaged together to form the Clinic I grade. The tally is performed by the TalEval software. The program uses the data collected to deduct points lost from errors against points gained for performance on patients who present with various levels of periodontal

conditions ranging from healthy to advanced periodontitis with light to heavy amounts of calculus deposits.

TalEval is programmed for mathematical computations on the average number of patients seen in 5-7 weeks. Longer grading periods inflate the grades as they do not allow for the advantage of progression of student skill development which requires a decrease in patient point values to appropriately adjust the grade as the student advances through the clinical education levels.

TalEval never adds critical Error deductions to the total class data to affect the weights of the grades. They are only deducted at the Summative and Formative Grade Evaluations when each student's grade is calculated. Critical errors are the most crucial part of evaluating individual student clinical performance and students are not compared to one another in the critical error component of TalEval. TalEval counts the number of times all the students make any type of error and that affects the mean, but the additional points lost for critical errors only affects the grade of the student who makes the error(s).

Critical errors are pre-weighted for quality assurance in patient care and for assessment of individual student performance.

PAC (Procedure for Accessing Competency)

The PAC Evaluation System is a competency-based method for student evaluation, which monitors student progress and certifies student competence. Attention has been given to precise, descriptive definitions of the clinical procedures necessary for the student to perform. Because of the exact description of the procedure to be performed, the student and the instructor are able to determine areas which require concentration. Each PAC builds upon the next in the fundamental sequence of the dental hygiene appointment and education level. Each student has a PAC manual for their junior year. Senior year PAC manuals are accessed using the electronic UNE SharePoint platform.

### **3.3.1 Radiographic Policies & Procedures for Clinical Sessions**

The University of New England Dental Hygiene Program follows ADA Dental Radiographic examinations: Recommendations for patient selections and limiting radiation exposure and the resources posted on [ada.org](http://ada.org).

#### **Student Responsibilities:**

1. The Patient's most recent radiographs should be on the computer screen for use during the appointment. Credit will be lost if this is not done.
2. After completing the visual components of the patient assessment and discussing the need for radiographs with the patient, the student must confer with the assigned instructor prior to taking any films. The student must then inform the Radiographic Assistant that x-rays will

be taken.

3. The student (DEN 322 Lab) or RA (clinic) must follow the appropriate infection control protocol before and after the x-ray exposure.
4. Review digital exposures or films with your assigned instructor during clinic to determine if there are any POOR films that require a retake.

### **ALL RETAKES MUST BE SUPERVISED BY YOUR ASSIGNED INSTRUCTOR.**

A maximum of TWO retakes on Bitewings and THREE retakes will be allowed on a Full Mouth Series, except under extenuating circumstances. Retakes should be taken on the same day the series is exposed provided there is an adequate amount of time remaining.

5. Prior to your instructor's evaluation, all films must be evaluated for technique and interpreted by the student.
6. Students should keep track of the number of FMX's and BW's taken throughout each semester in their logs. You should include the date of exposure, name of the patient, the number and type of films exposed, and whether the series fulfilled a clinical requirement. This will greatly assist you in tracking your radiology requirements for clinic.
7. If possible, traditional and digital radiographs should be evaluated by the student on the clinic floor after patient dismissal. Patient radiographs are to be viewed and evaluated in the Dental Hygiene Clinic; patient information does not leave the dental hygiene building.
8. After your instructor has evaluated and graded your FMX, it is essential that the radiographic interpretation be transferred into the patient's record.
9. Failure to transfer the radiographic interpretation into the patient record could adversely impact future patient care.

**\*\*\* Failure to transfer the radiographic interpretation to the patient record will result in an automatic zero for the FMX and no credit will be given to count towards clinic requirements\*\*\***

[https://www.ada.org/-/media/project/ada-organization/ada/ada-org/files/resources/research/oral-health-topics/dental\\_radiographic\\_examinations\\_2012.pdf?rev=b074dde4cb0b4cc5a2343feb3f89b66d&hash=AF0BCF8A12C4937B2921177FE650CC54](https://www.ada.org/-/media/project/ada-organization/ada/ada-org/files/resources/research/oral-health-topics/dental_radiographic_examinations_2012.pdf?rev=b074dde4cb0b4cc5a2343feb3f89b66d&hash=AF0BCF8A12C4937B2921177FE650CC54)

### **Instructor Responsibilities**

1. After completing the patient assessment, only necessary films should be approved by the assigned instructor using appropriate clinical criteria for exposing radiographs.
2. Each student rendering radiographic services should be closely monitored by the assigned



instructor. Students at different competency levels will require variable monitoring.

3. The assigned instructor will evaluate during the clinical session or laboratory session BW and PA radiographs for diagnostic acceptability and determine the need for any retakes. Evaluation of the technique is based upon the Criteria of Radiographic Acceptability found in this Radiology Lab Manual (page). BW surveys that meet this standard should be indicated on the student's clinical evaluation sheet as an acceptable set of BW's and credit will be given.
4. All exposures to be retaken must be supervised by the assigned instructor. The instructor must initial the radiographic evaluation form in those instances where he/she directly assisted with the film exposure or in those instances where it is determined that a retake would not improve the original image.
5. Final critique and interpretation of FMX including any previously approved retakes will be evaluated by the student's instructor for that session.

### **RADIOLOGY STUDENTS AND INFECTION CONTROL MANAGER 2 (ICM2)**

At the end of every radiology lab session, radiology students are required to perform the duties listed directly below. When a student is performing the job of Infection Control Manager 2 (ICM2) during clinic sessions, the RA will need to perform all the duties listed below

### **X-RAY OPERATORIES**

1. Fold up the extension arms and carefully move the x-ray machine toward the wall, placing the Position Indicating Device (PID) or tube head **parallel** to floor. Please do not let go of the machine when moving it to any position. A freely moving machine will be damaged when it suddenly stops; the walls or mounted control panel at point of impact will suffer as well.
2. All paper and debris must be cleaned up and placed in trash receptacles.
3. Lead aprons must never be folded, but hung on the hooks provided in the operatories.
4. All x-ray machines must be turned off at the end of clinical or lab sessions.
5. All digital sensors must be unplugged and hung up on the wall.
6. Computers should be logged off and shutdown at the end of the clinic or lab.
7. Operatories need to be left cleaned and disinfected at the end of the day.

### **3.4 Grading Rubric and the UNE Dental Hygiene Web-based Grading System-PAC (procedure for assessing competency)**

The criteria for the performance of clinical patient care competencies are judged on a four-step rubric. A number  $\checkmark$ , **X** or N 3, 2, 1, or 0 is assigned to the patient care competencies performed. A score of 2.25 is equivalent to a 75%.

**3- Competent** - The student has the ability of independent performance reasonable speed, accuracy, knowledge and judgment, reasonable ability to modify performance according to natural cues, and the student is beginning to internalize standards in the mastery of the dental hygiene process of care.

$\checkmark$ - **2- Capable** - The student has control over many facts and skills, can understand the purpose of the skills and can somewhat modify their performance. The quality of their performance may be inconsistent with minor errors.

**X-1 Developing** - The student demonstrates beginner behavior and performs slowly with many errors, is dependent on faculty, wants only one method of skill performance, and tends to be motivated by extrinsic forces.

**0 Ineffective** - Or the student has one critical or major error, causes harm, is ineffective, obtrusive or unprofessional.

**N - Not applicable** - indicates competency / skill not performed or observed.

The system for determining each clinical course grade is clearly listed in individual clinical course syllabi.

Formulas increase in weight as the expectation of competency increases through the clinical course sequence.

The student must perform the PACs. The PACs are required for course completion. The PACS are a tool used to measure competence. The PACS use a standard grading rubric to assess competence. Competence is defined as a score of 3 or 2, or a score of "Pass" on the rating form. Subsequent attempts performed to reach competency will receive adjusted scores. 3 or more attempts can only receive a score of 1, but with a description of Pass. This indicates that competence was achieved after than 2 attempts. The concept of continued competence is important to the quality of patient care, therefore the PACs are continued into the junior sequence DEN 312. Previous PACS in DEN 309 have assessed fundamental skills. The PACs in DEN 410-411 assess for competence in moderate to severe periodontal cases, special needs cases, and medically compromised cases where the students must apply concepts to treatment procedures.

The PAC grading rubric:

**3-** No errors with 1 attempt- 100

**2-** 1 minor error with 1 attempt- 85

**1-** 2 minor errors with 2 attempts -70

**0-** 3 or more minor errors, 3 or mor attempts, and/or 1 major safety error- Must attempt another session and continue until an 85% competency is reached

The UNE web-based grading system is an objective grading system that includes a comprehensive itemized list of procedures from ADA/CODA Standard 2-19, listed in 3.07. Instructors go through the list when they evaluate student clinical performance and the list assures that faculty observes the care process.

Mastery of the dental hygiene process of care is evidenced by a fewer number of values (•1 and •0) and more frequent assignment of 3 and 2.

Students are expected to be more proficient as they move through their clinical sequence. Therefore, the difficulty of the patient pool also increases over the course sequence.

The UNE dental hygiene grading system computes the grade by a standard formula. The system for determining each clinical course grade is clearly listed in individual clinical course syllabi. The following formula will calculate a rubric grade into a percent grade:  $25 + (\text{rubric} \times 25) = \text{percentage}$ . Percentile grades are then calculated with a formula for each course sequence.

The UNE dental hygiene grading system and Dentrix track patient treatment by each student, which includes age, gender, deposit and periodontal classification, ASA levels, Special Needs/ Care patients, medically compromised and recare (recall and reappointments).

### **3.4.1 Interprofessional Competencies**

Interprofessional Clinical/Field Competency Evaluations among the WCHP programs are measured based on the IPEC Expert Panel Report, specifically RR3: Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs. Students may participate in extra-curricular interprofessional activities that provide the opportunity for an honors distinction at graduation. DEN 411- requires students to attend interprofessional knowledge exchanges and write reflection pieces

### **3.5 Clinical Performance**

The clinical course directors monitor student performance and use a variety of methods to evaluate competent performance such as: Procedure for Assessing Competence (PACs), internally validated clinical examinations, Local anesthesia competence and externally validated clinical examinations, mock licensure examinations, and graded clinical performance days. Midterm performance reports satisfactory and unsatisfactory to students and the student's advisor.

### **3.6 Clinical Requirements**

The fulfillment of clinical requirements is mandatory to ensure that the student dental hygienist is

informed and active in fulfilling a variety of patient services in compliance with the philosophy of total patient care. Requirements ensure that each student will see a variety of patients that may include but may not be limited to infants, children, adolescents, adults, geriatric and special needs/ care populations of varying degrees of difficulty before graduation, as well as medically compromised patients.

***Each semester students should strive to practice clinical requirements in order to remain competent and to demonstrate continued competence. Failure to do so may result in a point deduction from the requirement score.***

The total minimum number of clinical requirements that must be met with a grade that reflects clinical competency with a minimum grade of 74 or 2.25 by semester prior to graduation is:

### **Clinical Requirements**

The fulfillment of clinical requirements is mandatory to ensure that the student dental hygienist is informed and active in fulfilling a variety of patient services in compliance with the philosophy of total patient care. Requirements ensure that each student will see a variety of patients that may include but may not be limited to infants, children, adolescents, adults, geriatric and special needs/ care populations of varying degrees of difficulty before graduation, as well as medically compromised patients.

Each semester students should strive to practice clinical requirements in order to remain competent and to demonstrate continued competence. Failure to do so may result in a point deduction from the requirement score. The total minimum number of clinical requirements that must be met with a grade that reflects clinical competency with a minimum grade of 75 or 2.25 by semester prior to graduation is:

### **Spring Junior Year**

- 2 full mouth series of radiographs
- 4 bitewing series of radiographs/Adult
- 1 bitewing series either mixed or primary dentition
- 2 sealants (2 surfaces)
- 1 panoramic radiograph
- 1 pedodontic patients (age 0-12)
- 1 adolescent patient (age 13-18)
- 2 adult patients (age 19 – 61)
- 1 geriatric patients (age 62 and over)
- 2 Class I deposit patients
- 2 Class II deposit patients

- 1 Stage II Grade B periodontal involvement
- 1 Sequences of PACs
- 1 Nutritional Counseling

### **Fall Senior Year**

- 3 amalgam polishing surfaces with 2 proximal surfaces
- 3 full mouth series of radiographs
- 1 panoramic radiograph
- 4 bitewing series of radiographs Adult
- 1 bitewing series either mixed or primary dentition
- 1 bitewing series of radiographs Vertical
- 2 sealants (2 surfaces)
- 2 adult patients (age 19 – 61)
- 2 geriatric patients (age 62 and over)
- 2 special needs (at least ASA II)
- 2 Class I deposit patients
- 4 Class II deposit patients
- 3 Class II periodontal involvement
- 1 Class III deposit patients
- 1 Class III periodontal involvement patients
- 1 periodontal re-evaluation
- 1 Sequence of PACs

### **Spring Senior Year**

- 2 amalgam polishing surfaces with 2 proximal surfaces
- 3 full mouth series of radiographs
- 4 bitewing series of radiographs Adult
- 1 bitewing series of radiographs Vertical
- 4 sealants (4 surfaces)
- 1 adult patients (age 19 – 61)
- 2 geriatric patients (age 62 and over)
- 3 special needs (at least ASA II)
- 1 Class I deposit patients
- 5 Class II deposit patients
- 1 Stage II periodontal involvement
- 2 Class III deposit patients
- 2 Stage III periodontal involvement patients
- 1 Class IV deposit patient
- 1 Stage IV periodontal involvement
- 1 each, Grade A, Grade B, Grade C
- 2 periodontal re-evaluations

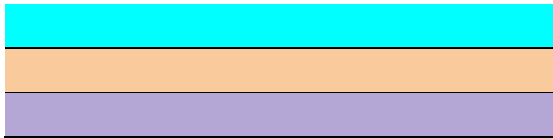
### **Total Requirements for Graduation**

Amalgam Polishing Surfaces (5), (2) must be proximal

FMX (8)  
Bitewings (12) Adult  
Vertical Bitewing (2)  
Bitewing (1) Primary Dentition  
Bitewing (1) Mixed Dentition  
Sealants (8 surfaces)  
Nutritional Counseling (1)  
Pan (3)  
Pedodontic and children (1) (age 0-12)  
Adolescents Patient (1) (age 13-18)  
Adults (5) (age 19-61)  
Geriatric (5) (Age 62 and over)  
Special Needs/Medically Compromised (5), At least ASA II and at least 1 Med. Compromised  
Deposit Classifications:  
Class I Deposit (5)  
Class II Deposit (11)  
Class III Deposit (3)  
Class IV Deposit (1)  
1 Stage II periodontal involvement  
2 Class III deposit patients  
2 Stage III periodontal involvement patients  
1 Class IV deposit patient  
1 Stage IV periodontal involvement  
1 each, Grade A, Grade B, Grade C  
2 periodontal re-evaluations  
3 perio re-evals  
3 PAC sequences

#### PERIODONTAL STAGES CLASSIFICATIONS

Stage II Perio (5)  
Stage III Perio (3)  
Stage IV Perio (1)  
At least one each, Grade A, Grade B, Grade C  
Periodontal Re-evaluations (3)



### **3.7 Patient Care Competencies**

The dental hygienist is a licensed preventive oral health professional who uses knowledge of health and disease to prevent, identify, and manage oral disease. The dental hygiene process of care applies principles from the biomedical, clinical, and social sciences to support optimal health in individuals and communities. Care is provided to all regardless of social or cultural background.

#### **PATIENT CARE**

##### **1. Assessment -**

- a. perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's needs
- b. Recognize predisposing and etiologic risk factors that require intervention to prevent disease
- c. Obtain, review and update a complete medical and dental history
- d. Recognize health conditions and medications that impact overall patient care
- e. Identify patients at risk for a medical emergency and manage the patient in a manner that prevents an emergency

##### **2. Diagnosis**

- a. Use assessment findings, etiologic factors and clinical data in determining a dental hygiene diagnosis
- b. Identify patient needs and significant findings that impact the delivery of dental hygiene services
- c. Obtain the proper consultations as indicated

##### **3. Planning**

- a. Establish a planned sequence of care based on the dental hygiene diagnosis; identified oral conditions; potential problems; etiologic and risk factors; and available treatment modalities
- b. Prioritize the care plan based on the health status and actual and potential problems of the individual to facilitate optimal health
- c. Establish a collaborative relationship with the patient in the planned care to include the etiology, prognosis, and treatment alternatives
- d. Make referrals to other health care professionals
- e. Obtain the patient's informed consent

##### **4. Implementation**

- a. Utilize accepted infection control procedures

- b. Obtain diagnostic quality radiographs
- c. Apply basic and advanced techniques of dental hygiene instrumentation to remove deposits without trauma to hard and soft tissues
- d. select and administer appropriate chemotherapeutic agents and provide pre and post treatment instructions
- e. provide adjunct dental hygiene services that are legally permitted
- f. Provide oral health education to assist patients in assuming responsibility for their own oral health

#### **5. Evaluation**

- a. Evaluate the effectiveness of the patient's self-care and the dental hygiene treatment in attaining or maintaining oral health
- b. Determine the clinical outcomes of dental hygiene interventions
- c. Develop a maintenance program that meets the patient's needs
- d. Provide referrals for subsequent treatment based on the evaluation findings

#### **6. Documentation**

- a. Assessment finding
- b. Dental hygiene diagnosis, Evaluation
- c. Treatment planning
- d. Services rendered (Implementation)
- e. Prognosis and re-care plan
- f. Provider and Instructor signatures

### **3.8 Community Involvement and Health Promotion and Disease Prevention**

In community-centered settings, the dental hygienist conducts educational and clinical programs using a population-centered approach. In this role, the hygienist requires an understanding of the determinants of health and the characteristics of the particular populations, as well as the individuals who comprise the population. The hygienist provides information and data to influence the facilitation of access to care and services.

#### COMMUNITY INVOLVEMENT

1. Provide community oral health services in a variety of settings.
2. Provide screening, referral and education services that facilitate public access to the health care system.
3. Respond to patient or community requests for information about contemporary dental problems.
4. Promote the dental hygiene profession by actively participating in the membership, leadership and / or service in professional organizations.
5. Assess and evaluate community based oral disease prevention strategies that aim to improve the oral health of the public with health policy and advocacy.
6. Understand strategies of systems thinking and an understanding of financial management within health care systems to enhance delivery of dental hygiene care.



## HEALTH PROMOTION AND DISEASE PREVENTION

1. Evaluate and utilize methods to ensure the health and safety of the patient and the dental hygienist in the delivery of dental hygiene.
2. Evaluate factors that can be used to promote patient adherence to disease prevention and/or health maintenance strategies.
3. Provide educational methods using appropriate communication skills and educational strategies to promote optimal health.
4. Promote preventive health behaviors by personally striving to maintain oral and general health.
5. Identify individual and population risk factors and develop strategies that promote health related quality of life.

### **3.9 Broken Instrument Policy and Procedure**

The following will be the Dental Hygiene Department's procedure regarding a broken instrument.

#### IF AN INSTRUMENT IS BROKEN IN A PATIENT'S MOUTH:

1. Calmly remove instrument fragment when possible and inform the instructor.
2. Sterilize and save all parts of the instrument; take a radiograph of the area to confirm complete removal of the object.
3. If the instrument fragment cannot be easily removed, notify the instructor and isolate the area with cotton rolls and calmly inform the patient not to swallow. Maintain isolation at all times and avoid use of the aspirator. Reattempt removal of the instrument fragment using Perio-retriever found in the emergency kit. Maintain isolation during the procedure. Take a radiograph to confirm complete removal.
4. If an instrument is broken sub-gingivally and cannot be removed, take a double film radiograph of the area involved. (One copy will be kept in the patient's permanent record and the other copy is for the secretary's file.) Consultation with an oral surgeon may be advised.
5. Complete an incident report and file with the assistant to the Director.
6. Student, instructor, and/or supervising dentist will sign the incident report.
7. File all parts of the instrument, the radiograph and incident report to the secretary.

### **3.10 Child Abuse Policy/ /Domestic Violence Policy**

The State Law of Maine makes it mandatory for all health professionals to report any situation in which there is "reasonable cause to suspect" child abuse/neglect. The dental hygienist is named specifically as a mandated reporter. The professional does not have an option in the matter of reporting such cases for investigation. Reporting in good faith frees the professional from any liability if the report proves to be unfounded. Willful failure to report opens the professional to criminal or civil liabilities. The right to privileged communication and confidentiality is waived between the physician and patient by state law in suspected child abuse and neglect cases. You must report all suspected cases.

Whenever the assessment leads to “reasonable cause to suspect” that a child has been abused or neglected, or is at risk of abuse or neglect, whoever in the institution is identified as the reporting individual (student, instructor, or dentist) will make an immediate telephone report to the State Department of Human Services, Child Protective Services, and will prepare a follow-up written report if requested to do so by DHS, CPS. All aspects of observations must be documented in the client’s chart under services rendered.

A report is not an accusation and does not require clinical confirmation of suspicion. Rather, the report should be looked upon as a request for further investigation and intervention. Professionals, who have a broad range of experience in differentiating and dealing with this kind of problem, investigate the report. By means of classroom lecture/discussion, Dental Hygiene students will be provided with information, which will enable them to recognize signs of child abuse and report such occurrences, which they are obligated to do.

Adult and Child Abuse – Neglect Toll Free Number for the State of Maine is 1-800-452-1999.

### **3.11 Latex Allergies Policy**

The Dental Hygiene Clinic is a latex-free environment for most products. The increased incidence of latex allergy in the workplace and in the general population has led to the development of this policy.

The most common type of reaction to latex is a non-allergic hand dermatitis caused by skin irritation. Latex can also trigger a Type IV allergic contact dermatitis or a more serious Type I allergic reaction that may cause anaphylaxis.

Alternatives are available in clinic for students, faculty and patients who are hyper-sensitive or allergic to latex. If, however, it is deemed that a procedure or product may cause a person eminent danger, the Dental Hygiene Program reserves the right to dismiss the person from the Dental Hygiene clinic.

Latex free products are available for use in clinic, as well as powder free latex products to reduce the risk of upper respiratory sensitivity.

*Reference: Brick, P., Berthold, M. (1996). Latex allergies-the hidden occupational hazard. Access, 10 (10), 17-22.*

### **3.12 Policy for Patient Records**

Patient records may be requested of staff at the front desk to facilitate quality patient preparation and patient care. Records are confidential and must be treated as such. Records must never leave the building and must be returned promptly to the front desk after use.

### **3.13 Referral Form Policy and Procedure**

The referral form is used to communicate dental hygiene findings and services rendered to the primary care dentist of patients that are treated at the University of New England Dental Hygiene Clinic. Patient referral is a professional responsibility of the dental hygiene student to ensure that the patient will receive comprehensive care. Patients who do not leave with a referral form with specific dental concerns will initial and date a general referral stamp found on the inside of their chart. This stamp states that the University of New England Dental Hygiene Clinic is not their dental home and that the clinic recommends a yearly exam with a general dentist.

The student will consult with their instructor on the need of a direct or general referral. An example of the form and the initial / dated general referral stamp are in the appendix.

### **3.14 Sealant Policy**

The following must be done in determination of the need for placing sealants as a service to our patients.

1. Teeth to be sealed need prior designation in the patient record, accompanied by a faculty signature and date.
2. The parent or guardian is to be advised ahead of time of the total cost of such services, and give their approval for the same.

Any sealant lost within one year of the date of application in the University of New England Westbrook College Campus Dental Hygiene Clinic will be replaced at no charge. After one year in place, lost sealants will be replaced at the present fee.

Should a patient call for an appointment for sealants only, the patient will be appointed as a new patient and charged accordingly. The sealants will be placed as stated during the initial appointment at the standard fee. This procedure allows total patient care and treatment: medical history, and oral exam; and oral hygiene instructions, complete plaque removal, and fluoride treatment will be provided as appropriate.

As sealant material is designed to be applied to the etched tooth surface as a preventive agent by the dental hygienist no alteration of the hard tissue prior to sealant placement will be performed in the University of New England Westbrook College Campus Dental Hygiene Clinic.

### **3.15 Fees for Dental Hygiene Services**

The clinic fee schedule is updated periodically. The most current schedule appears in the appendix section of this manual.

Approximate cost for exam & prophylaxis:

Adult (Ages 13-61)	\$36.00
Child (Ages 0-12)	\$16.00
Senior (Ages 62 and over)	\$25.00
Edentulous (Exam/Denture clean)	\$10.00
Periodontal Maintenance	
Adult (Ages 13-16)	\$36.00
Senior (Ages 62 & Over)	\$25.00
Quadrant Scale (Ages 13-61)	
Quadrant Scale (Ages 62 & Over)	\$25.00
Additional Services:	
Panorex	\$35.00
FMX	\$35.00
2 BW's	\$5.00
4 BW's	\$8.00
PA's	\$4.00 each image
Fluoride	\$5.00
Sealants per tooth	\$8.00 each tooth
Silver Diamine Fluoride (SDF)	\$20.00 each application

### **3.16 Indices and Classification Systems**

Indices and classification systems are assessment methods used to collect data concerning patient assessment, treatment, and follow-up of dental hygiene services, and may serve as evaluation measures of patient's outcomes. Classification is assigned each patient on the Daily Evaluation Form.

### **3.17 Periodontal Screening Record (PSR)**

The PSR is used to determine periodontal needs of patients at the initial screening appointment. Patients are then appointed to the appropriate clinical sequence. Screenings include, radiographs, indices and classifications to determine the patient's level of difficulty and treatment needs, the ASA, and whether the patient will be treated in a junior or a senior clinic.

### **3.18 Plaque Index – Patient Hygiene Performance (PHP)**

The purpose of the PHP is to quantify in numerical form the amount of oral debris. This index will provide baseline data for subsequent visits on homecare. It is performed at each visit.

## UNE Dental Hygiene Stages and Grades of Periodontal Involvement

### 3.19 UNE Dental Hygiene Stages and Grades of Periodontal Involvement

#### 1. Necrotizing diseases of the periodontium

#### 2. Periodontitis as a manifestation of systemic diseases

#### 3. Periodontitis

- a. **Stage I Initial periodontitis:** 1-2 mm CAL, less than 15% bone loss around root, no tooth loss due to periodontal disease, probing depth 4 mm or less, mostly horizontal bone loss
- b. **Stage II Moderate periodontitis-** 3-4 mm CAL, 15-33 % bone loss, tooth loss, pocket depth 5 mm or less, mostly horizontal bone loss
- c. **Stage III** Severe periodontitis with potential for additional tooth loss, 5 mm or more CAL, more than 33% bone loss, 4 or less teeth lost to periodontal disease, vertical bone loss, class II-III furcation involvement, moderated ridge defects
- d. **Stage IV** Severe periodontitis with potential for loss of dentition, all stage III with additional features that will require the need for complete rehabilitation due to masticatory dysfunction, secondary occlusal trauma, severe ridge defects, bite collapse, pathologic migration of teeth, less than 20 remaining teeth (10 opposing pairs)

#### Grades

Grades: Evidence of risk of rapid progression, anticipated treatment response

**Grade A:** (slow rate of progression) No bone loss or clinical attachment loss over five years, no diabetes, heavy biofilm but no destruction

**Grade B:** (moderate rate of progression) Less than 2mm bone loss or clinical attachment loss over five years, half a pack or less per day smoking, HbA1c less than 7%, biofilm commensurate with destruction

**Grade C:** (rapid rate of progression) Greater than 2mm of bone loss or clinical attachment loss over five years, half pack per day or more smoking, HbA1c 7% or higher, destruction exceeds amount of biofilm

Extent and distribution: localized <30%; generalized ≥30%; molar-incisor distribution

#### **References**

*Periodontitis: Consensus report of workgroup 2 of the 2017 World Workshop on the Classification of periodontal and Peri-implant Diseases and Conditions; Papapanoy, P., Sanz, M., Buduneli, N. et al. J. Periodontol. 2018;89(suppl 1):S173-S182*

*The new classification of periodontal disease that you, your patient and your insurance company can understand; Froum, S. Perio-Implant Advisory August 2018*

*A new classification scheme for periodontal and peri-implant diseases and conditions – Introduction and key changes from the 1999 classification; Canton, J.; Armitage, G.; Berglundh, T. et al. J. Periodontology 2018;89 (suppl 1): S1-8*

### 3.20 Patient Classification for Deposit

Patients are classified according to the amount and location of explorable detectable calculus occurring on the teeth. In general, the term "trace" is used to describe deposit that is barely detectable; "slight" describes deposit that is less than 1mm in width; "moderate" described deposit 1mm-2mm in width; and "heavy" described deposit that is greater than 2mm in width. Examiner discretion is advised when "width of deposit" is not the appropriate criteria to determine the classification; depth, location, number of teeth involved, or tenacity of deposit may also be used.

#### **Stage Child:**

Primary mixed dentition; generally, a child who is under the age of 12 years, unless calculus is present.

#### **Deposit I:**

- A. Trace or slight supragingival calculus and/or
- B. Trace or slight extrinsic stain and/or
- C. Trace subgingival calculus

#### **Deposit II:**

- A. Moderate supragingival calculus and/or
- B. Moderate extrinsic stain and/or
- C. Slight subgingival calculus

#### **Deposit III:**

- A. Heavy supragingival calculus and/or
- B. Heavy extrinsic stain and/or
- C. Moderate subgingival calculus

#### **Deposit IV:**

- A. Heavy supragingival calculus and
- B. Heavy extrinsic stain and Heavy subgingival calculus
- C. Heavy subgingival calculus only

### 3.21 Black's Classification of Caries and Caries Risk Assessment

- |           |  |
|-----------|--|
| Class I   | Caries beginning in the structural defects of the teeth; pits and fissures. These are located in the occlusal surfaces of the premolars and molars, in the occlusal two-thirds of the buccal groove of the molars, in the lingual surface of the upper anteriors in the cingulum area, and the lingual groove of upper and lower molars. |
| Class II  | Caries in proximal surfaces of premolars and molars.   |
| Class III | Caries in proximal surfaces of incisors and canines which do not involve the removal and restoration of the incisal angle.   |



- Class IV Caries in the proximal surfaces of the incisors and canines which require the removal and restoration of the incisal angle.
- Class V Caries in the cervical third of the crown.
- Class VI Caries above the crest of contour on anterior teeth or on the cusp tip on posterior teeth.

Evidence of caries, developmental, physical, mental disabilities may indicate the need for caries risk assessment. See appendices for Caries Risk Assessment Form.

### **3.22 Cairo Classification of Recession of the Gingival Margin**

- RT Type 1 Gingival recession with no loss of interproximal attachment- Interproximal CEJ is not detectable at both mesial and distal aspects of the tooth. RT1 recession defects represent defects that are most likely associated with traumatic toothbrushing in health periodontal tissue
- RT Type 2 Gingival recession associated with interproximal attachment loss. RT 2 represents a soft tissue defect that is most likely associated with periodontitis-induced horizontal bone loss.
- RT Type 3 Gingival recession associated with loss of interproximal attachment. Like RT 2, RT 3 is interproximal attachment loss associated with periodontitis, however the attachment loss is more severe, and in most cases associated with interproximal infrabony defects

### **3.23 Student Clinical Duties**

The principle clinical duty of the student is as a chair side student dental hygienist providing patient care. Other duties, on a very limited basis, consist of screening new patients, Infection Control Manager 1 (ICM1), and Infection Control Manager 2 (ICM2). See Appendix for an operational list of other duties in the format of an evaluation form.

### **3.24 Guidelines for Patient Treatment Sequence**

Clinic Check-In/Check-Out Procedures

1. Pre-appointment procedures.
2. Greet patients.
3. Seat patients.
4. "Release Form" completion signature check.
5. Health History/Vital Signs
6. Dental History
7. Soft tissue, periodontal, and hard tissue evaluation.

8. Risk Assessments
9. Prepare to discuss treatment/appointment plan with faculty. CHECK-IN:
  - a. Comprehensive check of procedures.
  - b. Confirm or revise comprehensive treatment plan.
10. PHP (utilize for patient education).
11. Initiate treatment.
12. Check treatment completion.
13. CHECK-OUT:
  - a. Request 30 minutes prior to end of clinic or as agreed upon with instructor/mentor.
  - b. Final examination will be performed upon completion of treatment as outlined by treatment plan.
  - c. Modified check-out is required for patients to be reappointed.
14. Post-appointment procedures.

Instructors may interrupt and check procedures completed to a certain point in order to avoid student waiting.

### **3.25 Informed Consent**

Informed consent acknowledges that the patient plays an active role in the decision making process of patient treatment. The patient must understand all relevant information about the procedures and freely consent to them.

### **3.26 Local Anesthesia Consent**

The local anesthesia consent form must be explained and signed before local anesthesia can be delivered. Local anesthesia can be delivered by 2nd semester senior dental hygiene students to meet competency requirements.

### **3.27 Expectations for the Mentor/Instructor**

During daily student learning the clinical chair-side mentor/instructor is encouraged to:

- Give positive feedback and accurately describe student's strengths, weaknesses and progress.
- Encourage and accept students' questions.
- Answer questions tactfully.
- Accept student as one developing new skills and applying knowledge.
- Provide a climate for students' independent action.
- Be aware of each student, distributing time daily and appropriately.
- Encourage discussion of patient care.
- Observe student and be present for support.
- Be available to the student at the clinical unit.
- Assist students in answering their own questions.
- Clarify the purpose of his/her presence.
- Demonstrate professionalism and competency.

- Limit talking with other instructors, acknowledging that conversations are overheard in the clinical setting.

### **3.28 Faculty Training**

Faculty training in student patient care competencies criteria and for grading will occur through each course director and the Faculty Evaluation and Assessment Manual. Also, annual faculty training occurs in the fall. UNE dental hygiene evaluation and grading systems also provides instructor calibration in every category of the dental hygiene process of care. If a Faculty member is an outlier for calibration, the director of clinical affairs will review criteria for grading with the faculty member.

Instructors go through the COMPREHENSIVE "Itemized list" when they evaluate student clinical performance and the list assures that instructors do not forget to observe every aspect of the process of care. This in itself provides Quality Assurance in Patient Care.

### **3.29 Performance Criteria for Assessing Patient Care Competencies**

Students are required to perform the following services as part of the dental hygiene process of care. The student must satisfactorily meet competency (rubric) standards to graduate.

The following criteria are evaluated and graded using the TalEval web-based Performance Form and the Grading Rubric 3.4 and Patient Competencies 3.7.

## **ASSESSMENT AND DENTAL HYGIENE DIAGNOSTIC DECISION MAKING**

### **Category I. Risk Assessment Medical/ Dental Histories**

#### **Item 1 Further Questions Findings**

Circles yes answers in red and further questions patients about those items on questionnaire +  
Failure to circle yes answers in red or further question patients about a "yes" answer ✓  
Both of the above and/or errors on more than one "yes answer X

#### **Item 2 Uses Reference**

Refers to drug handbook, medical dictionary, medline, etc. to research disease processes, drugs patient is taking +  
Failure to research an unknown disease process or medication ✓  
Failure to research disease process and medication for its treatment X

#### **Item 3 Vital Signs**

Uses proper techniques for taking accurate vital signs +  
Uses inappropriate technique for taking a vital sign ✓

Uses inappropriate techniques for taking more than one vital sign X  
Forgets to take vital signs and proceeds with appointment X

#### **Item 4 Notifies Instructor of Risk Factors**

Student notifies instructor if vital signs or medical history findings require a consult with patient's physician prior to treatment +  
Failure to notify instructor of patient condition or disease that is a risk for treatment X

#### **Item 5 Documents Appropriately in the Medical Alert Box**

Accurate documentation in the medical alert box +  
Documenting a non-alert finding in "Alert Box" ✓  
More than one non-alert finding in "Alert Box" X  
Failure to document a risk factor in the "Alert Box" X

#### **Item 6 Documents Medications and Contraindications to Treatment**

All information on medications patient is taking is documented +  
Incomplete by one omission or one inaccuracy ✓  
More than one omission or inaccuracy X

#### **Item 7 Documents lifestyle risk factors such as Tobacco use, Alcohol and/or Drug Use**

Documents all lifestyle risk factors + Incomplete by omission of risk factor(s) X

#### **Item 8 Health Summary**

Documents health summary section of medical history with a statement that summarizes the patient's overall health condition + or One ✓  item

#### **Item 9 Updates at Successive and Recall Appointments**

Asks appropriate questions and checks vital signs +  
Does not do either of the above X

### **Category II. Extra/Intra Oral Assessment**

#### **Item 10 Technique: visual, palpation, auscultation, order, thoroughness**

Performs assessment using correct techniques + One error in technique ✓  
Two or more errors in techniques X

#### **Item 11 Identifies abnormality: measures, describes, documents**

Measures, describes and documents all findings +  
Failure to measure or describe one non-pathological finding in record ✓  
Failure to measure, describe or document one risk (possible pathology) finding or one or more nonpathological finding X

#### **Item 12 Assessment Update at Successive and Recare Appointments**

Documents all changes in Extra/Intra Oral Assessment at each appointment + Incomplete by one omission or one inaccuracy of non-risk factor finding ✓   
More than one omission or inaccuracy or one pathological risk factor X

### **Category III. Occlusal Assessment**

#### **Item 13 Angle's Classification or Jaw Relationship**

Angles or skeletal classification of I, II, III Left or right side inaccurate ✓  
Both left and right sides different and inaccurate X

#### **Item 14 Overjet/Underbite**

Measurements documented + or One ✓  item

#### **Item 15 Overbite/Openbite**

Measurements documented + or One ✓  item

#### **Item 16 Crossbite**

Records teeth numbers of specific areas affected + ✓ or  X item

#### **Item 17 Deviate versions**

Recorded as facial, lingual, midline, torso + ✓ or  X item Deviate swallow noted

#### **Item 18 Parafunctional Habits**

Questions and documents: nail biting, bruxism, chewing pens, hair pins +  
Fails to document one habit ✓  
Fails to document more than one habit X

#### **Item 19 Study Models**

Uses proper technique for taking impressions and completing study models +  
Incorporates study models in occlusal assessment+  
Fails to do one of the above ✓  
Fails to do two of the above X

### **Category IV. Periodontal Assessment**

Recognizes changes as follows: If correct = +, 1 error = ✓, more than one minor error = X one acute pathology missed X

#### **Item 20 Gingival Description**

**Color:** Differentiates pink from light to bright red, or pigmented oral soft tissues

**Size:** Describes and differentiates enlargement, shrinkage and/or gingival changes whether localized to margins or papillae

**Shape margin/papillae:** Describes changes in shape to margins (flat, irregular to rounded) or papillae (knife-like to bulbous, blunted or cratered)

**Consistency:** Describes as spongy, edematous, firm or indurated, ulcerated, etc.

**Texture:** Describes tissue as smooth and shiny (punched out rete pegs), or fibrotic

**Item 21 Recession measurements**

Measures all areas of recession and determines the "clinical attachment level" (CAL)

**Item 22 Pocket measurement accuracy**

Accurate measurements of pocket depths, documents depths of 4mm or greater in red

**Item 23 C.A.L. Measures attached gingiva and notes clinical attachment levels.**

Documents all areas of <1 mm of attached gingiva

**Item 24 Bleeding points**

Records all areas of bleeding on probing with red pencil notations on periodontal chart

**Item 25 Mobility**

Accurately records mobile teeth according to classifications I, II, III +

**Item 26 Furcation Involvements**

Records all furcation involvements according to classifications  $\Delta\Delta\Delta$

**Item 27 Etiological Factors**

Documents etiological factors such as bacterial plaque and local irritants, systemic disorders, tobacco use, or malocclusion.

**Item 28 Accuracy of summary of statement of periodontal status +**

Inaccurate summary or failure to update at each appointment + or One   item

**Category V. Radiographic Process & Assessment**

**Item 29 Prescription Prior to Taking Radiographs +**

Failure to obtain prescription prior to taking radiographs X

**Item 30 Technique/process/retake approval +**

Error in one of the above

Error in more than one of the above X

**Item 31 Interpretation/correlation with EO/IO, perio and hard tissue exam**

Error in one of the above

Error in more than one of the above X

**Item 32 Name/date on radiographs and computerized records +**

Failure to label radiographs X

**Item 33 Cumulative radiation record completed + or One   item**

**Item 34 Confers with Dr. on diagnosis +**

Failure to notify Dr. for diagnosis X Hard Tissue Exam

## Category VI. Hard Tissue Exam

### Item 35 Missing teeth I.D.

Correctly identifies and charts which teeth are missing (extracted or unerupted)  
+ ✓ or  X item

### Item 36 Restoration I.D.

Correctly identifies and charts restoration materials, surfaces restored, crowns, abutments, pontics of bridges, or sealants + ✓ or  X item

### Item 37 Caries I.D.

Correctly identifies and charts areas suspicious as carious lesions + ✓ or  X item

### Item 38 Abnormality Identification

Any findings not noted other than caries, missing teeth, or restorations, such as: fractures, erosions, abrasions, attrition, hypocalcifications, mottled enamel, rotations, imperfections, supernumerary teeth, and any anomalies + ✓ or  X item

### Item 39 Assessment Update at successive and recall appointments

Failure to update X

## Category VII. Deposit Assessment

Grade according to Clinic Level: If percentage expected for each level the grade is +

If <10% inaccurate • If > 10% inaccurate X

Clinic Grading Period	Student Must Detect	
I	90% of Supragingival Cal	80% of Subgingival Cal
II-A	95%	80%
II-B	100%	85%
III-A	100%	90%
III-B	100%	95%

### Item 40 Supragingival underassessed/overassessed + ✓ or X item

### Item 41 Subgingival underassessed/overassessed + ✓ or X item

### Item 42 Soft deposit assessment + ✓ or X item

### Item 43 Assessment of stain + ✓ or X item

### Item 44 Updates at successive and recare appointments + ✓ or X item

## PLANNING AND SELECTION OF INTERVENTIONS

## **Category VIII. Treatment Planning**

### **Item 45 Formulates and presents dental hygiene diagnosis +**

Inaccurate assessment ✓

Inappropriate presentation ✓

Failure to formulate or failure to present X

### **Item 46 Prioritizes on patient needs, makes changes as needed**

Makes inappropriate change ✓

No change made when findings indicate the need X

### **Item 47 Has realistic goals for the process of care + or One ✓ item**

### **Item 48 Correct number and sequence of appointments**

Prepares a realistic treatment plan regarding the correct number of appointments and the proper sequence of treatment procedures +

Unrealistic plan of too few appointments, or too many appointments planned ✓

Inappropriate number of appointments and poor sequence of procedures X

No treatment plan in place X

### **Item 49 Plans for pain control and stress reduction +**

Allows patient to dictate need for local anesthesia or stress reduction protocol ✓

Proceeds with treatment even though patient is in need of pain control as evidenced by patient behavior and reaction to treatment X

### **Item 50 Plans timeframe for recare appointments +**

Inappropriate timeframe scheduled for recare appointments ✓

No recare appointments planned or scheduled X

### **Item 51 Explains the need for referral to specialty practices +**

Inappropriate referral made ✓

No referral made when one is necessary X

### **Item 52 Clearly explains alternatives, outcomes, expenses + ✓ or X item**

### **Item 53 Patient consent confirmed with signatures**

Responsible for 3 signatures: Patient, Student, Faculty + ✓ or  X item

## **IMPLEMENTATION AND ACTIVATING THE PLAN**

## **Category IX. Preventive and Supportive Treatment**

### **Item 54 Educates patient on conditions, needs, and commitment + or One ✓ item**

Missing one of the above ✓



Missing two or more of the above ✓

No presentation given to the patient on this information X

**Item 55 Overall health status considered in instruction**

Failure to consider health problem placing patient at risk X

**Item 56 Selects the correct toothbrushing method + or One ✓  item**

**Item 57 Interdental Aids**

Selects interdental aids appropriate for patient needs, especially when pocket depths are greater than 3mm.(Perio Aide, toothpicking), or diastemas(Proxy brush), or crowding of teeth that makes plaque removal more difficult. (Informs patient that floss alone will not remove plaque in pocket depths greater than 3mm) + ✓or  x item

**Item 58 Presentation**

When educating patients, visual aids are used to explain progression of the disease

Uses terminology that is appropriate for patient age and educational level. Defines terms and/or presents in lay terms as needed. + ✓or  x item

**Item 59 Plaque index**

Completes an accurate plaque index on every new patient, and every returning patient and explains the plaque score to the patient +

Completed plaque index is inaccurate ✓

Fails to complete a plaque indices X

**Item 60 Patient as plaque free as possible after instruction + or X only item**

-

**Item 61 Tobacco cessation utilizing current methodology +**

Failure to present information to patient X

**Item 62 Dietary counseling and lifestyle concerns as indicated + or One ✓  item**

**Item 63 Selective coronal polishing: explains, uses correct techniques + ✓or  X item**

**Item 64 Topical fluoride treatment: explains, and uses correct techniques + ✓or  X item**

**Item 65 FI self care instruction if needed + or One ✓  item**

**Item 66 Care of restorations, oral appliances, dentures + ✓or  X item**

**Item 67 Pit & fissure sealants as prescribed, using correct materials, techniques, placement +**

**Item 68 Antibacterial placement agents (Arestin, etc.) + ✓or  X item**

**Item 69 Chemotherapeutic agents (chlorhexidine, etc.) + or One ✓  item**

**Item 70 Desensitizing products, techniques (varnishes, MI Paste, etc.) + ✓or  X item**

**Item 71 Updates at successive and recare appointments + or One ✓  item**

### **Category X. Pain Control**

**Item 72 Pain Control Indications/contraindications – clinician’s judgement + or One ✓item**

**Item 73 Explains the need, procedure, post op. precautions + ✓or  X item**

**Item 74 Selection of type of local anesthetic + or One ✓  item**

**Item 75 Topical anesthetic application + ✓or  X item**

**Item 76 Local anesthesia set up/administration technique + ✓or  X item**

**Item 77 Sedation: preparation/monitoring + ✓or  X item**

**Item 78 Antianxiety measures (presedation) clinician’s judgement +✓or  X item**

**Item 79 Documents record noting analgesia, anesthesia: type, amount, effectiveness, reactions + or One ✓ item**

### **Category XI. Instrumentation - Ultrasonics**

**Item 80 Appropriate indications for ultrasonics: deposits, lavage, health status, risks +**

**Item 81 Explanation of procedure to patient + or One ✓  item**

Describes procedure and explains need for suction and avoidance of swallowing water and debris  
+

Failure to explain ✓

**Item 82 Equipment preparation, tip selection and patient/operator protection and safety**

Correctly sets up ultrasonic equipment (water control etc.) and drapes patient and gives paper towels, and safety glasses.+

Forgets one item ✓

Forgets more than one item X

**Item 83 Pt/op positioning-neutral wrist. Clock/handle position**

**Item 84 Technique – placement and movement of tip/fulcrum**

Places side of tip on deposit and moves continuously to avoid heating up tooth surface and does so with fulcrum maintained. + ✓or X item

**Item 85 Retraction of soft tissue, avoids spray on patient's face + ✓ or  X item**

**Item 86 Fluid Control suction, patient not swallowing water, debris + ✓ or  X item**

### **Hand Scaling & Debridement**

**Item 87 Patient – Operator Positioning All aspects of positioning are correct +**

One or the other is incorrect ✓

Both patient and operator positioning are incorrect +

**Item 88 Indirect Vision**

Uses indirect vision with dental mirror +

Isolated incidence of not using indirect vision where needed to assure proper positioning and good visibility

Repeated incidence of not using indirect vision where needed X

**Item 89 Instrument Selection – correct end/edge - sharpness**

Selects appropriate instrument and correct end/edge for specific areas and tooth surfaces+

Isolated incidence of not selecting appropriate instrument and end/edge  Instruments not sharp ✓

Repeated incidences of not selecting appropriate instrument and end/edge X

**Item 90 Grasp**

Grasp is correct at all times+ (fingers all together, no split, fulcrum finger advanced, thumb and index forming soft "C")

Grasp is incorrect in one area of the mouth, or with one particular instrument ✓

Grasp is incorrect in more than one area of the mouth with instrument X

**Item 91 Fulcrum**

Fulcrum is rigid (support beam), fixed (not traveling during instrumentation), in proper position and correctly used throughout instrumentation +

Isolated area of inability to employ fulcrum, or using weak fulcrum (bent, traveling during instrumentation), or not in the correct place for area working ✓

If repeatedly failing to employ fulcrum in correct manner X

**Item 92 Parallelism**

Terminal shank is parallel to the long axis of the tooth during instrumentation +

Isolated area of not placing instrument parallel to long-axis of the tooth ✓

Repeatedly failing to keep instrument parallel to long-axis of the tooth X

**Item 93 Ease of Insertion (places instrument on "Get Ready Zone" to line up for insertion)**

Inserts instrument subgingivally at proper line angle, with no pressure, and as close to 0 degrees as possible to avoid tissue trauma +

One isolated insertion error ✓

More than one insertion error X

### **Item 94 Exploratory Stroke**

Uses a light exploratory stroke with scaling instrument to detect calculus, and positions toe 1/3 of working end of instrument under the deposit before activating +  
Isolated incidence of not using exploratory stroke ✓  
Repeated incidence of not using exploratory stroke X

### **Item 95 Adaptation**

Toe 1/3 is consistently adapted during instrumentation +  
Isolated area of not adapting instrument to tooth ✓  
Repeatedly failing to adapt instrument to tooth X

### **Item 96 Activation**

Employs fulcrum and lateral pressure while opening + ✓ or  X item

### **Item 97 Angulation**

Instrument is inserted at 0 degrees, activation is initiated at 0 degrees and face of instrument is opened to 60-80 degrees during activation +  
Isolated area of not initiating at 0, or opening to 60-80(closing on face) ✓  
Repeatedly incorrect in angulation X

### **Item 98 Pressure During Activation**

Uses light to moderate pressure, no scraping or heavy pressure during activation +  
One incident of scraping instead of short controlled bite or longer lighter shave ✓  
Repeated incidents of scraping instead of short controlled bites or longer light shaving X

### **Item 99 Stroke Control**

The scaling stroke is less than 2mm. long and ends with instrument on the tooth +  
Lifting the instrument off the tooth at stroke's end ✓  
Repeatedly lifting the instrument off the tooth at stroke's end X

### **Item 100 Vertical and Oblique Working Strokes**

Uses vertical and oblique working strokes to remove calculus deposits. Only uses horizontal or circumferential strokes for fine scaling, and multi-directional strokes for root planing +  
Failure to use productive vertical or oblique working strokes for calculus removal in one area ✓  
Failure to use productive vertical or oblique working strokes for calculus removal in more than one area X

### **Item 101 Hands Steady - Not shaking when performing instrumentation**

Does not shake during instrumentation, regardless of nervousness during performance, as hands are in control when performing instrumentation +  
Isolated incidence of shaking during instrumentation ✓  
Repeatedly shaking during instrumentation X

### **Item 102 Gauze, Rinse Suction**

Takes every precaution to prevent patient from swallowing blood or loose calculus by using gauze and suction to absorb blood and collect loose deposits. Rinses and uses suction to avoid patient swallowing blood, or deposits. Finishes deep scaling procedures by using irrigation with Peridex or Listerine +

Failure to do any one of the above: gauze, suction, rinse, irrigate  ✓

Failure to do more than one of the above X

**Item 103 Finishes by flossing and using subgingival irrigation +**

Failure to do one of the above ✓

Failure to do both of the above X

**Category XII. Calculus Removal**

Grade according to Clinic Level: If percentage for each level the grade is + not met ✓

If more than 10% of level expected remains X

I	90% of Supragingival calculus	80% of Subgingival calculus
II-A	95%	80%
II-B	100%	85%
III-A	100%	90%
III-B	100%	95%

**Item 104 Supragingival removal + ✓ or  X item**

Within 10% of requirement

Greater than 10% of requirement X

**Item 105 Subgingival removal + ✓ or  X item**

Within 10% of requirement ✓

Greater than 10% of requirement X

**Item 106 No lacerations + ✓ or  X item**

One laceration ✓

More than 1 laceration X

**Item 107 No burnished calculus + ✓ or X item**

One surface of burnished calculus ✓

More than one surface of burnished calculus X

**Item 108 At check out, states exactly where calculus remains + or One ✓  item**

**EVALUATION COLLECTING FEEDBACK ON EFFECTIVENESS AND DOCUMENTATION-COMPREHENSIVE RECORDING KEEPING**

**Category XIII. Evaluation and Quality Assurance**

**Item 109 Organization, appropriate sequence in appointment procedures**

**Item 110 Equipment preparation, organization and sequence**

Uses proper equipment and follows proper sequence during the appointment +  
Is not prepared with proper armamentarium for procedure ✓  
Failing to check-in or out, misses or performs one procedure out of order ✓  
More than one procedure or item missing or out of order X

**Item 111 Evaluation, documentation, computerized record control**

Prepared for evaluation: proper documents filled out and entered into computerized records +  
One missing item ✓  
More than one missing item X

**Item 112 Student should NOT be wearing gloves at check-in so they can document instructor notes and wearing gloves at check-out to assist instructor with instrument transfer and suctioning.**

Student following protocol on gloves, documenting and assisting when necessary +  
Wearing gloves at check-in ✓  
Not wearing gloves at check-out ✓  
Not documenting instructor findings ✓  
Not assisting when necessary ✓ More than one of the above X

**Item 113 Reason for visit discussed, documented +**

Failure to discuss or document reason for visit ✓  
Failure to discuss and document reason for visit X

**Item 114 Treatment record page documented +**

One error in treatment record documentation ✓  
More than one error in treatment record documentation X

**Item 115 Patient's name/date on every page**

Name and date on every page +  
Name and date missing on one page ✓  
Name and date missing on more than one page X

**Item 116 Signs forms, seeks instructor and patient for signatures**

Patient Bill of Rights and consent forms presented to patient and signed by patient +  
Failure to present and/or get signatures on the above ✓  
Failure to get signatures and answer questions pertaining to Bill of Rights X

**Item 117 Completes student QA chart review of previous record of treatment and documentation**

Chart review is complete, accurate and up to date +  
One item missing or inaccurate or not updated ✓  
Two or more of the above not completed X

### **Item 118 Treatment Plan followed**

Patient treatment followed to completion as planned +  
Patient care is fragmented and not according to timelines ✓  
Patient's treatment is not completed X

### **Item 119 Student evaluation of care (treatment results documented) +**

Student has an inaccurate assessment of results or rationale for results of prior patient treatment ✓  
Student makes inappropriate plan to resolve problematic response to prior treatment ✓  
Student fails to evaluate and update at all X  
All entries on treatment record page are detailed, correct and signed by student +  
One error in documentation of treatment record ·  
More than one error in documentation of treatment record X  
Continued comprehensive care  
referrals recommended +  
Student fails to do either of the above X

### **Item 120 Continued comprehensive care referrals recommended +**

Student fails to do either of the above

### **Item 121 Recare appointment times scheduled**

Student schedules recare appointment at appropriate interval and follows through with recare appointment +  
Student fails to do either of the above X

## **Category XIV Ethics and Professionalism**

### **Item 122 Attendance and Punctuality**

Student is in attendance and on time +  
Student is either late or leaves early ✓  
Student came in late and left early X

### **Item 123 Time Management**

Student is using time wisely in the best interest of the patient +  
Student is not using time wisely and is wasting the patient's time X

### **Item 124 Infection control and patient safety assured**

Student follows all protocols for infection control and patient safety +  
Student does not follow protocols X

### **Item 125 Appearance, Demeanor, Attitude, Composure**

Student is professional in all ways +  
Student is unprofessional with one isolated and minor appearance ✓  
Student has more than one appearance problem X  
Student is unprofessional in anyway in demeanor, attitude or composure X

**Item 126 Consent forms signed prior to any procedures, treatment**

All forms signed +

Any consent forms not signed X

**Item 127 Discretion and privacy of patient protected**

Student is very discrete and protects patient privacy +

Student is indiscrete or not protective of patient privacy X

**Item 128 Patient Rapport and Compassion**

Student establishes patient rapport and shows compassion +

Student establishes minimal patient rapport ✓

Student fails to establish any patient rapport X Student does not show compassion X

**Item 129 Team-player, Self-directed, Helps**

Student helps where needed without having to be told +

Student wants to be helpful, but does not realize what he/she needs to do ✓

Student is not self-directed or not a team-player X

**Item 130 Accepts fair, negative feedback**

Student welcomes fair, negative feedback +

Student does not accept the feedback X

**Item 131 Recognizes the Need to Learn**

Student recognizes that they need to learn and improve +

Student does not recognize or is unwilling to change X

**Item 132 Acknowledges and Corrects Errors**

Student acknowledges errors and makes corrections +

Student refuses to acknowledge errors X

**Item 133 Practices effective communication skills**

Communicates with patient at their level of understanding +

Uses technical terms when lay terms are necessary ✓

Uses lay terms when patient has a background to understand technical terms ✓

Fails to clarify conditions, procedures to patient X

**Item 134 Proper grammar spoken and written**

Uses correct grammar when speaking and writing, and correct spelling when writing +

One error in grammar or spelling ✓

More than one error in grammar and/or spelling X

Item 135 Practices within limits of knowledge and skills Stays within limits of knowledge and skills

+ Practices beyond the limits of knowledge and skills X



### **Item 136 Follows Rules, Laws & Regulations**

Follows all rules +

Does not follow one or more rules X

### **Item 137 Meets commitments**

Is accountable and reliable in meeting all commitments +

Failure to meet one or more commitments X

### **Item 138 Reports Misconduct**

Reports misconduct to instructors, administration or law officials as indicated +

Fails to report misconduct X

### **Item 139 Completes assignments on time**

Completes all assignments on time +

Fails to complete one or more assignments on time X

### **Item 140 Makes learning a priority**

Values learning as a priority +

During this session student is grade oriented or anxious to get through the appointment instead of being learning oriented X

## **3.30 Clinician Medication Policy**

People take medications for many conditions and such matters are confidential. As professionals, we must recognize when our abilities are impaired. Safety is an important aspect of professional practice.

We must respect safe interaction with patients, our colleagues, and ourselves.

Any student or faculty member who takes medication that impairs their ability, must recognize this and refrain from any work in the clinical setting. This would include RA, CA, screening, and all chairside duties. Students and faculty who are impaired will be dismissed from all clinical duties.

Students are encouraged to consult with the clinical course directors about absences for any reason. See sections 3.1 and 3.2 for policies regarding attendance.

## **3.31 UNE Dental Hygiene Program Standards of Care (See 1.5)**

## **3.32 Program Clinic and Lab Attire**

- I. Clinical Attire
  - A. Clinic/Laboratory setting – working on patients
    - a. Scrubs

- b. Protective gown/cover – provided by the Department
- c. White shoes/sneakers
- d. White socks
- e. Legs should be completely covered
- f. Tattoos must be covered

B. Hair must be fastened off the face with no obvious loose ends

- a. If you put your head down and hair falls onto your face, you need to pin it back
- b. Bobby pins, hair clips and non-porous head bands that are impervious to fluid and can be disinfected may be worn to keep hair back and away from the patient
- c. Disposable surgical hats may be worn if desired

C. All jewelry must be removed

- a. Wedding rings
- b. Watches
- c. Tongue rings
- d. Necklaces
- e. Facial jewelry

D. Protective gowns/covers must be removed before leaving the work area

E. Clinic attire should be laundered in hot water, detergent and bleach daily

II. Lab Attire

A. If working in a lab setting (no patients), students may wear slacks (no jeans), closed-toed shoes, and an appropriate protective gown/cover

B. No jewelry

III. Classroom / Professional Presentations

A. Professional business attire is expected in some cases. See individual course syllabi.

### 3.33 Risk Assessments

Many patients are not aware that they have risk factors for systemic and/or oral disease. Risk assessment provides a way to evaluate patients and to identify factors to prevent disease or to provide early intervention for conditions to minimize the factor's impact.

It is an expectation that risk assessment be conducted on each patient, assessments for oral health include, tobacco use, enamel caries and root caries, and periodontal risk assessment.

Risk Assessments are accomplished by the use of risk assessment forms. Examples of forms can be found in the appendix.

## **Assessing the Patient for Tobacco Use**

We use a web based assessment tool for tobacco, medication and drugs. SBIRT (Screening Brief Intervention and Referral for Treatment)

<https://nida.nih.gov/taps2/>

Numerous oral conditions are attributed to tobacco use and vary with the type of tobacco used. Because of that, tobacco use can seriously compromise patient care or the patient's ability to heal from dental treatment. Use information from the Patient History to assess the willingness of a patient who answered affirmatively to tobacco use on the health history to end his or her tobacco use.

Remember the 5-A's: Ask, Advise, Assess, Assist, Arrange.

## **The Brief Intervention**

A few simple questions about tobacco use and quitting behavior can serve as an effective assessment to determine when to initiate a brief intervention.

## **Tools for brief interventions and assessment:**

Brief Conversations: An effective assessment can be conducted using a few simple questions:

- Have you used tobacco in the past 6 months?
- Do you currently use tobacco?
- How often do you use tobacco?
- Have you ever tried to quit or thought about quitting?
- What strategies or medications did you use?

## **In-depth Counseling**

For more in-depth or intensive counseling, a number of assessment tools have been developed which can be of great assistance in gathering important information.

SBIRT: Screening, Brief Intervention and Referral to Treatment

Screening, brief intervention, and referral to treatment (SBIRT) is a comprehensive, integrated, public health approach to the delivery of early intervention and treatment services. The risk screening and brief intervention is used for persons with substance use disorders and those whose use is at higher levels of risk. Primary care centers, schools, clinics and other community settings provide excellent opportunities for early intervention with at-risk substance users and for intervention for persons with substance use disorders. The dental hygiene program is committed to provide preventive patient care with this screening and brief intervention.

## **Previsor Risk Assessment**

Previser Risk Assessment is used for Caries, Perio, Oral Cancer and Tobacco Use

Caries management by risk assessment is an accepted method to identify risk factors for caries,

including root caries and recommendations for treatment. This risk assessment and proposed interventions are based on the concept of altering the balance of pathologic factors and protective factors. Caries risk assessment forms: (Age 0-6) and form(Age >6) by the American Dental Association are in the Appendix.

**Hyposalivation Screening Tool** Xerostomia is a risk factor for caries, cervical caries and other oral conditions, such as fungal infections. The American Dental Hygienist's Association provides a tool to assess hyposalivation, including risk and treatment options for the risk categories.

### **Periodontal Disease Risk Assessment**

The student will conduct a periodontal risk assessment to help predict a patient's risk for developing periodontal disease and to assist the patient in acquiring motivation, knowledge, attitudes and practices that will lead to successful management of periodontal disease (s) or the prevention of periodontal disease(s). The University Of New England Periodontal Disease Risk Assessment Form adapted from the American Academy of Periodontology is in the Appendix.

## **3.34 Periodontal Treatment**

### **Periodontal Treatment Protocol**

All faculty and students will be aware of the Dental Hygiene Program's Periodontal Treatment Protocol (PTP) and use it accordingly. The policy includes the use of criteria for assessment, dental hygiene diagnosis, planning, implementation, and evaluation of case indicators and the suggestion of clinical judgment by the clinician for recommending periodontal maintenance, as well as recommendations for individualized education and home care instruction. This policy is based on the American Academy of Periodontology's Parameters of Care. A copy of the PTP is in Appendix IV.

## **3.35 Dental Implant Maintenance Protocol**

Current research and concerns regarding the maintenance of dental implants and our 2024-2025 policy for how we are instructing students to treat dental implants have informed a need to update our clinic protocol. Proper instrumentation of dental implants must adequately disrupt the oral microbiome without altering the integrity of the implant and, be minimally invasive (Hatzimanolakis et al., 2019). Hatzimanolakis and colleagues (2019) recommend considering the peri-implant tissues and the condition of the implant when choosing the best instrumentation for biofilm and calculus disruption. Air polishing with low abrasive glycine or erythritol powders has been proven to be safe and effective as well as titanium scalers (Hatzimanolakis et al., 2019).. In a small study, van Velzen et al., (2016) presented compelling evidence of fibers embedded in diseased dental implants using electron microscopy. All methods of debriding dental implants can cause surface damage except for air polishing with low abrasive powders; however, more research is being conducted on air polishing techniques (Hu et al., 2020).

Because there is a proven need to remove biofilm and calculus on dental implants but also

evidence that scalers can cause damage to the biologic seal, instrumenting dental implants in our clinic with titanium scalers should be done with direct faculty guidance and careful attention not to disrupt the epithelial attachment (Louropoulou et al., 2015). A light explorer stroke is to be used for soft deposit and if necessary for calcified deposits a slight increase in lateral pressure can be used to remove calculus. Radiographs should be taken annually of all implants, all implants exhibiting exudate or mobility should be referred to a periodontist (Gehrig & Shin, 2024)

Gehrig, J., Shin, D. (2024) *Foundations of periodontics for the dental hygienist, sixth edition*, Jones-Bartlett.

Hatzimanolakis, P., Tsourounakis, I., & kekekis-Cholakis, A. (2019). *Dental implant maintenance for the oral healthcare team. Compendium of Continuing Education in Dentistry* 40(7), 424-430. no doi.

Hu, J., Ayukawa, Y., Zhou, X., & Swi Rakhmatis, Y. K. (2020). *the impact of surface alteration on epithelial tissue attachment after the mechanical cleaning of titanium or zirconia surface. Journal of Oral Rehabilitation* 47(9), 1065-1076, <https://doi.org/10.1111/joor.12920>

Louropoulou, a. s., & Van der Weijden, f. (2015). *Influence of mechanical instruments on the biocompatibility of titanium dental implants surfaces: a systematic review. clinical oral implants research* 26 (7), 841-850, <https://doi.org/10.1111/clr.12365>

van Velzen, F., & lang, N. S. (2016). *Dental floss as a possible risk for the development of peri-implant diseases: An observational study of 10 cases. Clinical oral Implants Research* 27(5), 618-621, <https://doi.org/10.1111/clr.12650>

### **3.36 Recare/Recall Policy**

When patients consent, they may be assigned a Dentrix code that places them at the correct time interval for re-care visits based on their stage of oral health. This Dentrix feature allows for lists to be printed monthly which provide patient care representatives with a list of patients to call and schedule.

# MEDICAL CONSIDERATIONS FOR PATIENT CARE

## 4.1 Medical History Complications Procedure for the Medically Compromised Patient

Significant complications noted on a patient's medical history should be reviewed with your instructor before proceeding to any definitive care.

\*Significant medical history should be noted in **RED** on the upper right front corner of each patient's chart and noted under medical alerts in Dentrax.

The protocol for all conditions of significant medical history is the same:

1. **CONSULT** with your instructor before proceeding to any oral exam or procedure.
  2. **DETERMINE** the need for any special precautions before proceeding.
  3. **DOCUMENT** any decisions and recommendations received from an instructor or consulting physician.
- 
1. **Consultation:** Before consulting with your instructor, prepare by reviewing the appropriate text material or this manual.
  2. **Determination:** The patient should be categorized as "High Risk" or "Low Risk" depending on the medical facts. Management or precautionary treatment should always be based on the latest protocols established by the appropriate professional review board. Review the ASA Physical Status Classification System note at the end of 4.00 to help determine the risk of dental hygiene treatment and the appropriate action.
  3. **Documentation:** All decisions should be written in the narrative/services rendered section of the patient chart. Documentation includes a written record of any phone consultations with a physician. The date, time, and content of the conversation must be recorded, and witnessed by the instructor. Completeness is essential for all documentation. It is most prudent to have the physician follow up this conversation with a document relating all diagnostic and preventive information considered appropriate. This document will become a part of the patient's clinic record.

The medically compromised patient may be defined as the patient with a disorder or treatment that would necessitate alterations in the provision of dental hygiene treatment.

### ASA\* Physical Status Classification System

(\*ASA American Society of Anesthesiologists)

The ASA Risk Management System has been adapted to fit the clinical needs of the Dental Hygiene Clinic. The following classifications and examples are meant to guide dental hygiene care delivery. The ASA classification provides a means for the identification of the medically compromised patient. The following is intended to be a relative value system based on clinical judgment and assessment of relevant clinical data. Whenever the clinician is unsure of any clinical data provided by the patient or determined by physical exam, the patient is classified ASA IV, Red Light for

elective treatment. Consultation should be initiated. After consultation with the patient's physician or other dental colleague, the patient's ASA status may be upgraded to one of the treatable classifications or may remain in the untreatable category.<sup>1, 2</sup>



*ASA I Normal healthy individuals*

Green Light for treatment

*ASA II Mild systemic disease or extremely anxious ASA I*

Yellow Light for treatment; proceed with CAUTION; minimal risk for elective hygiene treatment

Examples of ASA II patients:

- Adult onset diabetes
- Epilepsy
- Uncontrolled asthma
- well-controlled hyper or hypo-thyroid disorders - no symptoms
- ASA I patients with upper respiratory infection
- healthy pregnant women
- ASA I patients with drug allergies
- ASA I patients with extreme dental anxiety
- ASA I patients over 60 years old
- Adults with BP 140-159 systolic and 90-94 diastolic

*ASA III Severe systemic disease that limits activity but is not incapacitating. Symptoms only seen when patient is stressed.*

Yellow Light for treatment; proceed with CAUTION; moderate risk may require treatment plan modification.

Examples of ASA III patients:

- Unstable angina pectoris
- status post-myocardial infarction more than 6 months
- status post-CVA more than 6 months
- well-controlled IDDM
- CHF with orthopnea and ankle edema
- COPD: emphysema or chronic bronchitis
- exercise induced asthma – can also be caused by anxiety
- less well controlled epilepsy
- hyper or hypothyroid disorders with symptoms
- adults with BP 160-199 systolic and/or 95-114 diastolic

*ASA IV No elective dental care*

Red Light for treatment

Examples of ASA IV patients

- unstable angina pectoris
- myocardial infarction within 6 months
- CVA within 6 months
- adult BP above 200 systolic and/or 115 diastolic
- severe COPD or CHF (reqs O2 bottle or confined to wheelchair)
- uncontrolled epilepsy (Hx of hospitalization)

- uncontrolled IDDM (Hx of hospitalization)

ASA V Not expected to survive more than 24 hours

Red Light for treatment

Examples of ASA V patients

- end-stage renal disease
- end-stage hepatic disease
- end-stage cancer
- end-stage infectious disease
- end-stage cardiovascular disease
- end-stage respiratory disease

1 Malamed SF. *Medical Emergencies in the Dental Office*. 5th ed. St.Louis, Missouri: Mosby, Inc; 2000. 2 Grimes, EB. *Medical Emergencies Essentials for the Dental Professional*, N.J.: Pearson Prentice Hall, 2009.

## 4.2 Diseases with Significant Oral Care Precautions

### I. Cardiovascular Diseases

#### A. Hypertension (• 140/90mm Hg)

RISK: A sustained elevation of diastolic blood pressure caused by increased peripheral arteriolar resistance may lead to cardiac, renal, retinal or cerebrovascular complications.

MANAGEMENT: Strive to reduce patient stress and anxiety. Provide patient with card indicating: date, pressure reading, and arm used for measurement. See Appendix II for management table. Check for xerostomia if patient is on antihypertensive medications. Do not use local anesthesia formulations with epinephrine vasoconstrictors.

#### B. Heart Attack

RISK: If a history or heart attack within the last six months exists, there is an elevated risk of repeat attacks.

MANAGEMENT: No dental hygiene care if less than six months. No restrictions if longer than six months.

#### C. Angina Pectoris

RISK: Patients with unstable angina pectoris are very susceptible to arrhythmias, myocardial infarctions, and sudden death.

MANAGEMENT: Unstable angina is a High Risk situation – no dental care. Stable angina (under the current care of a physician) is a Low Risk situation – dental care given only if patient has nitroglycerin medication with them.

#### D. Heart Murmur of Pathologic Origin, Congenital Heart Defect or Lesion, and Artificial Heart Valve

RISK: Patients with any of the above conditions, as determined by their physician, are

susceptible to bacterial endocarditis.

MANAGEMENT: If susceptible, and gingival bleeding is anticipated, oral antibiotic prophylaxis is required. (See Appendix I)

#### E. Arrhythmias

RISK: Arrhythmia may precipitate fibrillation and sudden death. High Risk patients are unstable with symptoms, pulse greater than 100, irregular pulse, or bradycardia with a pacemaker.

Moderate Risk patients are taking chronic medication but are asymptomatic or have a pacemaker. Low Risk patients have no symptoms and no medications but episodic, identifiable etiology.

MANAGEMENT: High Risk patients – no dental treatment – refer to physician. Moderate Risk – consult with physician before any dental treatment. Strive to reduce stress and anxiety of dental appointment, and avoid excessive use of vasoconstrictor. Patients with pacemakers do not require oral antibiotic prophylaxis. Low Risk patients – unrestricted dental treatment but clinician should always be aware that arrhythmic problems may occur.

F. Stroke - Cerebrovascular Accident RISK: Stroke is a sudden life-threatening condition. High Risk patients are less than 6 months post-attack. Low Risk patients have survived beyond 6 months with or without permanent physical handicaps. MANAGEMENT: High Risk – no dental treatment. Low Risk patients can receive dental care with the following precautions: 1) strive to reduce appointment stress and anxiety, 2) be aware of prolonged period needed to achieve homeostasis if on anticoagulant medication, and 3) avoid excessive vasoconstrictor in local anesthesia.

## II. BLOODBORNE PATHOGENS

This is a diverse category but the common denominator is that these pathogens all are transmitted within blood droplets. The greatest risks to clinicians are needle stick injury and infected blood entering a wound or the oral cavity.

#### A. Acquired Immune Deficiency Syndrome (AIDS)

RISK: Infection with the HIV-1 and HIV-2 virus is universally fatal. Prevention of virus infection to others via contaminated blood should be of prime concern.

MANAGEMENT: HIV-infected asymptomatic patients are managed like any other patient in the clinic. Use Universal Precautions. AIDS patients with thrombocytopenia present clotting problems during scaling procedures; consult with the physician about possible platelet augmentation. Patients with advanced immunosuppression and neutropenia will require oral antibiotic prophylaxis; consult with the physician if in doubt. All HIV-infected patients are more susceptible to opportunistic infections and will require closer periodontal management. It is recommended that daily chlorhexidine mouth rinse be advised to keep all oral infections minimized. Patients with severe AIDS symptoms should be treated to reduce pain and oral infection in these patients. Aggressive periodontal procedures are contraindicated since thrombocytopenia will create clotting problems.

## B. Hepatitis

RISK: Type B hepatitis (HBV), type C hepatitis (HCV), and type D hepatitis (HDV) have varying degrees of infectivity, but all are blood borne pathogens. Chronic liver destruction and death is a consequence of infection.

MANAGEMENT: A careful health history and Universal Precautions are always practiced. Patients with active hepatitis will not receive hygiene care. Patients with a known history of hepatitis should be encouraged to have laboratory tests to determine whether the patient is a carrier of the type B surface antigen HbsAg. The patient will need counseling by their physician on the patient's infectivity and how to prevent infection of others. Patients with the signs and symptoms of hepatitis should be referred to a physician, no hygiene care is rendered.

## III. HEMATOLOGIC DISORDERS

### A. Bleeding Disorders

RISK: Congenital or acquired bleeding disorders and drug induced bleeding problems pose a hemostasis problem during hygiene scaling procedures. Patients identified by health history with the following conditions require special precautions.

- Hemophilia
- Von Willibrand's disease
- Anticoagulation therapy such as; Warfarin, Pradaxa, Xarelto (e.g. stroke and phlebitis)
- Aspirin therapy
- Liver cirrhosis
- Severe hepatitis
- Malnutrition
- NSAID therapy (non-steroidal anti-inflammatory drugs)
- Cancer chemotherapy

MANAGEMENT: No hygiene procedures that may cause gingival bleeding should be performed if the patient health history, oral exam, or medication list indicates a bleeding disorder exists. The patient should be referred to his physician for diagnosis. A patient under the supervision of a physician for a bleeding disorder, should not be given hygiene care until the supervising physician is consulted. (See Appendix III for blood chemistry values and discussion of INR).

### B. Immunoincompetence

RISK: Several congenital or acquired conditions cause the immune system to be incompetent to control infection or repair tissue damage. Life-threatening infection can be caused by invasive hygiene procedures and subsequent bacteria. The following is a partial list of such conditions:

- HIV infection/AIDS

- Immunosuppressive drug therapy (cancer and organ transplantation)
- Corticosteroid therapy
- Diabetes mellitus (UNCONTROLLED)
- Alcoholism
- Splenectomized patients
- Leukemia (white-blood cell disorders)

MANAGEMENT: Before any invasive hygiene procedures, and consultation with the current physician is required. It is imperative to determine the status of the patient's hematological condition, and the need for antibiotic coverage to prevent life-threatening septicemias. (See Appendix III for pertinent blood cell laboratory values)

### C. Kidney Transplant

Kidney patients are advised to tell their [kidney doctor](#) when a dental procedure is required. The doctor may recommend antibiotics be taken prior to the procedure to help guard against infection. The dentist should be made aware that their patient has kidney disease or is on dialysis. Ideally, dental procedures, such as tooth extraction, should occur on a non-dialysis day for those on hemodialysis. Heparin, administered during hemodialysis, may cause some people to have extra bleeding.

During workup for a [kidney transplant](#) a person will undergo a thorough oral exam. Infections from gum disease or advanced tooth decay can prevent someone from being eligible or delay the transplant until dental work is completed.

**For UNE dental hygiene patients receiving dialysis**, we require consultation from their Nephrologist on the need of antibiotic premedication. Peritoneal dialysis presents no additional problems in dental management. However, this is not the case with patients who are receiving hemodialysis.

*(Little, J and Falace, D. (2013), Dental Management of the Medically Compromised Patient. 197-198)*

## IV. RESPIRATORY TRACT

### A. Anaphylactic Bronchoconstriction

**RISK:** Systemic reaction to an allergen precipitates life-threatening constriction of bronchiole smooth muscles. Patients with a history of allergies to antibiotics, pain-relievers, local anesthetics and latex are of special concern to hygienists.

**MANAGEMENT:** Injection of epinephrine (Epi-Pen) is recommended to quickly reverse the symptoms created by muscle contraction.

### B. Emphysema

**RISK:** Life-threatening hypoxia may occur if physiologic oxygen demands exceed ability of damaged alveoli to oxygenate blood.

**MANAGEMENT:** Do not place patient in supine position, strive to reduce appointment stress and anxiety, and ensure current physician-recommended medications such as bronchodilators are available.

### C. Asthma

**RISK:** Life-threatening bronchospasm caused by hypersensitive airway may occur.

**MANAGEMENT:** Ensure that patient is compliant with physician recommendations for drug therapy. Patient should have prescribed emergency drug readily available (e.g. theophylline). Do not use local anesthetics with epinephrine if patient is also using other sympathomimetic agents.

## V. ENDOCRINE DISORDERS

### A. Diabetes Mellitus

RISK: Uncontrolled diabetics are at HIGH RISK for life-threatening infections following invasive hygiene therapy. Diabetics whose condition is under control using physician prescribed drugs or diet modification are at LOW RISK for infections. Under control means that no recent episodes of insulin shock has occurred, no recent changes in drug therapy have been required, no recent history of frequent infections and no concurrent medical conditions such as hypertension or coronary artery disease exist. The patient's control can be ascertained by the HBA1C Test which reflects the average blood glucose level over the last three months. See Appendix for chart on interpretation of the HBA1C Test.

MANAGEMENT: High Risk patients with an A1C greater than 8 should not receive dental hygiene treatment without consultation between the dental professional and appropriate physician. Low Risk patients may receive hygiene care. For insulin-dependent diabetics, recommend normal insulin dosages, a normal breakfast, and morning hygiene appointments (high glucose and low insulin activity). Strive to reduce appointment stress and anxiety that will limit the release of endogenous epinephrine. Epinephrine is antagonistic to insulin. Local anesthetics with epinephrine should be used sparingly. IF IN DOUBT, CONSULT THE PHYSICIAN BEFORE TREATMENT.

#### B. Thyroid Disease

RISK: Uncontrolled hyperthyroidism is a HIGH RISK condition that is life-threatening when a "thyroid storm" occurs. This attack may cause extreme tachycardia and fever. Patients with controlled hypothyroidism taking thyroid supplements are at LOW RISK.

MANAGEMENT: High Risk patients should not receive hygiene care since their ability to tolerate stress is limited. Low Risk patients may receive hygiene care.

### VI. MUSCULOSKELETAL CONDITIONS

#### A. Joint Prosthesis

RISK: Patients at HIGH RISK have a history of joint replacement, with or without active periodontal infection, unstable prosthesis, severe diabetes type I, immunoincompetency, or other blood dyscrasias. LOW RISK patients exhibit no complications with the prosthesis or other systemic conditions.

MANAGEMENT: No hygiene care should be given to High or Low Risk patients without first consulting with the orthopedic physician. The physician's recommendation for antibiotic coverage should be followed. AAOS recommends all patients with prosthetic joint replacement Immunocompromised/immunosuppressed patients, Inflammatory arthropathies (e.g.: rheumatoid arthritis, systemic lupus erythematosus), Drug-induced immunosuppression, Radiation-induced immunosuppression, Patients with co-morbidities (e.g.: diabetes, obesity, HIV, smoking) previous prosthetic joint infections, Malnourishment, Hemophilia, HIV infection; be considered for antibiotic prophylaxis.

#### B. Bisphosphonate related Osteonecrosis of the Jaw (ONJ)

RISK: Patients taking IV Bisphosphonate, commonly, for the management of metastatic breast cancer and multiple myeloma and patients taking oral bisphosphonates for the management of osteoporosis are at LOW RISK for ONJ, between 1 and 10 percent for IV bisphosphonate and 1 in 10,000 or less than 1 in 100,000 patient-treatment years for oral

bisphosphonate use.

MANAGEMENT: Because IV use of bisphosphonates generally accompanies comorbidities, such as cancer, and puts the patient at higher risk, a consultation with the oncologist is recommended before invasive dental or dental hygiene care. Oral use of bisphosphonates for osteoporosis puts patients at LOW RISK for ONJ, patients must be informed of the low risk of ONJ. Low risk patients are eligible for all normal hygiene care.\*

\*Footnote:

*Suzuki JB, Klemes AB, Osteoporosis and osteonecrosis of the jaw. Access, special supplementary issue. American Dental Hygienists' Association, March 2008.*

1. American Dental Association – oral bisphosphonate for less than 3 years, no clinical risk factors. ADA recommends a three month drug holiday before and after oral surgery. There is no data to support this recommendation and ADA suggests clinical judgment based on individual benefit/risk management.
2. American Association of Oral and Maxillofacial Surgeons – routine dental treatment should not be modified solely on the basis of oral bisphosphonate therapy.
3. American Society for Bone and Mineral Research – patients should have the same dental care (prophylaxis, restorations, and root canal therapy) recommended for the general population.

## VII. HIGHLY CONTAGIOUS INFECTIONS

### A. Tuberculosis

RISK: Infected patients can disseminate highly infectious microbes to clinician and other patient; mode of transmission is exhalation aerosol. Health history notes showing positive TB test, fever, weight loss, night sweats, cough, blood in sputum, tender lymph nodes, current medications include anti-tuberculosis drugs (streptomycin, ethambutol, isoniazid) all indicate HIGH RISK patient.

MANAGEMENT: Contagious individuals will not receive hygiene care. All High Risk patients must be designated non-contagious by a consultation with current physician

### B. Impetigo

RISK: Discharge from skin lesions is highly infectious source of pathogens.

MANAGEMENT: No hygiene care given until lesions are completely resolved.

### C. Herpes Simplex

RISK: Active herpetic lesions transmit HSV-1 and HSV-2 viruses which are highly contagious.

MANAGEMENT: Patients who report recurrent "fever blisters" on their health history should be classified as HIGH RISK individuals. Universal Precautions should be strictly followed for all patients and is the primary method to "break the chain of infection". If an active lesion is discovered during routine oral exam, the patients should be informed and educated about their infectivity. They are a risk to themselves for further lesions and to their family and intimates for new disease. Hygiene care is not recommended since the virus can be spread to other sites on the patient. High Risk patients should be instructed to reschedule any



imminent appointment if an active or prodromal lesion is evident.

#### D. Potentially Infectious patients, students and staff

Patients, students and staff that are potentially infectious and display illness should be dismissed from the clinic. Patients at intake should be asked about their travel and occupational history, including respiratory signs and symptoms and fever.

#### E. COVID

<https://www.osha.gov/coronavirus/control-prevention/dentistry>

#### F. Influenza

**RISK:** This disease can be spread in a number of ways: direct contact with mucous membrane; cross-contamination with clinical contact surfaces; and droplet transmission including sneezing and coughing, spreading the pathogens by large particle droplets that are carrying the microorganisms. People with flu can spread it to others up to six feet away. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Less often, a person can get the flu by touching a surface or object that has flu virus on it, and then by touching his or her own mouth or nose or other mucous membrane.

**MANAGEMENT:** Use patient-reminder calls to identify patients reporting influenza-like illness and reschedule nonurgent visits until 24 hours after the patient is free of fever, without the use of fever-reducing medicine.

*The major source of all of the above material on medical considerations was:*

*Little, J.W. & Falace, D.A. (1997). Dental Management of the Medically Compromised Patient St. Louis: Mosby.*

*The American Academy Orthopaedic Surgeons, "Antibiotic Prophylaxis for Bacteremia in Patients with Joint Replacements": <http://www.aaos.org/about/papers/advistmt/1033.asp>.*

### **4.3 Medical Emergency Risk Management**

**Prevention** is the best management tool for all medical emergency possibilities. Being alert and observant are your most important clinical traits. Knowledge of the various at risk diseases and conditions that are common in the patient population, will allow the clinician to mentally prepare and physically cope with the most common dental clinic medical emergencies.

A well-taken medical history will inform the clinician of the patient's current and past history of disease. A thorough review of the patient's medications is vital, as well as, drug interaction

guidelines. Read the narrative section of the patient chart to discover any abnormal occurrences during previous hygiene appointments. Observe the patient's present physical (vital signs, skin color, etc.) and mental (anxiety level, ability to understand conversation) appearance, and proceed with the intended treatment plan if all signs appear normal.

#### 4.4 Medical Emergency Plan of Action Protocol

##### Plan of Action – Emergencies in the Dental Hygiene Building

1. Recognize the emergency. Immediately say "Code Red" to the nearest instructor.
2. The student clinician should take appropriate immediate action with the patient.
3. The student clinician should ask a neighboring student to get an airway, oxygen tank, blanket, and emergency kit. The student clinician should never leave the patient unattended.
4. When the instructor takes over control, the student clinician should inform the instructor of any pertinent medical history, e.g. heart condition, diabetes.
5. The instructor may ask the student to call for medical emergency services, the patient's physician, or the patient's dentist.
  - A. There is a phone by the main exit of the clinic, in each faculty office, and at the Reception Desk in the lobby. Promptly use the nearest phone to contact medical emergency services.
  - B. Emergency phone numbers are listed by the telephone.  
MEDICAL EMERGENCY dial "911" to reach MEDCU, Fire and Police.  
POISON CONTROL telephone number is 1-800-442-6305.
  - C. Quickly state:
    - Emergency** – Example: unconscious person
    - Location** – Dental Hygiene Building  
University of New England/ Westbrook College Campus 716 Stevens Avenue  
Portland
    - Type of Emergency** (if known) – Example: cardiac arrest
6. The instructor will ask the student to proceed to the Reception Desk area in the lobby to direct arriving MEDCU, Fire, or Police personnel.
7. All other students should stay with their patients and keep calm.
8. Keep all unnecessary personnel away from the patient.

## 4.5 Emergency Procedures

### 1. Vasodepressor Syncope

#### A. Symptoms

- i. Presyncope
  - a. pale
  - b. cold sweat
  - c. dizzy
  - d. nausea
  - e. warm feeling
- ii. Syncope
  - a. death-like appearance
  - b. shallow gasping breathing
  - c. dilated pupils
  - d. convulsive movements (possible)

#### B. First Aid

- i. Remain calm
- ii. Place patient in Trendelenburg positions (supine position with feet slightly elevated)
- iii. Maintain open airway through the head-tilt neck-lift method
- iv. Use ammonia capsule
- v. Furnish oxygen
- vi. Monitor vital signs
- vii. Make patient comfortable (loosen / tighten clothes)
- viii. Record all information in patient chart

### 2. Airway Obstruction

#### A. Causes

- i. extracted teeth
- ii. amalgam
- iii. rubber dam clamp
- iv. crowns
- v. impressions materials
- vi. broken burs

#### B. First Aid

- i. Partial obstruction – adequate air exchange:
- ii. Position Patient upright and encourage the patient to cough
- iii. Partial obstruction – inadequate air exchange:
- iv. Treat the condition as if the patient was suffering from a complete

obstruction

- v. Complete airway obstruction – conscious: Abdominal thrusts
- vi. Complete airway obstruction – unconscious:
  - a. Open airway
  - b. Attempt to ventilate
  - c. If unable, reposition airway
  - d. Attempt to ventilate
  - e. Abdominal thrusts
  - f. Two finger sweeps

### 3. Cardiac Arrest

#### A. Symptoms

- i. no pulse
- ii. gasping, followed by no breathing
- iii. cyanosis

#### B. First Aid

- i. Immediately initiate CPR
- ii. Summon medical assistance

### 4. Respiratory

#### A. Symptoms

- i. labored or weak respiration or cessation of breathing
- ii. cyanosis

#### B. First Aid

- i. Lay patient down flat
- ii. Monitor vitals
- iii. Administer oxygen

### 5. Cerebrovascular Accident (CVA)

#### A. Symptoms

- i. headache
- ii. unconscious
- iii. paralysis
- iv. confusion
- v. impaired speech
- vi. unequal pupils
- vii. respiratory difficulty

#### B. First Aid

- i. Stop all dental treatment
- ii. Position the patient with the head slightly elevated
- iii. Monitor vital signs
- iv. Administer oxygen
- v. Summon medical assistance
- vi. Keep patient calm and quiet
- vii. Provide CPR if needed

viii. Do not administer drugs that alter neurological activity

\*If victim is greatly overweight or in the late stages of pregnancy, give chest thrusts.

## 6. Angina Pectoris

### A. Symptoms

- i. substernal chest pain
- ii. patient remains motionless
- iii. normal appearance or paleness

### B. First Aid

- i. Remain calm
- ii. Stop dental treatment
- iii. Position patient in their most comfortable position
- iv. Administer nitroglycerin

## 7. Myocardial Infarction

### A. Symptoms

- i. pain usually occurs at rest
- ii. compressing, squeezing pain beginning substernal and spreading
- iii. severity of pain varies
- iv. pain is not relieved by nitroglycerin
- v. cold, clammy skin
- vi. vomiting
- vii. nausea
- viii. sweating
- ix. weakness or extreme fatigue
- x. feeling of impending doom

### B. First Aid

- i. Stop dental treatment
- ii. Administer nitroglycerin
- iii. Summon medical assistance if nitroglycerin does not relieve pain
- iv. Keep patient quiet and calm
- v. Position patient in a seated position
- vi. Provide oxygen
- vii. Be prepared to perform CPR

## 8. Anaphylaxis

### A. Symptoms

- i. Skin
  - a. generalized pruritus
  - b. urticaria
  - c. angioedema

- ii. Gastrointestinal
  - a. nausea
  - b. vomiting
  - c. diarrhea
- iii. Respiratory laryngeal edema
- iv. Circulatory
  - a. hypotension
  - b. shock
  - c. cardiac arrhythmias
  - d. complete circulatory collapse
- v. PLUS
  - a. sweating
  - b. anxious feeling
  - c. nervousness

B. First Aid

- i. Summon medical assistance
- ii. Place the patient in supine position
- iii. Administer oxygen
- iv. Administer epinephrine
- v. Administer antihistamine as needed
- vi. Perform cricothyrotomy if needed
- vii. Initiate CPR if needed

9. Diabetes Mellitus Hypoglycemia (insulin shock)

A. Symptoms

- i. cold sweats
- ii. nervousness
- iii. trembling
- iv. weakness
- v. personality change

B. First Aid

- i. Conscious patient: Administer sugar source
- ii. Unconscious patient:
  - a. Give injection of glucagon
  - b. Administer sugar source

9A. Diabetes Mellitus Hyperglycemia / Ketosis (diabetic coma)

A. Symptoms

- i. increased thirst
- ii. increased urination
- iii. loss of appetite

- iv. nausea
- v. vomiting
- vi. fatigue
- vii. abdominal pains
- viii. generalize aches

B. First Aid

- i. Conscious patient: Administer their own insulin
- ii. Unconscious patient: Transport to medical facility

10. Contact Dermatitis

A. Symptoms

- i. itching
- ii. erythema
- iii. edema
- iv. vesicle formation

B. First Aid

- i. Remove irritant
- ii. Antihistamine
- iii. Corticosteroids

11. Urticaria (hives)

A. Symptoms

Raised areas of erythema and edema

B. First Aid

Remove substance

12. Angioedema

A. Symptoms

- i. localized swelling of submucosa
- ii. localized swelling of subcutaneous tissue
- iii. usually single lesions – no pain

B. First Aid

- i. Remove the cause
- ii. Administer antihistamine

13. Epilepsy

A. Symptoms

- i. Grand Mal
  - a. prodromal phase: personality change and aura
  - b. convulsive phase: tonic movements and clonic movements, sphincter muscle control loss, bladder control loss

- ii. postictal phase: regaining of consciousness, confusion, deep sleep
  - a. Petite Mal "Absence Seizure"
  - b. blank stare
  - c. twitch
  - d. rapid blink
  - e. short duration
- iii. Partial Seizure
  - a. jerking movements of one body part
  - b. trance-like state
  - c. fidgets

#### B. First Aid

- I. Remove dental materials from patient's mouth
- II. Remove objects that may injure the patient
- III. Remove glasses and loosen clothing
- IV. Do not restrain the patient
- V. Place the patient on one side once seizure is over
- VI. Reassure the patient
- VII. Do not give the patient anything to eat or drink
- VIII. Let the patient recover

### 14. Asthma

#### A. Symptoms

- I. coughing
- II. sweating
- III. tightness in chest
- IV. difficulty in breathing
- V. wheezing
- VI. blood pressure normal or elevated
- VII. increase in heart rate
- VIII. nervousness

#### B. First Aid

- I. Stop treatment – remove everything from mouth
- II. Position patient in an upright position
- III. Administer bronchodilator
- IV. Administer oxygen
- V. Administer epinephrine
- VI. Summon medical help
- VII.



## 15. Hyperventilation

### A. Symptoms

- I. Nervousness
- II. increase in rate of respirations
- III. feeling of suffocation
- IV. tightness in chest
- V. dizziness
- VI. tingling in extremities

### B. First Aid

- I. Stop treatment
- II. Position the patient in an upright position
- III. Calm the patient
- IV. Have patient breathe into paper bag
- V. Drug therapy if needed (diazepam)

## 16. Burns

### A. Symptoms

- i. First degree  
Skin reddened
- ii. Second degree  
Blisters
- iii. Third degree  
Serious burn  
Severe damage
- iv. Chemical burn of oral mucous membrane

### B. First Aid

- i. First Degree
  - a. Immerse or cover with a cool or cold water or ice
  - b. Do not apply ointment, grease or baking soda
- ii. Second Degree
  - a. Call ambulance
  - b. Do not remove clothing
  - c. Keep patient warm
  - d. Cover loosely with non-adherent dressing
- iii. Chemical burn of oral mucous membrane
  - a. Flush with cool water
  - b. Advise bland diet during healing

## 17. Foreign Body in Eye

### A. Symptoms

- i. tears
- ii. stinging

B. First Aid

- i. Two Eye Wash Stations
  - a. Sink near emergency exit door
  - b. Lab downstairs
- ii. Irrigate promptly with copious amounts of water
- iii. Turn head so water flows away from inner aspect of the eye. Continue for 15-20 minutes.

# APPENDICES

## **APPENDIX I**

### **RECOMMENDATIONS FOR PREVENTION OF BACTERIAL ENDOCARDITIS**

The American Heart Association guidelines for prevention of BE are substantially different from previously published guidelines. This information replaces previous information that was based on guidelines published in 1997.

The American Heart Association's Endocarditis Committee together with national and international experts on BE extensively reviewed published studies in order to determine whether dental, gastrointestinal (GI), or genitourinary (GU) tract procedures are possible causes of BE. These experts determined that there is no conclusive evidence that links dental, GI, or GU tract procedures with the development of BE.

The current practice of giving patients antibiotics prior to a dental procedure is no longer recommended **EXCEPT** for patients with the highest risk of adverse outcomes resulting from BE. The Committee cannot exclude the possibility that an exceedingly small number of cases, if any, of BE may be prevented by antibiotic prophylaxis prior to a dental procedure. If such benefit from prophylaxis exists, it should be reserved **ONLY** for those patients listed below. The Committee recognizes the importance of good oral and dental health and regular visits to the dentist for patients at risk of BE.

***Antibiotic prophylaxis with dental procedures is recommended only for patients with cardiac conditions associated with the highest risk of adverse outcomes from endocarditis, including:***

- ***Prosthetic cardiac valve***
- ***Previous endocarditis***
- ***Congenital heart disease only in the following categories:***

-Unrepaired cyanotic congenital heart disease, including those with palliative shunts and conduits

-Completely repaired congenital heart disease with prosthetic material or device, whether placed by surgery or catheter intervention, during the first six months after the procedure\*

-Repaired congenital heart disease with residual defects at the site or adjacent to the site of a prosthetic patch or prosthetic device (which inhibit endothelialization)

- ***Cardiac transplantation recipients with cardiac valvular disease***

***\*Prophylaxis is recommended because endothelialization of prosthetic material occurs within six months after the procedure.***

All dental procedures that involve manipulation of gingival tissue or the periapical region of teeth, or perforation of the oral mucosa\*

**\*Antibiotic prophylaxis is NOT recommended for the following dental procedures or events:** routine anesthetic injections through noninfected tissue; taking dental radiographs; placement of removable prosthodontic or orthodontic appliances; adjustment of orthodontic appliances; placement of orthodontic brackets; and shedding of deciduous teeth and bleeding from trauma to the lips or oral mucosa.

### Antibiotic Prophylactic Regimens Recommended for Dental Procedures

Situation	Agent	Regimen – Single dose 30–60 minutes before procedure	
		Adults	Children
Oral	Amoxicillin	2 gm	50 mg/kg
Unable to take oral medication	Ampicillin	2 g IM or IV*	50 mg/kg IM or IV
	OR Cefazolin or ceftriaxone	1 g IM or IV	50 mg/kg IM or IV
Allergic to penicillins or ampicillin –  Oral regimen	Cephalexin**†	2 g	50 mg/kg
	OR Clindamycin	600 mg	20 mg/kg
	OR Azithromycin or clarithromycin	500 mg	15 mg/kg
Allergic to penicillins or ampicillin and unable to take oral medication	Cefazolin or ceftriaxone†	1 g IM or IV	50 mg/kg IM or IV
	OR Clindamycin	600 mg IM or IV	20 mg/kg IM or IV

\*IM – intramuscular; IV – intravenous\*\*Or other first or second generation oral cephalosporin in equivalent adult or pediatric dosage.† Cephalosporins should not be used in an individual with a history of anaphylaxis, angioedema or urticaria with penicillins or ampicillin. **Other Procedures:** BE prophylaxis for procedures of the respiratory tract or infected skin, tissues just under the skin, or musculoskeletal tissue is recommended **ONLY** for patients with the underlying cardiac conditions shown above.

Adapted from Prevention of Infective Endocarditis: Guidelines From the American Heart Association, by the Committee on Rheumatic Fever, Endocarditis, and Kawasaki Disease. Circulation, e-published April 19, 2007. Accessible at [www.americanheart.org/presenter.jhtml?identifier=3004539](http://www.americanheart.org/presenter.jhtml?identifier=3004539).

\*\* Pre medication will only be dispensed to a patient if deemed appropriate by the orthopedic surgeon on a limited basis. Patients are responsible to use premedication provided by their physician.

## **Orthopedic Implants**

Management of patients with prosthetic joints undergoing dental procedures

### **Clinical Recommendation:**

In general, for patients with prosthetic joint implants, prophylactic antibiotics are not recommended prior to dental procedures to prevent prosthetic joint infection.

For patients with a history of complications associated with their joint replacement surgery who are undergoing dental procedures that include gingival manipulation or mucosal incision, prophylactic antibiotics should only be considered after consultation with the patient and orthopedic surgeon.\* To assess a patient's medical status, a complete health history is always recommended when making final decisions regarding the need for antibiotic prophylaxis.

### **Clinical Reasoning for the Recommendation:**

- There is evidence that dental procedures are not associated with prosthetic joint implant infections.
- There is evidence that antibiotics provided before oral care do not prevent prosthetic joint implant infections.
- There are potential harms of antibiotics including risk for anaphylaxis, antibiotic resistance, and opportunistic infections like *Clostridium difficile*.
- The benefits of antibiotic prophylaxis may not exceed the harms for most patients.
- The individual patient's circumstances and preferences should be considered when deciding whether to prescribe prophylactic antibiotics prior to dental procedures.

\* In cases where antibiotics are deemed necessary, it is most appropriate that the orthopedic surgeon recommend the appropriate antibiotic regimen and when reasonable write the prescription.

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*Sollecito T, Abt E, Lockhart P, et al. The use of prophylactic antibiotics prior to dental procedures in patients with prosthetic joints: Evidence-based clinical practice guideline for dental practitioners – a report of the American Dental Association Council on Scientific Affairs. JADA. 2015;146(1):11-16.*

ADA Center for Evidence-Based Dentistry

## **Antibiotic prophylaxis for patients with breast implants prior to dental procedures**

Dr. Scott Froum and Brittany Wall discuss the etiology of early- and late-stage breast implant infection related to dental procedures and the rationale behind surgeons' recommendations for antibiotic prophylaxis.

*Authors Scott Froum, DDS Brittany Wall May 1st, 2019*

*Dr. Scott Froum and Brittany Wall discuss the etiology of early- and late-stage breast implant infection as it relates to dental procedures and the rationale behind some plastic surgeons' recommendations for antibiotic prophylaxis.*

**BREAST AUGMENTATION SURGERY** was the most common cosmetic plastic surgery procedure in the United States with more than 378,000 patients getting some form of breast augmentation in 2017. (1) Infection is the leading complication that occurs after breast implantation surgery. In a global survey, infections were observed in 2–5% of all operations in patients who underwent breast augmentation, with an incidence of 0.5–4% for acute postoperative infections, and 0.8% for late infections (one in 10,000 cases). (2) The origin of infection in women with breast implants remains difficult to determine, but the potential sources of infection are contaminated implants, contaminated saline, the surgery or surgical environment, the patient's skin or mammary ducts, or, as suggested by many reports, seeding of the implant from remote infection sites. (3)

Many case reports have suggested that infections from invasive dental procedures have been associated with late-phase breast implant infections, especially those affected by capsular contracture. (4) A recent poll of 100 plastic surgery offices showed that approximately one-third of those questioned recommend some form of an antibiotic regimen prior to invasive dental procedures, citing bacteremia caused by dental work as a possible cause for breast implant infection. (5)

**This article will briefly explain the etiology of early- and late-stage breast implant infection as it relates to dental procedures and provide the rationale behind some plastic surgeons' recommendations for antibiotic prophylaxis.**

## References

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## Appendix II

### Management of the Hypertensive Patient Determining Risk and Providing Dental Treatment\*

#### Blood Pressure Level (mmHg)

##### Elective Dental Care

##### Emergency Dental Care

<160/100

No modification

No modification

>160/100\*

Repeat measurement

1. If lowered or within written guidance from a physician, proceed
2. If confirmed, no elective dental treatment and the patient should seek consultation with a physician

Repeat measurement

1. If lowered or within written guidance from a physician, proceed
2. If confirmed systolic pressure 160–180 mmHg and/or diastolic pressure 100–109 mmHg where dental symptoms and pain contribute to hypertension, initiate emergency care with blood pressure monitoring every 10 to 15 minutes during procedure; consider anxiety reduction techniques
3. If confirmed systolic pressure >180 mmHg and/or diastolic pressure >109 mmHg, seek consultation with a physician before proceeding

*American Dental Association. (2020, July 29). Hypertension/American Dental Association. Retrieved from American Dental Association: <https://www.ada.org/resources/research/science-and-research-institute/oral-health-topics/hypertension>*

## Appendix II

### Management of the Hypertensive Patient Determining Risk and Providing Dental Treatment

**TABLE 1: Adults: New Blood Pressure Ranges / Categories**

Blood Pressure Category	Systolic mm Hg		Diastolic mm Hg	Management
Normal	Less than 120		Less than 80	Keep up with heart-healthy habits
Elevated	120 to 129		Less than 80	Likely to develop high blood pressure unless steps are taken to control it
High Blood Pressure (Hypertension) Stage 1	130 to 139		80 to 89	Health care provider may modify pharmacological treatment based on the risk of atherosclerotic cardiovascular disease; positive lifestyle changes are needed
High Blood Pressure (Hypertension) Stage 2	140 or higher		90 and higher	Health care providers are likely to prescribe a combination of blood pressure medications; positive lifestyle changes are needed
Hypertensive Crisis (Consult a physician immediately)	Higher than 180		Higher than 120	Requires medical attention; call 911 if there are signs of organ damage

**TABLE 2: Adolescents: Blood Pressure Ranges / Categories**

Blood Pressure Category	Age	Systolic mm Hg	Diastolic mm Hg	Blood Pressure at Percentile for age, sex, and height
Normal	>= 13 years old	< 120	< 80	< 90th
Elevated	>= 13 years old	120 to 129	< 80	>= 90th and < 95th
Hypertension	>= 13 years old	>= 130/80	>= 80	>= 95th
Hypertension Stage 1	>= 13 years old	130 to 139	80 to 89	>= 95th to < 95th percentile + 12 mm Hg
Hypertension Stage 2	>= 13 years old	>= 140	>= 90	>= 95th percentile + 12 mm Hg

Adapted from American Dental Association, JADA <https://doi.org/10.1016/j.adaj.2018.01.047>

Adapted from Davide, S. and Lam A. , Incorporating the New Blood pressure Guidelines Into Practice, *Decisions in Dentistry* July 2018; 4:7. DecisionsInDentistry.com

Dental Management of the Hypertensive Patient:  
Reduction of Stress and Anxiety

- Establish honest, supportive relationship with the Patient
- Discuss patient's questions, concerns, fears
- Schedule morning appointments
- Avoid long appointments
- Use premedication as needed – (benzodiazepines)
- Use nitrous oxide as needed (avoid hypoxia)
- Provide gradual changes of position to prevent postural hypotension
- Avoid stimulating gag reflex
- Dismiss patient if stress appears excessive

Chart Source: Little, J.W., Falace, D.A., Miller, C.S., Rhodus, N.L. (2007). Dental Management of the Medically Compromised Patient, 7<sup>th</sup> Edition. St. Louis: Mosby.

### *Appendix III*

#### **Blood Chemistry**

##### **TESTS USED FOR BLOOD EVALUATION**

TEST	NORMAL RANGE*	CAUSES OF DEVIATION
Hemoglobin	Males: 14-18g/100ml Females: 12-16g/100ml	Increased in Polycythemia, Dehydration Decreased in Anemias, Hemorrhage, Leukemias
Hematocrit (volume of packed red cells)	Males: 40-54% Females: 37-47%	Increased in Polycythemia, Dehydration Decreased in Anemias, Hemorrhage, Leukemias
Bleeding Time	Duke: 1-3 ½ minutes Ivy: less than 5 min. Modified Ivy: 2 ½ - 10 minutes (Mielke templates)	Prolonged in Disorders of platelet function, Thrombocytopenia, von Willebrand's disease, Luekemias, Aspirin and certain other drug use
Clotting Time	Glass tube: 4-8 min.	Prolonged in Vitamin K deficiency, Severe hemophilia, Anticoagulant therapy, Liver diseases
Prothrombin Time (P.T.)	11-15 seconds	Prolonged in : Polycythemia vera, Prothrombin deficiency, Anticoagulant therapy, Vitamin K deficiency, Liver diseases, Aspirin use
Partial Thrombo-plastin Time (P.T.T.)	68-82 seconds	Prolonged in: Hemophilia A and B, von Willebrand's disease, Anticoagulant therapy

\*The normal range varies with the specificity of the technique used. There is also a range variation, depending on the health facility and the laboratory.

Source: Wilkins, E.M., Clinical Practice of the Dental Hygienist, 10<sup>th</sup> Edition, 2009. Lippincott, William and Wilkins, Philadelphia.

## INTERNATIONAL NORMALIZED RATIO (INR)

### Management of the Patient Taking Coumadin for Whom Invasive Procedures are Planned.

Patients who are on oral anticoagulant therapy such as one of the coumarin drugs will not have normal clotting times. Prothrombin Time (PT) is a measure of the status of the coagulation mechanism. This laboratory test reflects the ability of blood lost from vessels in the area of injury to coagulate.

Prothrombin Time has shown to be imprecise and variable. There may be little comparability of PT values taken in different laboratories. The consequences can be life-threatening for some patients undergoing complicated surgery.

The International Normalized Ratio was developed to introduce a way of comparing PT's from one laboratory to another. Each lab establishes a control plasma PT based on set standards. Ask for each lab's normal PT range along with the INR. (See tests used for blood evaluation, Appendix III of this manual.)

### Management Guidelines<sup>3</sup>

#### Preoperative

##### Consultation with physician

- Confirm diagnosis
- Status of medical condition
- Confirm PT or INR
- Discuss type of procedure planned (periodontal scaling)
- Discuss need for dosage reduction

##### Level of anticoagulation and the need for altering the dose to avoid excessive bleeding

- INR (2.0-3.0) Dosage does not need to be altered
- INR (3.0-3.5) Dosage may need to be altered – must consult physician
- INR (3.5 or >) Delay invasive procedure until dosage decreased

##### The decision to alter dosage of anticoagulant

- Physician will reduce patient's dosage
- Affect of reduced dosage will take 3 to 5 days
- Dental appointment needs to be scheduled within 2 days once desired reduction in PT or INR has been confirmed

#### Postoperative

- Tell patient to call if bleeding occurs during the first 24 to 48 hours
- Use local means to control bleeding if present (pressure packs, Gelfoam/thrombin, Oxycel, Surgicel, Microfibrillar collagen)

<sup>1</sup> Little, J.W., Falace, D.A., Miller, C.S., Rhodus, N.L. (2002). *Dental Management of the Medically Compromised Patient*, 6th Edition. St. Louis: Mosby.

## INTERNATIONAL NORMALIZED RATIO (INR)

Patients who are on oral anticoagulant therapy such as one of the coumarin drugs will not have normal clotting times. Prothrombin Time (PT) is a measure of the status of the coagulation mechanism. This laboratory test reflects the ability of blood lost from vessels in the area of injury to coagulate.

The American Medical Association and the American Dental Association suggest that a patient have a PT no greater than 1.5-1 times normal before a surgical procedure such as periodontal scaling is attempted. If the physician reduces the anticoagulant drug dosage prior to planned surgery, it will take 2- 3 days for the clotting mechanism to return to safe levels.

Prothrombin Time has shown to be imprecise and variable. There may be little comparability of PT values taken in different laboratories. The consequences can be life-threatening for some patients undergoing complicated surgery.

The International Normalized Ratio was developed to introduce a way of comparing PT's from one laboratory to another. Each lab establishes a control plasma PT based on set standards.

$$\text{INR} = \text{Prothrombin Time Ratio} = \frac{\text{Patient's PT}}{\text{control plasma PT}}$$

**A recent study recommends adjustment of anticoagulation to a target INR = 3.0 before patients with the higher risk cardiac valve prosthesis undergo dental procedures involving risk of bleeding. Patients with less risk can be adjusted to INR = 2.0-3.0 for better clotting**

*Litte, J.W., Falace, D.A. et al (1997). Dental Management of the Medically Compromised Patient St. Louis: Mosby, p487.*

A sample report from Maine Medical Center affiliated lab, Northern Diagnostic Laboratories, is shown below.

TEST NAME	RESULT	UNIT	REFERENCE RANGE	LOW	HI
Prothrombin Time #P	17.6	Second	10.0-		*
International Normalized Ratio (INR) reference ranges: To standardize the reporting of Prothrombin Times for patients on long-term anticoagulant therapy, the World Health Organization recommends the use of the INR. Ranges recommended by the American College of Chest Physicians and the National Heart, Lung and					
IN	Intensity	NorDx	Clinical		
2.0-	Moderate	15.6-	Prophylaxis of venous thrombosis (high risk surgery) Treatment of venous thrombosis Treatment of pulmonary embolism Prevention of systemic embolism Tissue heart valve Mechanical prosthetic heart valve Acute myocardial infarction Valvular heart		
2.5-	High	16.8-			

Dental Treatment	Suboptimal INR range		Target INR Range Other Conditions /Mech Heart Valve			Out of Range > 3.5
	< 1.5	1.5 to < 2.0	2.0 to < 2.5	2.5 to < 3.0	3.0 to < 3.5	
Exam, X-ray, study models						
Simple Restorations, supragingival prophy						
Complete dentures, SRPP, RCT, root planning, endodontics					Caution: probably safe	
Simple extraction, curettage, gingivoplasty				Caution: local measures	Caution: local measures	
Multiple extractions, single bony impaction			Caution: local measures	Caution: local measures	Caution: local measures	
Gingivectomy, apicoectomy, minor perio flap surgery, single implant placement	Caution: probably safe	Caution: probably safe	Caution: probably safe			
Full mouth/ full arch extractions	Caution: probably safe	Caution: local measures				
Extensive flap surgery, multiple bony impactions, multiple implant placement	Caution: probably safe					
Open-fracture reduction, orthognathic surgery	hospital procedure	hospital procedure	hospital procedure	hospital procedure	hospital procedure	hospital procedure



Safe

Use caution

Not advised at current INR

Table modified from Herman WW et al. Current perspectives on dental patients receiving coumarin anticoagulant therapy. Journal of the American Dental Association. 1997;128:327-335.

Consultation with the physician is recommended for patients who are taking anticoagulant medications, such as Warfarin and Pradaxa®. However, many dental procedures can be done on full doses of anticoagulants. Detailed recommendations exist as to which dental procedures can be done on full dose anticoagulants (teeth cleaning, root canal, one or two teeth extractions), and for which the level of anticoagulant needs to be reduced. See Chart Above. Individualized treatment decisions need to be given. If tissue is highly inflamed, and heavy bleeding is expected, tissue conditioning or “pre-healing” may be recommended before subgingival scaling. Assessing risk to the patient’s forming a blood clot must be given. A medical consultation is recommended if consideration of stopping Pradaxa® if it is an option.

Posted April 14, 2011 Pradaxa – Interruption for Colonoscopy, Dental Work, Surgery, etc.

<http://clotconnect.wordpress.com/2011/04/14/pradaxa-interruption-for-colonoscopy-dental-procedures-surgery-etc/>

Regional anesthetic injections and subgingival scaling are a presumed moderate bleeding risk. Peri-procedural recommendations are to continue therapeutic anticoagulation and antiplatelet therapy. There is evidence to support that not altering medications prior to dental hygiene interventions.

<http://www.ada.org/en/member-center/oral-health-topics/anticoagulant-antiplatelet-medications-and-dental->

Normal white blood cell counts are provided on the following table:

NORMAL WHITE BLOOD CELL COUNT  
(WBC) = 4000 to 10,000/mm<sup>3</sup>  
Differential

Granulocytes		
Neutrophils "Segs" (or Polys or PMN) "Bands" (immature PMN)	40-60% 0-5%	(2500-6000) (0-50)
Eosinophils Basophils	1-3% 0-1%	(50-300) (0-100)
Monocytes	2-8%	(1000)
Lymphocytes	20-40%	(1000-4000)
THE ABSOLUTE NEUTROPHIL COUNT = (WBC) X (% "Segs" + % "Bands")		

References

*Coleman and Nelson. Principles of Oral Diagnosis, 1993.*  
*Biomedical Communications. Oral Management of the Cancer Patient, Fifth edition, 199*



## PPM – updated January 2023

### 2.17 Blood and Body Fluid Exposure Protocol and Procedures

The following list of documents appear in a folder on the desktops of computers in the Coleman Dental Hygiene Clinic.

In the event of blood or body fluid exposure access digital folder:

- Exposure to Blood Protocol Steps 1-4
- Security Reporting Flow Chart for Accident and Incident Reporting Procedures (UNE Flow Chart)
- Non-Employee Accident/ Incident Report Form
- Employee Accident Report Form
- Authorization for Use & Disclosure of Protected Health Information (PHI) for UNE Student Health Center

#### Four Step Protocol

##### Step 1: Provide Immediate Care to Exposure Site

Needlesticks/sharp objects Where there is the slightest suggestion that the integrity of the skin has been broken by a potentially contaminated item.

- Wash wound thoroughly with sudsy soap and water for 15 minutes

Mucous Membrane Exposure

- Irrigate copiously with tap water, sterile saline or sterile water for 15 minutes

##### Step 2: Evaluate Exposure and Report to UNE Security (207) 602-2298

- Report incident to faculty and source, if present.
- Complete Security Accident/Incident Report Form
  - Non-employee Accident Form for students and patients
  - Employee Accident Form for faculty and staff

##### Step 3: Refer Student/Patient/Employee to Seek Medical Care

- Pretest counseling, consultation for post exposure prophylaxis and appropriate lab testing (Hepatitis B surface AB, Hepatitis C surface AB, HIV AB.)
  - **Brighton First Care** for evaluation and lab testing
  - **Maine Medical Center** for evaluation, post exposure prophylaxis (within 24 hours), and lab testing.
  - Student presents with insurance – mandated by UNE.
- *If source is known HIV positive, refer student or employee to **Maine Medical Center** for evaluation, post exposure prophylaxis (PEP within 24 hours), and lab testing.*

- Laboratory requisitions will be part of the referred medical visit. The Program will not order lab tests.
- Students Report to the UNE Student Health Center – upload to the Medcat Portal:
  - Authorization and disclosure form
  - Treatment summary and lab results

**Step 4: Medical Follow-up Posttest Counseling and Treatment** – follow-up occurs with the medical care center or Primary Care Physician

1. 3 day follow up to discuss lab results and to counsel regarding treatment plan.
2. Retest for Hep. C-AB, HIV at 6 weeks postexposure
3. Retest for HIV at 12 - week post exposure
4. Retest for Hep. C-AB, HIV, ALT at 6 months postexposure
5. Repeat HIV at 12 months only at health care provider’s discretion of exposure to high-risk source.

<https://www.cdc.gov/nora/councils/hcsa/stopsticks/whattodo.html>

## Treatment Resources

**Maine Medical Center**  
 22 Bramhall Street  
 Portland, Maine

**Brighton First Care**  
 335 Brighton Ave  
 Portland, Maine

**UNE Office of Safety and Security:**  
 On Campus: (207) 602-2298  
 Off Campus: (207) 283-0176

**The Post-Exposure Prophylaxis Clinical Consultation Center, which is U.S. CDC supported, has phone consultations available as well as information on its website for questions about appropriate medical treatment for occupational exposures: 1-888-448-4911.**

## Digital Informational Resources

PEP Quick Guide: <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/>

PEP Home Page: <http://nccc.ucsf.edu/clinician-consultation/pep-post-exposure-prophylaxis/>

Federal and best-practice recommendations for post-exposure prophylaxis (PEP) decision:

<http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-guidelines/>

Poster with the PEP Hotline: [http://www.cdc.gov/niosh/topics/bbp/pdfs/Pepline\\_Poster.pdf](http://www.cdc.gov/niosh/topics/bbp/pdfs/Pepline_Poster.pdf)

### **References**

1. CDC. Updated U.S. Public Guidelines for the management of occupational exposures to HBV, HCV, and HIV and recommendations for postexposure prophylaxis. MMWR 2001; 50, (No. RR11).
2. Concentra. Most of the Information is provided verbatim free from Centers for Disease Control Review of the full text of referenced statutes and regulations may be necessary. KR 6/09.
3. University of Waterloo-Universal Precaution Guidelines.  
[www.healthservices.uwaterloo.ca/occupational health/universal](http://www.healthservices.uwaterloo.ca/occupational_health/universal).
4. Marshall University School of Medicine-JCESOM-Blood/Body Fluid Exposure Protocol  
<http://musom.marshall.edu/emergency/bloodexposure.asp>
5. Emergency Medicine-[www.emedmag.com/html/pre/cov/covers/042050006.asp](http://www.emedmag.com/html/pre/cov/covers/042050006.asp)
6. CDC, Emergency Needlestick Information, [www.cdc.gov/niosh/topics/bbp/emergnedl.html](http://www.cdc.gov/niosh/topics/bbp/emergnedl.html) 13
6. [https://www.unc.edu/sites/default/files/safety\\_manual\\_aug\\_2019\\_new\\_format\\_final\\_0.pdf](https://www.unc.edu/sites/default/files/safety_manual_aug_2019_new_format_final_0.pdf)

Dental Hygiene  
Exposure to Blood Protocol

NUTSHELL for Faculty/ Student/ Patient Exposure to Blood Protocol

**Step 1**

Provide immediate care to exposure site

**Step 2**

Evaluate exposure and report to (UNE Security) – fill out incident forms

- Faculty – employee form
- Patient – non-employee form
- Student – non-employment
  - UNE Authorization and disclosure form – upload in MediCat

**Step 3**

Provide information for Medical Referral for Testing - Seek Medical Care e.g., (testing), PEP, Counseling, refer source for testing

- Brighton First Care – Testing
- Maine Medical Center – Testing - Exposure to known carrier – PEP consultation

**Step 4**

Follow-up testing and counseling with medical care provider

- Student Authorization and Disclosure Form
- Upload Treatment summary and lab results MediCat student portal

Referenced January 13, 2023

<https://www.cdc.gov/nora/councils/hcsa/stopsticks/whattodo.html>

**Check Sheet – Exposure to Blood**

**4 Step Check Sheet - Initiate Protocol when exposure determined**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle: Faculty / Student/ Patient

Check mark indicates that information and or the step has been completed or has been received in the space marked.

Refer to PPM 2.17 for complete protocol to check complete:

**Step 1**

\_\_\_ Provide immediate care to exposure site

**Step 2**

\_\_\_ Evaluate exposure and report to (UNE Security) – fill out incident forms

\_\_\_ Faculty – employee form

\_\_\_ Patient – non-employee form

\_\_\_ Student – non-employment

\_\_\_ UNE Authorization and disclosure form – upload in MediCat

**Step 3**

\_\_\_ Provide information for Medical Referral for Testing - Seek Medical Care e.g., (testing), PEP, Counseling, refer source for testing (Pretest counseling, consultation for post exposure prophylaxis and appropriate lab testing (Hepatitis B surface AB, Hepatitis C surface AB, HIV AB.)

\_\_\_ Brighton First Care – Testing

\_\_\_ Maine Medical Center – Testing – Refer if exposure to known carrier – PEP consultation

**Step 4**

\_\_\_ Understand the need for Follow-up testing and counseling with medical care provider after initial visit and testing

\_\_\_ Student Authorization and Disclosure Form

\_\_\_ Upload Treatment summary and lab results MediCat student portal

Signature: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Save and send to Clinical Course Director and Program Director when Complete

Referenced January 13, 2023

<https://www.cdc.gov/nora/councils/hcsa/stopsticks/whattodo.html>



## National Occupational Research Agenda (NORA)



### STOP STICKS CAMPAIGN

## What to do following a sharps injury

The following post exposure information must be included in the facility's "Exposure Control Plan" and included prior to new employee placement and in annual training curricula [↗](#).



Photo by Getty Images

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#### Step 1: Provide immediate care to the exposure site ^

- Wash puncture and small wounds with soap and water for 15 minutes. Be aware of wash station locations in your facility based on what shift you're working.
- Apply direct pressure to lacerations to control bleeding and seek medical attention.
- Flush mucous membranes with water:
  - Mouth: Rinse several times with water
  - Eyes:
    - Remove contact lenses.
    - If eye wash station available, flush eyes for 15 minutes.
    - If eye wash station not available, have a peer flush exposed eyes with 500 ml lactated ringers or normal saline.
    - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated. Keep the eyes open and rotate the eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold the eyelids open.

---

#### Step 2: Evaluate exposure and report ^

- Seek medical care to determine risk associated with exposure.
- Report blood and body fluid exposure immediately as it poses a risk of infection transmission.
- Reporting as soon as possible will assist obtaining a test from the source.
- Remember to complete an incident report (where applicable) so that a root cause investigation may occur that can result in preventing similar type incidents to others.

---

**Exposures posing risk of infection**

**Substances posing risk of infection transmission**

---

- 
- Percutaneous injury
  - Mucous membrane exposure
  - Non-intact skin exposure
  - Bites resulting in blood exposure to either person
  - Blood
  - Body fluids, including saliva and urine visibility contaminated with blood
  - Other potentially infectious materials (semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids) or tissue
  - Concentrated virus or other bloodborne pathogen
- 

### Step 3: Give post-exposure prophylaxis (PEP) for exposures posing risk of infection transmission ∨



- HBV
  - Give PEP as soon as possible, preferably within 24 hours.
  - PEP can be given to pregnant women.
- HCV – PEP not recommended
- HIV
  - Initiate PEP as soon as possible, within hours of exposure.
  - Offer pregnancy testing to all women of childbearing age even if they are not known to be pregnant.
  - Seek expert consultation if viral resistance is suspected.
  - Administer PEP for 4 weeks if tolerated.

---

### Step 4: Perform follow-up testing and provide counseling ∧

- HBV exposures
  - Test for anti-HB 1 to 2 months after the last dose of the vaccine if only a vaccine is given.
  - Follow-up is not indicated if the exposed person is immune to HBV or has received HBIG PEP.
- HCV exposures
  - Perform testing for anti-HCV and ALT 4 to 6 months after exposure.
  - Perform HCV RNA testing at 4 to 6 weeks if an earlier diagnosis of HCV infection is desired.
  - Confirm repeatedly reactive anti-HCV EIAs with supplemental tests.
- HIV exposures
  - Evaluate exposed persons taking PEP within 72 hours after exposure and monitor them for drug toxicity for at least 2 weeks.
  - Perform HIV antibody testing for at least 6 months post-exposure (e.g., at baselines of 6 weeks, 3 months, and 6 months).
  - Perform HIV antibody testing for illness compatible with an acute retroviral syndrome.
  - Advise exposed persons to use precautions to prevent secondary transmission during the follow-up period.

## Resources

- [Updated U.S. Public Health Service Guidelines for Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis](#) 
- [CDC Sharps Safety for Healthcare Settings \(updated 2015\)](#)
- [Emergency Sharps Information](#)
- [Universal Precautions and 2007 HICPAC guidelines](#)
- [Management of Occupational Blood Exposures to HBV, HCV, or HIV – Poster](#) 

Page last reviewed: February 26, 2019

**UNIVERSITY OF NEW ENGLAND  
ACCIDENT REPORT**

Employee Name \_\_\_\_\_ PRN # **910**  
Home Address \_\_\_\_\_ Home Telephone # \_\_\_\_\_  
Job Title/Position ~ \_\_\_\_\_  
Supervisor Name \_\_\_\_\_  
Regular Work Schedule (days/times)  
\_\_\_\_\_

**\*\*Please call UNE Security IMMEDIATELY, no matter how minor the accident/injury is perceived to be. Security can be reached by dialing ext. 2298 or (207) 602-2298. Please return the completed accident report to Security and HR (Cat Martins, fax 602-5902 or cmartins@une.edu).**

**EMPLOYEE STATEMENT**

\_\_\_\_\_ was injured at \_\_\_\_\_ on \_\_\_\_\_  
(name) (location) (date)  
at \_\_\_\_\_  
(time)

1. Please describe in full detail how the accident occurred. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Time employee began work on day of injury \_\_\_\_\_
3. Name of witness(es), if any, to accident or injury \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Please describe injury in detail and include parts of the body affected \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What medical treatment did the injured employee receive? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. If employee received medical treatment, name and address of provider \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Was injured employee taken to the hospital?  
a. YES  NO   
b. If yes, how was injured employee transported? \_\_\_\_\_
8. Did employee miss any time from work after returning from medical treatment?  
a. YES  NO   
b. If yes, how much time did employee miss, and what is the expected date or time of return? \_\_\_\_\_
9. Will employee be returning to a doctor of other health care provider?  
a. YES  NO   
b. If yes, name and address of provider \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Employee Signature Date



**HUMAN RESOURCES OFFICE (Cat Martins)**

1. A telephone call concerning this accident was received on \_\_\_\_\_ at \_\_\_\_\_ and  
(date) (time)  
and the person who called is \_\_\_\_\_.
2. This ACCIDENT REPORT was received in the Human Resources Office on \_\_\_\_\_, and  
the time was \_\_\_\_\_.
3. Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature/Human Resources

\_\_\_\_\_  
Date

**FOLLOW UP**

**ENVIRONMENTAL HEALTH AND SAFETY OFFICE (Ronnie Souza)**

1. Accident Report received \_\_\_\_\_
2. Was safety equipment used? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. If yes, was the equipment adequate? \_\_\_\_\_  
\_\_\_\_\_

**4. RECOMMENDATIONS**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature/Environmental Health & Safety

\_\_\_\_\_  
Date



Please call UNE Security IMMEDIATELY, no matter how minor the accident/incident is perceived to be. Security can be reached by dialing ext. 2298 or (207) 602-2298.

University of New England
Non-Employee Accident/Incident Report

Name: PRN:
Address: Phone Number:
Activity Supervisor Name: Activity Type (class, lab, event name, etc):
Status [ ]: Student [ ] Visitor [ ] Volunteer [ ] Other:

Accident/Incident Details

Date: Time:
Location:

- 1. Please describe in full detail how the accident/incident occurred:
2. Name of witness(es), if any:
3. Please describe any injuries in detail and include parts of the body affected:
4. What medical treatment was received:
5. Was injured taken to the hospital? YES NO
If yes, how was injured transported?

For Student Incident/Accident Reporting Only:

- 6. Did the incident/accident occur in a clinical or lab setting? YES NO
a. What medical devices or equipment were you using at the time?
b. What PPE were you wearing?
c. Any BBP exposure? YES NO
d. Comments:
7. Was any class time missed after returning from medical treatment? YES\* NO
\*If yes, how much time, and what is the expected date or time of return?
8. Will you be returning to a doctor or other health care provider? YES\* NO
\*If yes, name and address of provider:

Signature: Date:

Attach additional paper if more space is needed. The completed Accident/Incident Report should be signed and returned to the UNE Security Office, responding Security Officer or by Email to security@une.edu and risk@une.edu as soon as possible following the accident/incident.

**Activity Supervisor**

1. When, how and by whom were you notified of the accident? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. What actions have been taken to prevent this type of accident from happening again? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Do you have any recommendations? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Activity Supervisor Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Risk Management Office**

**Report received on:** \_\_\_\_\_

**Comments/Recommendations:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Risk Management Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Environmental Health and Safety Office**

**Comments/Recommendations:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Environmental Health and Safety Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Authorization for Use & Disclosure of Protected Health Information (PHI),  
including Personal Representative Signature**

*Name of Patient/Individual* \_\_\_\_\_ *Date of Birth* \_\_\_\_\_

*Address* \_\_\_\_\_

*Telephone (h)* (\_\_\_\_) \_\_\_\_\_ *(w)* (\_\_\_\_) \_\_\_\_\_ *(other)*(\_\_\_\_) \_\_\_\_\_

**1) I hereby authorize the Health Care Provider and any employee or other member of the Health Care Provider's workforce to use and/or disclose the following:**

**(a) Complete Record.** **\*\*I DO** \_\_\_\_ / **DO NOT** \_\_\_\_ (**INITIAL ONE**) authorize use and/or disclosure of my complete PHI/health care record.

**\*\*If (1)(a) is noted "I DO," then the Individual/Patient must also complete sections (b), (c) and (d), below, to authorize release of that type of PHI. Any sections not completed will be deemed refusal to authorize disclosure of that PHI.**

**(b) HIV/AIDS Status Information.** **I DO** \_\_\_\_ / **DO NOT** \_\_\_\_ (**INITIAL ONE**) authorize use and/or disclosure of PHI related to testing, diagnosis or treatment of HIV or AIDS, pursuant to Maine law.

**(c) Substance Abuse Treatment Information.** **I DO** \_\_\_\_ / **DO NOT** \_\_\_\_ (**INITIAL ONE**) authorize use and/or disclosure of PHI related to diagnosis and/or treatment for alcohol or substance abuse.

**(d) Mental Health Treatment Information.** **I DO** \_\_\_\_ / **DO NOT** \_\_\_\_ (**INITIAL ONE**) authorize use and/or disclosure of PHI related to mental health treatment.

**OR, if you intend to authorize use and/or disclosure of specific PHI only, complete 1(e), below:**

**(e) Other PHI.** **I DO** \_\_\_\_ / **DO NOT** \_\_\_\_ (**INITIAL ONE, if appropriate**) authorize use and/or disclosure of specific health information (**specify PHI, including relevant date(s) of treatment**):

\_\_\_\_\_

**2) The identified PHI may be used and/or disclosed TO the following person or entity:**

**Name & Address:** \_\_\_\_\_

**FROM** the following person or entity:

**Name & Address:** \_\_\_\_\_

**3) Purpose.** The identified PHI may be used and/or disclosed for the following purpose(s):

\_\_\_\_\_

**4) Redisclosure of Information.** I understand that any information used and/or disclosed may be subject to redisclosure by the Recipient. **I DO** \_\_\_\_ / **DO NOT** \_\_\_\_ (**INITIAL ONE**) authorize subsequent disclosures to be made of the identified PHI.

**5) Revocation.** I understand that I may revoke this Authorization, in writing, at any time, by sending a signed, written notification of revocation to the Health Care Provider, as follows:

I understand that if I revoke this Authorization, it will not affect actions or disclosures already taken by the Health Care Provider in reliance on the Authorization prior to the Health Care Provider's receipt of the revocation. I understand that the revocation will not be effective if the Authorization was obtained as a condition of obtaining insurance coverage, to the extent that other law provides the insurer with the right to contest a claim under the policy or the policy itself. I also understand that revocation of this Authorization may be the basis for denial of health benefits or other insurance coverage or benefits.

**6) Right to Refuse Authorization.** I understand that I may refuse to authorize the disclosure of all or part of my health information, but such refusal may result in improper diagnosis or treatment, denial of coverage or a claim for health benefits or other insurance, or other adverse consequences.

**7) Authorization Not Required.** I understand that the Health Care Provider will not condition my treatment, payment, enrollment in a health plan or eligibility for benefits (if applicable) on whether I provide authorization for the requested use or disclosure, except: (a) if my treatment is related to research, then an authorization may be required; or (b) if the purpose of the health care is solely to create PHI to provide the PHI to a third-party, then an authorization may be required.

**8) Expiration of Authorization.** I understand that this Authorization shall be in effect until the date OR event set forth below, whichever occurs earlier, at which time this Authorization shall expire. Complete ONE of the following:

\_\_\_\_\_ **Date: (Month/Date/Year)** \_\_\_\_/\_\_\_\_/\_\_\_\_\_; OR **Event:** \_\_\_\_\_

Note: Except as may otherwise be permitted under Maine law, this Authorization is NOT valid for more one year from the date signed.

**9) Copy of Authorization.** I understand that I have a right to receive a copy of this Authorization.

**This Authorization is voluntary.**

---

**NOTE: PLEASE MAKE SURE ALL APPLICABLE PARTS ARE COMPLETED.**

**Signed:** \_\_\_\_\_

**Print Patient's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*If not signed by the Patient/Individual, please provide the following information:*

**Print Personal Representative's SIGNATURE:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Relationship to the Individual:** \_\_\_\_\_

**Basis of authority to act as Personal Representative (such as Durable Power of Attorney, Appointment by Court, Parent of Minor, Guardian, Court Order):**

---

\*\*\*\*\*  
 \_\_\_ **UNE Employee check here if document conferring Personal Representative authority is in record (such as Durable Power of Attorney, Appointment by Court, Guardianship Order, other Court Order)**

**UNIVERSITY OF NEW ENGLAND WESTBROOK COLLEGE CAMPUS**  
**Dental Hygiene Program - Statement of Services**

A dental hygiene appointment consists of the following services which are available to patients. They are provided by student hygienists under the supervision of a clinical dentist and faculty as needed. Our philosophy is one of the “total patient care” whereby patients are offered all services deemed appropriate by the student and / or faculty for optimal oral health. They include:

- A complete Medical / Dental History
- Assessment of factors in the health history that may require medical attention
- Inspection of the extra and intraoral aspects of the oral cavity
- Evaluation of periodontal status
- Hard tissue examination
- Radiographs – full mouth series, bitewing and extra-oral
- Treatment and appointment plan
- Patient education / motivation
- Removal of hard and soft deposits from the teeth
- Removal of stain / polishing
- Nutritional counseling
- Sealants
- Fluoride application and recommendations
- Polish of restorations
- Impression / study model fabrication
- Pupal vitality testing

The services you require will be provided to you in a professional manner using sterilized or disposable instruments and protective barriers for your health and safety.

# Medical Emergency Training

## UNE DH Program Fall 2023

Name \_\_\_\_\_ student/faculty

	Signs and Symptoms	Treatment
Syncope		
Angina/MI, Cardiac Arrest		
CVA		
Diabetic Shock/Coma/Hyper and Hypoglycemia		
Epilepsy		
Asthma		
Foreign Object in the Eye/Chemical Burn/Corneal Abrasion		
Locate Emergency Equipment on the Clinical Floor:		
Medical Kit		
Red Phone/Portable Phone		
AED		
O2		
Fire Extinguishers		
Eye Wash Stations		
MSDS Sheets		
Exits		

Signature of Trainer \_\_\_\_\_ Date \_\_\_\_\_

## PATIENT APPOINTMENT

The University of New England Dental Hygiene Program provides quality dental hygiene care to many individuals. The clinic provides dental hygiene treatment for you in cooperation with your primary care dentist. All patients are encouraged to see their own primary care dentist at least once a year.

Although the University of New England Dental Hygiene Clinic strives to accommodate all patients, those with the greatest oral health needs are given priority in our scheduling. Most patients are generally seen for dental hygiene therapy only once a year.

As a teaching institution, the University of New England Dental Hygiene Program is pleased to have the opportunity to serve the needs of its patients and students alike.

We hope you will recommend the clinic to others, especially those who have deferred dental visits and are now seeking a clinic. We also appreciate your understanding of the learning requirements of students and your willingness to commit the necessary time to your appointment.

Thank you!



## SCREENING PROTOCOL

**Sign Forms:** HIPAA, Informed Consent and Patient Rights and Responsibilities

**Medical History** (look up all medication)

**Dental History** (last dental appointment and x-rays)

**Family Physician and Dental Home**

**Vitals**

**SBIRT**

**Check with Instructor**

**Chief Complaint**

**IEOE**

**Radiographs**

**Gingival Evaluation**

**Probing**

**Periodontal Stage and Grade**

**ASA Classification**

**Check with Instructor**

**COMPUTER ENTRY/Change Provider**

**Enter:** NP screener, deposit class, perio stage and grade, patient age, appointment time

**TX Plan:** dental charting, calculus detection, PreViser, clinic code, quad scale etc., appointment time

Faculty esig.

## Pediatric Patient Flow Sheet

1. HIPAA and Consent Forms signed by legal guardian
2. Review Medical/Dental History with legal guardian
3. Vitals
4. Check with Faculty
5. Intra Extra Oral Exam
6. Dental Charting
7. Gingival Evaluation
8. Probe Permanent Dentition
9. Calculus Detection (Plaque and Stain)
10. PreViser (Caries)
11. Treatment Plan, review and sign with legal guardian
12. Check with Faculty
13. PHP/Patient Education
14. Radiographs (Panorex/2BW's)
15. Check with Faculty for need of referral
16. Scale
17. Polish
18. Floss
19. Check with Faculty
20. Varnish

## Radiograph Appointment Only

1. HIPAA and Consent Forms
2. Review Medical/Dental History
3. Vitals
4. Review the Radiographs needed
5. Treatment Plan Radiographs
6. Check with Faculty
7. Intra Extra Oral Exam
8. Radiographs
9. Check with Faculty for need of referral
10. Dismiss Patient
11. Type up Clinical Notes, including Radiographic
12. Interpretation

## Sealant Appointment Only

1. HIPAA and Consent Forms
2. Review Medical/Dental History
3. Vitals
4. Check with Faculty
5. Intra Extra Oral Exam
6. Review Radiographs or take if needed
7. Treatment Plan Sealants and possibly Radiographs
8. Check with Faculty
9. Radiographs (if Needed)
10. Check with Faculty
11. Sealants
12. Check with Faculty

**University of New England – College of Health Professions Westbrook College Campus  
Dental Hygiene Program**

**Informed Consent & Clinic Registration Form**

The University of New England Dental Hygiene Clinic is part of an institution committed to student learning and the advancement of knowledge through research. Our primary goal is quality education of dental hygiene students and excellence in patient services.

You should understand the following:

1. Students are required to obtain a thorough medical and dental history of each person prior to initiating any treatment. The goal of this procedure is to safely provide the highest quality of care. Some medical conditions may require a consultation between the student dental hygienist, a clinical faculty member, and the patient's physician. This consultation is necessary to ensure that the appropriate dental care may be planned. Although this may require delaying treatment until such treatment plans are established, it should be understood that no patient will be denied care unless such care is considered inappropriate by the patient's physician. All information revealed in the medical and dental history will be kept strictly confidential.
2. Treatment in our clinic proceeds more slowly than in a private office since the services are rendered by students, and are carefully checked by faculty members (licensed dental hygienist or dentist). Although it is the goal to complete all procedures for each patient, completion of all procedures cannot be guaranteed in any specified period of time.
3. Patients will be referred to a private dentist or dental clinic to receive any needed dental care beyond the limits of this institution.
4. Failure to keep appointments without 24 hours notice or two cancellations, or two no-shows, may lead to your dismissal as a clinic patient.
5. Diagnostic aids such as x-ray, photographs, plaster models, etc., are the property of the UNE Dental Hygiene Clinic. However, upon your written and/or verbal request, or that of your dentist, a duplicate set of x-rays may be sent with your signed authorization. Records are the property of the University and are not released, but all recommendations and observations are shared with you and your primary care dentist or a dental specialist by Patient Referral Form.
6. An important part of every dental hygiene exam is to verify that all dental restorations are secure. A cracked restoration, a loosely bonded plastic restoration, or a loose fixed bridgework can lead to tooth decay. All dental hygienists are trained to test each restoration with an instrument and report any defective restorations to the patient. Patients must realize that no dental hygienist using a hygiene instrument is strong enough to dislodge a satisfactory restoration. If any defective restorations are discovered the patient will be referred immediately to their dentist for the necessary work.
7. Anonymous data gathered from records may be used for educational and research purposes. If any research project conducted by this University intends to use patient data that could be tracked to a particular patient an additional informed consent document must be signed by each patient involved. In addition, before any research project of any design can be initiated the entire project must receive written approval by the University of New England, Institutional Review Board. This approval shall be available for inspection by any participating patient.
8. You are responsible for payment of all services rendered. Prices are subject to change without notice.
9. All cell phone use is prohibited in the clinic, this includes photography and social media usage. This policy is to protect the privacy of all patients.

## Patient's Rights and Responsibilities

Dental hygiene care in this institution is patient-centered and therefore focuses on the well-being of our patients. This statement is included to communicate and advocate the expressed wants and needs of our patients and to help the provider-patient relationship to realize excellence in care.

Patients can expect:

1. To be treated with respect, consideration, confidentiality and to uphold privacy.
2. A thorough assessment of their current needs, by student hygienists.
3. To be informed of appointment and fee schedules in advance.
4. To receive an explanation of recommended treatment, treatment alternatives, the option to refuse treatment, the risk of no treatment, and expected outcomes of various treatments, to make an informed consent before any treatment is begun.
5. To receive treatment that meets the standard of care in the profession of dental hygiene.
6. To receive appropriate and timely referrals for other needed services.
7. Continuity and completeness of care.

Patients are expected to:

1. To cooperate as partners in their care by asking for information and clarification, and to participate in goal setting and planning of treatment.
2. Comply with recommended or agreed upon therapies or actions of care.
3. Accommodate student learning needs by returning for further appointments, if required.
4. UNE Dental Hygiene Clinic is an educational institute and patient may be dismissed at any time if patient is counter productive to student learning.
5. Attempt to keep scheduled appointments, so that student learning and patient care may proceed.
6. Recognize that care received by dental hygiene students under the supervision of qualified faculty is dental hygiene care. Any restorative or emergency dental care will require the expertise of a licensed dentist in your community.

Having read the above, I verify that I understand the information contained there-in, and I grant the authority to the UNE –College of Health Professions, Dental Hygiene Clinic to perform dental hygiene treatment procedures deemed necessary for me.

---

Patient's Full Name (Print) / Patient's Signature or Responsible Adult

Date

I also agree to make payment for services in accordance with my treatment.

---

If Responsible Adult, what is your name & relationship to dependent?

---

Address/City/State/Zip

**University of New England  
Dental Hygiene Clinic  
Local Anesthesia Consent**

Dental local anesthesia is considered an extremely safe procedure. However, in rare cases certain complications can occur. These complications may include: needle breakage, pain on injection, permanent numbness or paresthesia, pain or difficulty opening the mouth, bruising or swelling of injection site, infection, lip chewing leading to trauma, facial nerve paralysis, post anesthetic ulcers in the mouth, overdose reaction, allergy, and unusual reactions (idiosyncratic).

I fully understand the risks involved in receiving local anesthesia at the University of New England Dental Hygiene Clinic. They have been described to me in a satisfactory manner and I have had the opportunity to ask questions and receive informational answers. I understand the nature and purpose of the procedure and the risks involved in receiving and in refusing local anesthesia. I have been given no guarantee by the dental hygiene treatment team as to the results that may be obtained from the injection.

I understand that in the event complications arise resulting from the local anesthesia, financial compensation will not be provided by the University of New England. Furthermore, it is my responsibility to seek medical attention as needed beyond the University of New England Dental Hygiene Clinic. I agree to report immediately any evidence of pain, swelling or inflammation in the area receiving local anesthesia to the University of New England Dental Hygiene Clinic and to arrange for an oral inspection at that site if necessary.

In addition to consenting to receive local anesthesia I understand that I am free to withdraw my consent for treatment at any time with written notice.

Date: \_\_\_\_\_  
\_\_\_\_\_ Patient /Guardian

Dental Hygiene Treatment Team

Time: \_\_\_\_\_  
\_\_\_\_\_ Dentist

Date: \_\_\_\_\_  
\_\_\_\_\_ Additional Faculty/ Student

\_\_\_\_\_ Additional Signature(s)

\_\_\_\_\_ Additional Signature(s)



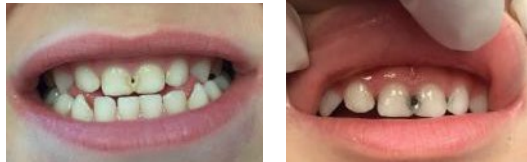
## Informed Consent for Silver Diamine Fluoride

### Facts for consideration:

- Silver diamine fluoride (SDF) is an antibacterial liquid used to treat tooth sensitivity and to help stop tooth decay. SDF may require repeated application.
- The procedure: 1. Dry the affected area. 2. Place a small amount of SDF on the affected area. 3. Allow the SDF to dry.
- I should not be treated with SDF if: 1. I am allergic to silver. 2. There are painful sores or raw areas on my gums (i.e., ulcerative gingivitis) or anywhere in my mouth (i.e., stomatitis).
- **Treatment with SDF does not eliminate the need for dental fillings or crowns to repair function or esthetics. Additional procedures will incur a separate fee. It is most effective when applied twice yearly.**

### Benefits of receiving SDF:

- SDF can help stop tooth decay.
- SDF can help relieve sensitivity.
- SDF can help buy time for those patients who are very young, fearful, or have special needs that may otherwise require sedation for traditional dental treatment.



Before

After

### Risks related to SDF include, but are not limited to:

- **The affected area will stain black permanently.** Healthy tooth structure will not stain. Stained tooth structure can be replaced with a filling or crown in the future.
- If accidentally applied to the skin or gums, a brown or white stain may appear that causes no harm and will disappear in one to three weeks.
- You may notice a metallic taste that will go away rapidly.
- There is a risk that the procedure will not stop the decay and no guarantee of success is granted or implied.
- If tooth decay is not arrested, the decay will progress. In that case the tooth will require further treatment, such as repeat SDF, a filling or crown, root canal/pulp treatment or extraction.

### Alternatives to SDF, not limited to the following:

- No treatment, which may lead to continued deterioration of tooth structures and cosmetic appearance. Symptoms may increase in severity.
- Depending on the location and extent of the tooth decay as well as the level of behavior and cooperation, other treatment may include placement of fluoride varnish, a filling or crown, extraction, with or without sedation.

**I hereby acknowledge that I have read this consent agreement (or it was read to me). I understand this consent and the meaning of its contents, including the benefits and risks of the treatment. All questions have been answered in a satisfactory manner. I hereby give consent to Silver Diamine Fluoride (SDF) treatment.**

\_\_\_\_\_ (Patient name -print)

\_\_\_\_\_ (Guardian name- print)

\_\_\_\_\_ (Signature of patient/guardian)      Date \_\_\_\_\_

\_\_\_\_\_ (Signature of witness)      Date \_\_\_\_\_



## Silver Diamine Fluoride Consent

The consent information is from the JAMA ARTICLE: Accepted for Publication: December 22, 2022. Published: February 9, 2023. doi:10.1001/jamanetworkopen.2022.55458 Open Access: This is an open access article distributed under the terms of the CC-BY License. © 2023 Ruff RR et al. JAMA Network Open. Corresponding Author: Ryan Richard Ruff, PhD, Department of Epidemiology and Health Promotion, New York University, 380 Second Ave, Room 3-09, New York, NY 10010 ([ryan.ruff@nyu.edu](mailto:ryan.ruff@nyu.edu)). Author Affiliations: Department of Epidemiology and Health Promotion, New York University College of Dentistry, New York, New York.

## Radiographic / Fluoride Treatment Recommendations

TYPE OF ENCOUNTER	PATIENT AGE AND DENTAL DEVELOPMENTAL STAGE				
	Child with Primary Dentition (prior to eruption of first permanent tooth)	Child with Transitional Dentition (after eruption of first permanent tooth)	Adolescent with Permanent Dentition (prior to eruption of third molars)	Adult, Dentate or Partially Edentulous	Adult, Edentulous
<b>New Patient*</b> being evaluated for oral diseases	Individualized radiographic exam consisting of selected periapical/occlusal views and/or posterior bitewings if proximal surfaces cannot be visualized or probed. Patients without evidence of disease and with open proximal contacts may not require a radiographic exam at this time.	Individualized radiographic exam consisting of posterior bitewings with panoramic exam or posterior bitewings and selected periapical images.	Individualized radiographic exam consisting of posterior bitewings with panoramic exam or posterior bitewings and selected periapical images. A full mouth intraoral radiographic exam is preferred when the patient has clinical evidence of generalized oral disease or a history of extensive dental treatment.		Individualized radiographic exam, based on clinical signs and symptoms.
<b>Recall Patient*</b> with clinical caries or at increased risk for caries**	Posterior bitewing exam at 6-12 month intervals if proximal surfaces cannot be examined visually or with a probe			Posterior bitewing exam at 6-18 month intervals	Not applicable
<b>Recall Patient*</b> with no clinical caries and not at increased risk for caries**	Posterior bitewing exam at 12-24 month intervals if proximal surfaces cannot be examined visually or with a probe		Posterior bitewing exam at 18-36 month intervals	Posterior bitewing exam at 24-36 month intervals	Not applicable

<p><b>Recall Patient*</b> with periodontal disease</p>	<p>Clinical judgment as to the need for and type of radiographic images for the evaluation of periodontal disease. Imaging may consist of, but is not limited to, selected bitewing and/or periapical images of areas where periodontal disease (other than nonspecific gingivitis) can be demonstrated clinically.</p>			<p>Not applicable</p>
<p><b>Patient (New and Recall)</b> for monitoring of dentofacial growth and development, and/or assessment of dental/skeletal relationships</p>	<p>Clinical judgment as to need for and type of radiographic images for evaluation and/or monitoring of dentofacial growth and development or assessment of dental and skeletal relationships</p>	<p>Clinical judgment as to need for and type of radiographic images for evaluation and/or monitoring of dentofacial growth and development, or assessment of dental and skeletal relationships. Panoramic or periapical exam to assess developing third molars</p>	<p>Usually not indicated for monitoring of growth and development. Clinical judgment as to the need for and type of radiographic image for evaluation of dental and skeletal relationships.</p>	
<p><b>Patient</b> with other circumstances including, but not limited to, proposed or existing implants, other dental and craniofacial pathoses, restorative/endodontic needs, treated periodontal disease and caries remineralization</p>	<p>Clinical judgment as to need for and type of radiographic images for evaluation and/or monitoring of these conditions</p>			

American Dental Association. US Food and Drug Administration (2012). *The selection of patients for dental radiographic examinations*. Retrieved from US Food and Drug Administration: <https://www.fda.gov/radiation-emitting-products/medical-x-ray-imaging/selection-patients-dental-radiographic-examinations>

Clinical reasoning for a post op radiograph for educational and necessity for treatment after SRP.



- Browse Patients
- Create Patient
- Unfinished Assessments
- Options / Settings
- Admin / Practice Reports
- Support

## Continue Caries Exam

### Caries Exam Date

7/10/2018 12:

### Prepared By

maube

### Responsible Clinician

Please select the dentist responsible for this patient's care from the list

ohis49demo ohis49demo ▼

### 1 or more teeth have an exposed root

- Yes
- No

**How many months has the patient been without primary caries or an incipient carious lesion? Primary caries is the first carious lesion on a tooth surface, not one beneath or at the margin of a restoration.**

- 36 or more
- 24-35
- 12-23

- 1 or more teeth has had caries in the last 12 months

**Bacteria culture includes elevated MS and/or LB level?**

- Yes
- No
- No culture or test is available

**Please answer the following questions (exclude third molars)**

How many erupted teeth are present in the oral cavity?

# of teeth

How many natural teeth have any type of restoration, including crowns and veneers?

# of teeth

How many natural teeth currently require treatment because of caries or a defective restoration?

# of teeth

How many natural teeth have primary caries or an incipient caries lesion?

**Check all that apply**

**Clinical Conditions**

Oral hygiene improvement is needed

Dry mouth or inadequate saliva flow

**Treatment History and Considerations**

Dental care frequency is NOT as regular as advised

Development problems or special health care needs

Teeth have been extracted due to caries in last 36 months

Fluoride varnish applied in last 6 months

Has orthodontic appliance, space maintainer, or obturator

**Questions the patient can answer**

Snacks or beverages containing sugar are consumed between meals 4 or more times per day

Patient drinks fluoridated water

- Nonprescription or prescription fluoride products other than water are used
- Chlorhexidine used for at least 1 week per month for last 6 months
- Xylitol products have been used 4 times daily for last 6 months
- Calcium & phosphate toothpaste have been used during last 6 months
- Recreational drug/alcohol use
- Has had a major change in health (heart attack, stroke, etc.) during the past 12 months

**Information Suite (OHIS) - DEMO ONLY**



- [Browse Patients](#)
- [Create Patient](#)
- [Unfinished Assessments](#)
- [Options / Settings](#)
- [Admin / Practice Reports](#)
- [Support](#)

**Perio Exam**

**Perio Exam Date**

7/10/2018 12:

**Prepared By**

maube

**Responsible Clinician**

Please select the dentist responsible for this patient's care from the list

ohis49demo ohis49demo ▼

**Smoking**

Never Smoked

**Smoke(d)**

less than 10 cigs/day

10 or more cigs/day

**Smoke(d)**

less than 10 years

10 or more years

**Quit**

less than 10 years ago

10 or more years ago

**Diabetic Status**

	Good Control	Fair Control	Poor Control
HbA1c (%)	less than 6.5	6.5 - 7.5	greater than 7.5
AM fasting plasma glucose (mg/dl)	90 - 104	105-130	greater than 130

Not diabetic or unknown

Good diabetic control

Fair diabetic control

Poor diabetic control

**Check all that apply**

- Oral hygiene improvement is needed
- Scaling and root planing for any tooth has been done
- Furcation involvements exist
- Vertical bone lesions exist
- Dental care frequency is NOT regular as advised
- Periodontal Surgery for pockets has been done
- Subgingival restorations are present
- Subgingival calculus detected by x-ray or exam

**Deepest Pocket Per Sextant from the Gingival Margin to the Base of the Sulcus**

**Upper Right**

Less Than 5 mm
5-7 mm
Greater Than 7 mm
No Teeth

Bleeding

**Upper Anterior**

5-7 mm  
Greater Than 7 mm  
No Teeth

Bleeding

**Upper Left**

5-7 mm  
Greater Than 7 mm  
No Teeth

Bleeding

**Lower Right**

5-7 mm  
Greater Than 7 mm  
No Teeth

Bleeding

**Lower Anterior**

5-7 mm  
Greater Than 7 mm  
No Teeth

Bleeding

**Lower Left**

5-7 mm  
Greater Than 7 mm  
No Teeth

Bleeding

**Xray Distance from CEJ to Bone Crest**

Measured	Visual
less than 2 mm	Normal bone height
2-4 mm	Between normal and excessive
greater than 4 mm	Excessive bone loss

**Upper Right**

2-4 mm  
Greater Than 4 mm  
No Teeth

**Upper Anterior**

2-4 mm  
Greater Than 4mm  
No Teeth  
No X-Ray

**Upper Left**



2-4 mm  
Greater Than 4 mm  
No Teeth

### Lower Right

2-4 mm  
Greater Than 4 mm  
No Teeth

### Lower Anterior

2-4 mm  
Greater Than 4 mm  
No Teeth  
No X-Ray

### Lower Left

2-4 mm  
Greater Than 4 mm  
No Teeth

## PreViser Oral Health Information Suite (OHIS) - DEMO ONLY



- [Browse Patients](#)
- [Create Patient](#)
- [Unfinished Assessments](#)
- [Options / Settings](#)
- [Admin / Practice Reports](#)
- [Support](#)

## Create Oral Cancer Exam

### Oral Cancer Exam Date

7/10/2018 12:

### Prepared By

maube

### Responsible Clinician

Please select the dentist responsible for this patient's care from the list

## Has History of oral cancer

- Has History of oral cancer

## Cigarette Smoking

- Never Smoked

### Smoke(d)

- less than 10 cigs/day

- 10 or more cigs/day

### Smoke(d)

- less than 10 years

- 10 or more years

### Quit

- less than 10 years ago

- 10 or more years ago

## Pipes/Cigars

- Never Smoked

### Smoke(d)

- less than 1 cigar or pipes/day

- 1 or more cigar or pipes/day

### Smoke(d)

- less than 10 years

- 10 or more years

### Quit

- less than 10 years ago

- 10 or more years ago

## Smokeless (Chewing) Tobacco

- Never Used

### Use

- Occasionally Use

- Daily Use

### Use

- less than 10 years

- 10 or more years

### Quit

- less than 10 years ago

- 10 or more years ago

## Alcohol Use (Average number of drinks consumed in the past year)

Note: 1 drink equals

Beer	12 ounces or 355 milliliters	5% alcohol
Wine	5 ounces or 150 milliliters	12% alcohol
Spirits	1.5 ounces or 45 milliliters	40% alcohol

- None
- Less than 1 drink per day
- 1 drink per day
- 2 drinks per day
- 3 or more drinks per day

**PreViser Oral Health Information Suite (OHIS) - DEMO ONLY**



[Browse Patients](#)  
[Create Patient](#)  
[Unfinished Assessments](#)  
[Options / Settings](#)  
[Admin / Practice Reports](#)  
[Support](#)

## Create Comprehensive Exam

### Exam Date

7/10/2018 12:

### Prepared By

maube

### Responsible Clinician

Please select the dentist responsible for this patient's care from the list

ohis49demo ohis49demo

**1 or more teeth have an exposed root**

- Yes
- No

**How many months has the patient been without primary caries or an incipient carious lesion? Primary caries is the first carious lesion on a tooth surface, not one beneath or at the margin of a restoration.**

- 36 or more
- 24-35
- 12-23
- 1 or more teeth has had caries in the last 12 months

**Bacteria culture includes elevated MS and/or LB level?**

- Yes
- No
- No culture or test is available

**Please answer the following questions (exclude third molars)**

How many erupted teeth are present in the oral cavity?

How many natural teeth have any type of restoration, including crowns and veneers?

How many natural teeth currently require treatment because of caries or a defective restoration?

How many natural teeth have primary caries or an incipient caries lesion?

**Check all that apply**

**Clinical Conditions**

- Oral hygiene improvement is needed
- Dry mouth or inadequate saliva flow

**Treatment History and Considerations**

- Dental care frequency is NOT as regular as advised
- Development problems or special health care needs
- Teeth have been extracted due to caries in last 36 months
- Fluoride varnish applied in last 6 months

Has orthodontic appliance, space maintainer, or obturator

### Questions the patient can answer

Snacks or beverages containing sugar are consumed between meals 4 or more times per day

Patient drinks fluoridated water

Nonprescription or prescription fluoride products other than water are used

Chlorhexidine used for at least 1 week per month for last 6 months

Xylitol products have been used 4 times daily for last 6 months

Calcium & phosphate toothpaste have been used during last 6 months

Recreational drug/alcohol use

Has had a major change in health (heart attack, stroke, etc.) during the past 12 months

### Has History of oral cancer

Has History of oral cancer

### Cigarette Smoking

Never Smoked

#### Smoke(d)

less than 10 cigs/day

10 or more cigs/day

#### Smoke(d)

less than 10 years

10 or more years

#### Quit

less than 10 years ago

10 or more years ago

### Pipes/Cigars

Never Smoked

#### Smoke(d)

less than 1 cigar or pipes/day

1 or more cigar or pipes/day

#### Smoke(d)

- less than 10 years
- 10 or more years

**Quit**

- less than 10 years ago
- 10 or more years ago

**Smokeless (Chewing) Tobacco**

- Never Used

**Use**

- Occasionally Use
- Daily Use

**Use**

- less than 10 years
- 10 or more years

**Quit**

- less than 10 years ago
- 10 or more years ago

**Alcohol Use (Average number of drinks consumed in the past year)**

Note: 1 drink equals		
Beer	12 ounces or 355 milliliters	5% alcohol
Wine	5 ounces or 150 milliliters	12% alcohol
Spirits	1.5 ounces or 45 milliliters	40% alcohol

- None
- Less than 1 drink per day
- 1 drink per day
- 2 drinks per day
- 3 or more drinks per day

**Diabetic Status**

	Good Control	Fair Control	Poor Control
HbA1c (%)	less than 6.5	6.5 - 7.5	greater than 7.5
AM fasting plasma glucose (mg/dl)	90 - 104	105-130	greater than 130

- Not diabetic or unknown
- Good diabetic control
- Fair diabetic control
- Poor diabetic control

## Check all that apply

- Scaling and root planing for any tooth has been done
- Furcation involvements exist
- Vertical bone lesions exist
- Periodontal Surgery for pockets has been done
- Subgingival restorations are present
- Subgingival calculus detected by x-ray or exam

## Deepest Pocket Per Sextant from the Gingival Margin to the Base of the Sulcus

### Upper Right

5-7 mm  
Greater Than 7 mm  
No Teeth

- bleeding

### Upper Anterior

5-7 mm  
Greater Than 7 mm  
No Teeth

- bleeding

### Upper Left

5-7 mm  
Greater Than 7 mm  
No Teeth

- bleeding

### Lower Right

5-7 mm  
Greater Than 7 mm  
No Teeth

- bleeding

### Lower Anterior

5-7 mm  
Greater Than 7 mm  
No Teeth

- bleeding

### Lower Left

5-7 mm  
Greater Than 7 mm  
No Teeth

bleeding

## Xray Distance from CEJ to Bone Crest

Measured	Visual
less than 2 mm	Normal bone height
2-4 mm	Between normal and excessive
greater than 4 mm	Excessive bone loss

### Upper Right

2-4 mm  
Greater Than 4 mm  
No Teeth

### Upper Anterior

2-4 mm  
Greater Than 4 mm  
No Teeth  
No X-Ray

### Upper Left

2-4 mm  
Greater Than 4 mm  
No Teeth

### Lower Right

2-4 mm  
Greater Than 4 mm  
No Teeth

### Lower Anterior

2-4 mm  
Greater Than 4 mm  
No Teeth  
No X-Ray

### Lower Left

2-4 mm  
Greater Than 4 mm  
No Teeth





Dental Hygiene Clinic  
716 Stevens Avenue  
Portland, ME 04103  
Phone 207-221-4900  
Fax 207-221-4889

**PATIENT REFERRAL**

We appreciate your professional evaluation and detailed diagnosis.

was seen by a Westbrook College Campus Dental Hygiene Student on

Patient's Name

Today's Date

The following services were provided:

- |   |   |
|---|---|
| <input type="checkbox"/> Medical History/Blood Pressure   | <input type="checkbox"/> Topical Fluoride Treatment |
| <input type="checkbox"/> Intra/Extra Oral Inspection  | <input type="checkbox"/> Sealants                   |
| <input type="checkbox"/> Restorative Evaluation   | <input type="checkbox"/> Dietary Counseling         |
| <input type="checkbox"/> Periodontal Assessment   | <input type="checkbox"/> Amalgam Polishing          |
| <input type="checkbox"/> Oral Hygiene Instruction   | <input type="checkbox"/> Impression/Study Models    |
| <input type="checkbox"/> Recall Scaling   | <input type="checkbox"/> Other (Specify)            |
| <input type="checkbox"/> Periodontal Scaling/Root Planing                                       |   |
| <input type="checkbox"/> Radiographs - Please provide most recent set of x-rays and date taken: |   |

We recommend that all patients see their dentist for regular dental examinations. We have advised this individual to contact your office for an appointment. Please conduct a full dental assessment of the oral cavity with special attention to the following conditions observed during the dental hygiene appointment:

Student's Name:

Instructor's Signature:

Patient's Signature:

Patient contact info

Dentrix Family File - 0

File Edit Help

**Name:** \_\_\_\_\_ **Chart #:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **Consent:** \_\_\_\_\_ **Clinic:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_ **First Visit:** \_\_\_\_\_ **SS#:** \_\_\_\_\_  
**Status:** \_\_\_\_\_ **Last Visit:** \_\_\_\_\_ **Birthday:** \_\_\_\_\_  
**E-Mail:** \_\_\_\_\_ **Missed Appt:** \_\_\_\_\_ **Provider:** \_\_\_\_\_  
**Fee Sched:** \_\_\_\_\_

**Medical Alerts**  **Employer** \_\_\_\_\_ **Cont. Care** \_\_\_\_\_

**Insurance:** Dental Primary **Patient Notes**  
**Company:** \_\_\_\_\_ **Group Plan:** \_\_\_\_\_  
**Group #:** \_\_\_\_\_ **Fee Sched:** \_\_\_\_\_ (No Note)  
**Coverage:** 0.00 **Used:** 0.00  
**Ded. S/P/O:** 0/0/0 **Met:** 0/0/0

0→30	31→60	61→90	91→	Suspended	Balance
0.00	0.00	0.00	0.00	0.00	0.00

**Payment Amt:** NA **Amt Past Due:** NA  
**Bill Type:** 0 **Last Payment:** 0.00

**Referred By** \_\_\_\_\_  
**Referred To** \_\_\_\_\_

Status	Name	Position	Gender	Patient	Birthday

# Medical history

**Medical Alerts -** [REDACTED]

Medical Alerts / Problem

Medical Alert Description	Severity	Covered Date

Medications / Prescriptions

Medication Description	SI.tus	Dosage	Strength	Pre.aibed By	Refills	D.JratJ...	Rx D...	Olan...	NOC

Additional Information:

Codes: \_\_\_\_\_

RxNorm \_\_\_\_\_

UniqueID: \_\_\_\_\_

Sig: \_\_\_\_\_

Codes

SNOMED:

ICD-9:

ICD-10:

Medis pan:

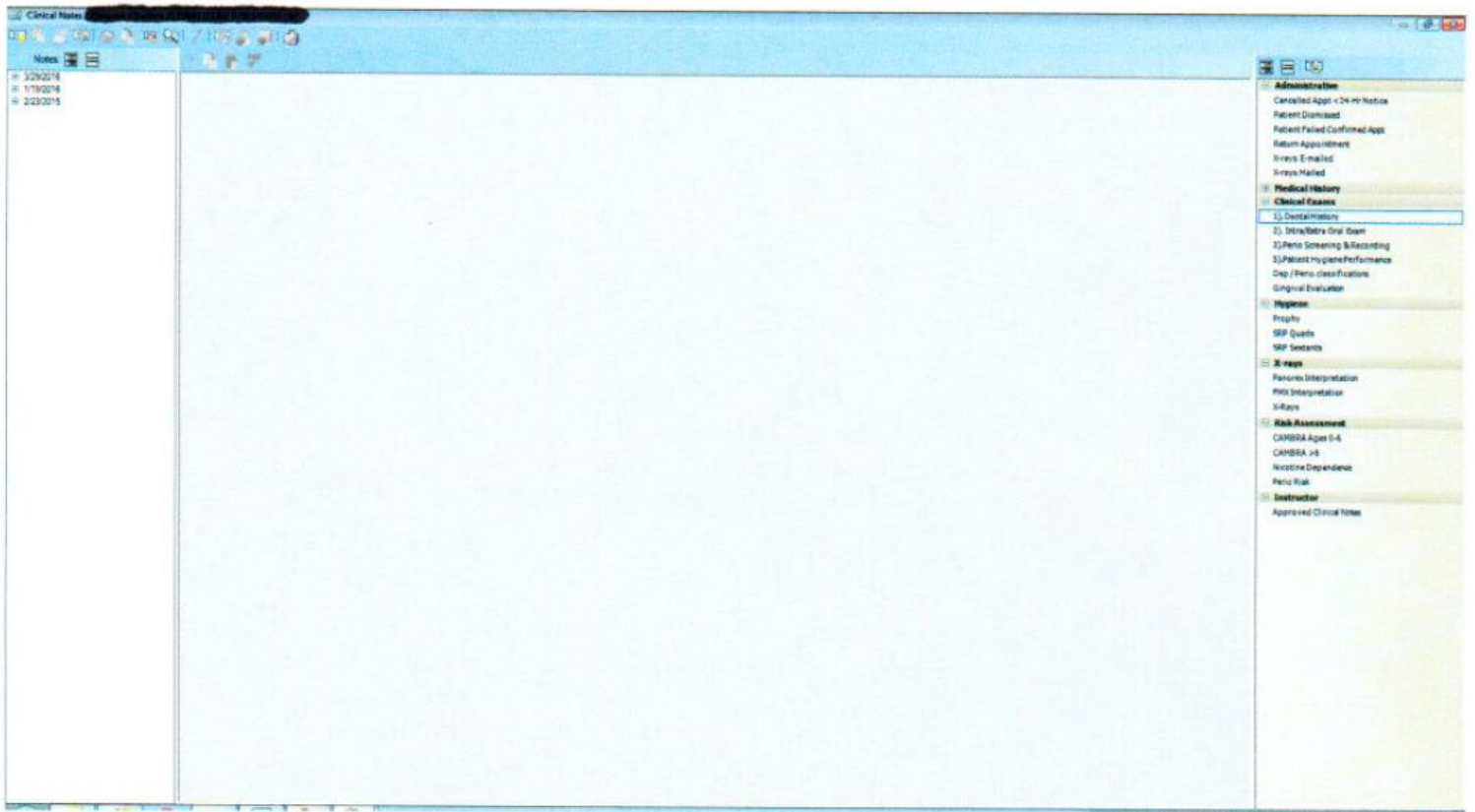
First DataBak

Allergies

Allergy Description	Slaws	er, T...	Reaction(...	Severty	rl ocovre...	Oranged	RXNORM

Notes:

# Patient Clinical Notes



# Dental Chart

Dentix Chart - 00000

File Options View Print/Print Procedures Multi-Codes Dental Diagnostics Help

Date	Tooth	Surf	Proc	Prov	Description	Stat	AP	Amount

Assessment: Preventive  
 Restorative: Endodontics  
 Periodontics: Removable  
 Technique: Implant Serv  
 Fixed Pros: Oral Surgery  
 Orthodontics: Adjunct Serv  
 Conditions: Other  
 EO Ex Tx Comp  
 Clear

Treat Pla  
 Complete  
 Existing  
 Condition  
 Exams  
 Print Not  
 Clinic Not

2:04 PM  
6/25/2016

Periodontal Chart

**R Dentrix Perio Chart** - gent, Charlene B - CLIN [08/23/2016]UNE(NEW) [09/07/1979] (36)

File Options P rio Score etup .Gate f provider Diagnostics Symmary !!!elp

T#	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
PD																
Bld																
Sup																
GM																
CAL																
MG																
FG																
TC																
PME																
PD																
Bld																
Sup																
GM																
CAL																
MG																
FG																
TC																
PME																
PD																
Bld																
Sup																
GM																
CAL																
MG																
T#	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17

Tooth# 11 Mobility 0 1 2 3 4

Tooth Code (none) Furcation Grade(s) II

1 plaque Bone Loss 0

- None 0 - None

Script OJ Arch < ->

Prev Home Next

1 F BciBI F BciBI/Lingual

Probing Depth

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	8	9	1-
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4	5	6	+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	2	3	Nxt

Gingival Margin 0 Clear

Clinical Att. Level < v >

Path: PBSL j

**UNE DENTAL HYGIENE CLINIC**  
**Infection Control Manager (ICM1) – DUTIES & PERFORMANCE EVALUATION**  
**STERILIZATION MANAGER Grade**

(Grade Based  
on PAC Rubric 3, 2 or 1)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

1. Arrive dressed in clinical attire, prepared to treat patient, if necessary. The ICM will administer direct patient care and documentation upon need. \_\_\_\_\_
2. Arrive 30 minutes prior to patient seating and meet in the ICM 1 room to go over information for the day \_\_\_\_\_
3. Run the Miele from the previous clinic session. See posted detailed instructions. \_\_\_\_\_
4. Fill ultrasonic (Morning clinic only) \_\_\_\_\_
5. Empty autoclaves, place contents in appropriate pass-through. Check each item for proper sterilization markers \_\_\_\_\_
6. At the end of each Miele cycle, seal in self-sealing bags, cubby number, date, time, autoclave number and place in the autoclave. Add an INTERGRATOR strip in the autoclave for each autoclave cycle (in a small self-sealing bag on the top shelf) \_\_\_\_\_
7. Make a list of needed supplies and give to clinical coordinator (Infection Control Manager-Staff) \_\_\_\_\_
8. Prepare ample cleansing agent for evacuation system and dispense to students at the end of the Clinic session as instruments are brought into the ICM 1 Room \_\_\_\_\_
9. Maintain a clean and neat distribution center \_\_\_\_\_
10. All instrument cassettes will be given to the ICM1 and stored in cabinet above Miele until instruments can be placed in the Miele or Ultrasonic (Before placing instruments in the Miele, open cassette to be sure there is no indicator slip or other debris inside) \_\_\_\_\_
11. At the end of each clinic session, place all cassettes in Miele and run the RINSE cycle. All other clinic supplies need to be prepared to be autoclaved (SEE POSTED LIST FOR WHAT CAN NOT BE PLACED IN THE MIELE) \_\_\_\_\_
12. Prepare all hand pieces for the autoclave (see posted instructions) \_\_\_\_\_
13. Empty ultrasonic (only after the last clinic session of the day) \_\_\_\_\_

14. Wipe down countertop with Advantaclear Wipes \_\_\_\_\_

15. Adhere to infection control protocol throughout entire clinic session \_\_\_\_\_

16. Check with clinical coordinator prior to leaving \_\_\_\_\_

---

Clinical Coordinator

DH/Forms/Clinic/CA:: Updated 2020 By Abby Dodge



**UNE DENTAL HYGIENE CLINIC**  
**INFECTION CONTROL MANAGER 2/RADIOGRAPHER (ICM2/R) – DUTIES**  
**& PERFORMANCE EVALUATION Grade**  
**(Grade Based on PAC Rubric 3,2,1)**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Arrive 30 minutes prior to patient seating and meet in the ICM 1 room to go over information for the day \_\_\_\_\_
  
2. Arrive dressed in clinical attire, prepared to treat patient, if necessary. The ICM will administer direct patient care and documentation upon need \_\_\_\_\_
  
3. Check and replenish supplies on rolling carts \_\_\_\_\_
  
4. Distribute instrument cassettes, hand pieces and barriers to the students providing care \_\_\_\_\_
  
5. Prepare x-ray operatories for use
  - a. wipe down chairs with disinfectant
  - b. cover headrests with headrest covers
  - c. turn on x-ray machines and computers (barrier control panels, P.I.D., Computer stand and mouse)
  - d. monitor use of operatories
  - e. clean after each use (disinfect, barrier) \_\_\_\_\_
  
6. Prepare computers and digital sensors \_\_\_\_\_
  
7. Review with a clinical instructor the proper way of preparing the Panorex machine \_\_\_\_\_
  
8. Report any equipment malfunction to Infection Control Manager immediately \_\_\_\_\_

9. Store any sterile items for the PASS THROUGH, where the items belong, Check for indication of change in heat indicator strip. \_\_\_\_\_

10. Check lab coat closet and locker rooms and pick up hangers \_\_\_\_\_

11. Make a list of items in the cabinets that are low- give to Infection Control Manager \_\_\_\_\_

12. Adhere to infection control protocol throughout entire clinic \_\_\_\_\_

13. Shut down x-ray operatories:

- a. remove headrest covers and plastic wrap
- b. disinfect unwrapped surfaces
- c. turn off x-ray machines
- d. turn off computers
- e. hang digital sensors on holders on wall \_\_\_\_\_

14. At the end of the day, empty the PASS THROUGH and put items away (ICM 1 will be working with ICM 2 with this) \_\_\_\_\_

15. Check with supervising instructor prior to leaving the clinic \_\_\_\_\_

---

Clinical Coordinator

<p>D1110- Prophy Code-Preventive procedure</p> <ul style="list-style-type: none"> <li>• Normal tissue tone—no signs of disease activity present</li> <li>• No clinical attachment loss</li> <li>• All probing depths are less than 4mm</li> </ul>
<p>D4346-Gingivitis Code- Therapeutic procedure</p> <ul style="list-style-type: none"> <li>• Use with gingival inflammation- redness, edema, glazing, bleeding on probing</li> <li>• Gingival pockets, with no bone loss (absence of periodontitis)</li> <li>• No clinical attachment loss—probing depths will be variable due to gingival edema</li> <li>• Can go back to the prophy code if resolution occurs at the recall visit</li> </ul>
<p>D4355-Debridement Code</p> <ul style="list-style-type: none"> <li>• Used when probing and exploring cannot be performed effectively to determine a dental hygiene diagnosis due to excessive deposits of plaque and calculus</li> <li>• Does not take the place of D1110, D4346</li> <li>• Can be used if students do not finish a patient</li> </ul>
<p>D4341-Scaling and Root Planing 4 plus teeth per quad—Therapeutic procedure</p> <ul style="list-style-type: none"> <li>• This is used for 4 or more teeth of periodontitis with pockets with 1+ mm of attachment loss</li> <li>• If infection resolves, patient would receive Perio Maintenance at recall</li> <li>• Arestin can be used if indicated, after Scaling and Root Planing (SRP)</li> <li>• All non periodontally involved teeth will be completed at no additional charge</li> </ul>
<p>D4342- Scaling and Root Planing 1-3 teeth per quad —Therapeutic procedure</p> <ul style="list-style-type: none"> <li>• This is used for 1-3 teeth of periodontitis with 1+ mm of attachment loss</li> <li>• If infection resolves, patient would receive Perio Maintenance at recall</li> <li>• Arestin can be used if indicated, after Scaling and Root Planing (SRP)</li> <li>• All non periodontally involved teeth will be completed at no additional charge</li> </ul>
<p>D4910- Perio Maintenance—Preventive procedure</p> <ul style="list-style-type: none"> <li>• For maintenance of patients who have received D4341 or D4342</li> <li>• These patients have attachment loss and therefore cannot return to the Prophy Code D1110 or Gingivitis Code D4346</li> <li>• At recall appointments, patients presenting with active infection, should be retreated with D4345, D4341, or D4342</li> </ul>
<ul style="list-style-type: none"> <li>• UNE <b>DH</b> FACULTY, STAFF, STUDENTS – FREE except for chemotherapeutics</li> <li>• UNE FACULTY, STAFF, STUDENTS – Receive 50% off all services</li> </ul>



### **Affordable Dental Hygiene Care**

*Appointments: 207-221-4900 September thru April*

**We Accept Cash, Check or Credit Card (not American Express)  
Payment is expected upon completion of your appointment  
We cannot take Credit Card Information over the phone**

#### **Approximate Costs:**

- Child Prophy (Ages 0 – 12) \$16
- Adult Prophy (Ages 13 – 61) \$36
- Senior Prophy (Ages 62 & over) \$25
- Fluoride \$5

#### **Additional Services (May include additional \$10 Fee without a cleaning):**

- New Patient Screening Assessment \$13
- Full-Mouth Series X-Ray (FMX) \$35
- Panorex X-Ray \$35
- Bitewing X-Ray (4 film) \$8
- Bitewing X-Ray (2 film) \$5
- Sealants (per tooth) \$8
- Silver Diamine Fluoride (per tooth) \$20
- Quadrant Scaling (per quadrant) \$36 Adult / \$25 Senior Cit.
  - All non-periodontally involved teeth will be completed at no additional charge
- Periodontal Maintenance \$36 Adult / \$25 Senior Cit.
  - 3-month recall after quad scaling has been done
- Sending out X-rays \$5
- Edentulous Patient (Dentures) \$10 (exam/ultrasonic denture clean)
- Periodontal Debridement \$10
- Athletic Mouthguard Fabrication \$40

***We do not offer services for: Bleaching Trays, Night Mouthguards, Extractions, Restorations or Fillings, Root Canals, Denture Repair, or Emergency Services.***

## INDIVIDUAL BLOOD GLUCOSE TEST VALUED RELATED TO CONTROL OF DIABETES

STATUS	FPG	PP	HBA1C
Healthy, well controlled	<126 mg/dL	<160 mg/dL	< 6%
Moderate control	<160 mg/dL	160-200 mg/dL	6-7%
Uncontrolled	>160 mg/dL	>200 mg/dL	> 8%

If unable to obtain complete and accurate information from a patient, or if diabetes is not well controlled, a consultation between dental professional and physician is necessary before treatment.

Adapted from: Esther M. Wilkins Bs, RDH, DMD (2009) Clinical Practice Of The Dental Hygienist, 10<sup>th</sup> ed., Baltimore, Lippincott, Williams & Wilkins, (August 2009)

# TalEval uses 2017 Periodontal Staging and Grading by the American Academy of Periodontology.

## Grade Entry

[print report](#)

Include Inactive Students  Edit Existing Grade:

<a href="#">Edit Header</a>			
Date:	Patient:	Instructor:	Calculus Class: I
Recall Date:	Quad / Sextant: all	Clinic: IIIB	Perio Level: I
Recare: <input type="checkbox"/>	Patient Complete: <input type="checkbox"/>	ASA: II	Special Needs:
Treatment Phase:	Recare appointment		Critical Error: 0.00
			Extra Credit: 0.00
Comments: Student left an hour early without permission and without having the patient's record signed.			

Assessment 1 - 44

Planning 45 - 53

Implementation 54 - 108

Evaluation 109 - 140

Assessment

[Save Grade](#)

[New Grade](#)

[Delete Record](#)

\* Items specified as CRITICAL under SETUP LISTS - COMPETENCY SUB CATEGORIES, will appear in Red below.

### Risk

SubCompetency		+	✓	X	N/A
Further QUESTIONS Findings	1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USES references	2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vital Signs (TAKES THEM)	3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOTIFIES Instructor of risk factors before check-in	4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents appropriately in medical alert box	5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents medications and contraindications	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Documents lifestyle RISK factors	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Documents a concise statement "summary of health"	8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UPDATES history at successive and recall appts	9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Eoio

SubCompetency		+	✓	X	N/A
Technique - visual, palpation, auscultation, order	10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I.D. ABNORMALITY, measures, describes, DOCUMENTS	11	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment UPDATE at successive and recall appts.	12	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Oocl

SubCompetency		+	✓	X	N/A
Angle's classification	13	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overjet - Underbite	14	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overbite - Openbite	15	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crossbite	16	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Deviations	17	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parafunctional habits	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Study Models: interpretation	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Perio

SubCompetency		+	✓	X	N/A
Gingival description: condition, color, size, shape, texture	20	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recession measurements	21	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pocket measurement accuracy	22	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.A.L. Measures zone of attached gingiva, notes clinical attachment level	23	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bleeding points noted	24	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility accurately classified and documented	25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Furcation involvement (symbols on chart)	26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Etiological Factors	27	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Accuracy of summary statement of perio status documented	28	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Rad

SubCompetency		+	✓	X	N/A
PRESCRIPTION prior to taking radiographs	29	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
APPROVAL prior to taking retakes	30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Interpretation/correlation: EO/IO perio + hard tissue exam	31	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
NAME/DATE on radiographs computerized records	32	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Technique/ process	33	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
CONFERS with Dr. on diagnosis	34	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Hrd tis

SubCompetency		+	✓	X	N/A
Missing teeth I.D.	35	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restoration I.D.	36	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caries I.D.	37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ABNORMALITY I.D., rotations, versions, migrations	38	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UPDATES at successive and recare appointments	39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dep

SubCompetency		±	∩	X	N/A
Supra underassessed /overassessed	40	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sub underassessed/overassessed	41	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soft deposit assessment and indices	42	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of stain	43	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UPDATES AT SUCCESSIVE APPOINTMENTS	44	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Grade Entry

[print report](#)

Select a Student:

Edit Existing Grade:

[Edit Header](#)

Date: \_\_\_\_\_ Patient: \_\_\_\_\_ Instructor: \_\_\_\_\_ Calculus Class: I  
 Recall Date: Quad / Sextant:  Clinic: IIIB Perio Level: I  
Recare:  all Patient Complete:  ASA: II Special Needs:  
Treatment Phase: Recare appointment Critical Error: 0.00  
Extra Credit: 0.00

Comments: Student left an hour early without permission and without having the patient's record signed.

Assessment 1 - 44      Planning 45 - 53      Implementation 54 - 108      Evaluation 109 - 140

Planning

[Save Grade](#)

[New Grade](#)

[Delete Record](#)

\* Items specified as CRITICAL under SETUP LISTS - COMPETENCY SUB CATEGORIES, will appear in Red below.

TP

SubCompetency		±	√	X	N/A
Formulates, presents dental hygiene diagnosis	45	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritizes on patient's needs, changes as needed	46	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has realistic goals for the process of care	47	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans the correct number/sequence of appointments	48	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PLANS for pain control and stress reduction	49	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Plans timeframe for recare appointments	50	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains the need for referral to a specialty practice	51	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Explains plan, alternatives, expected outcomes, expenses	52	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient CONSENT of plan confirmed with signatures	53	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### Grade Entry

[print report](#)

Select a Student:   Include Inactive Students Edit Existing Grade:

Date:	Patient:	Instructor:	Calculus Class: I <a href="#">Edit Header</a>
Recall Date:	Quad / Sextant: all	Clinic: IIIB	Perio Level: I
<input type="checkbox"/>	<input type="checkbox"/>	ASA: II	Special Needs:
Recare: <input type="checkbox"/>	Patient Complete: <input type="checkbox"/>		Critical Error: 0.00
Treatment Phase:	Recare appointment		Extra Credit: 0.00

Comments: Student left an hour early without permission and without having the patient's record signed.

Assessment 1 - 44

Planning 45 - 53

Implementation 54 - 108

Evaluation 109 - 140

Implementation

[Save Grade](#)

[New Grade](#)

[Delete Record](#)

\* Items specified as CRITICAL under SETUP LISTS - COMPETENCY SUB CATEGORIES, will appear in Red below.

Prev

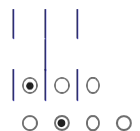
SubCompetency		±	∩	X	N/A
EDUCATES patient on conditions, needs, and commitment	54	●	○	○	○
Overall health condition CONSIDERED in instruction	55	●	○	○	○
Correct toothbrush and technique taught	56	●	○	○	○
CORRECT interdental aids and techniques taught	57	●	○	○	○
Presentation - delivery, LAY TERMS, visual aids, etc.	58	●	○	○	○
Plaque index explained to patient	59	●	○	○	○
Patient as plaque free as possible after OHI	60	●	○	○	○
Tobacco cessation as NEEDED utilizing current methodology	61	○	○	○	●
Dietary Counseling and lifestyle concerns	62	○	○	○	●
Selective coronal polishing: explains, uses correct techniques	63	●	○	○	○
Topical fluoride treatment: explains correct data	64	●	○	○	○
Fluoride self care instruction as indicated	65	●	○	○	○
Care of restorations, oral appliances, dentures	66	●	○	○	○
Pit & Fissure sealants as prescribed, techniques, results	67	●	○	○	○
Antibacterial placement agents (Arestin, etc.)	68	○	○	○	●
Chemotherapeutic agents (chlorhexidine, etc.)	69	○	○	○	●
Desensitizing indications, products, techniques	70	○	○	○	●
UPDATES at successive and recare appointments	71	●	○	○	○

Pain C

SubCompetency		±	∩	X	N/A
INDICATIONS/CONTRAINDICATIONS - clinician's judgement	72	○	○	○	●
EXPLAINS the need, procedure, post op. precautions	73	○	○	○	●
SELECTION of type of local anesthetic	74	○	○	○	●
Topical anesthetic APPLICATION	75	○	○	○	●
Local anesthesia set up/administration TECHNIQUE	76	○	○	○	●
Sedation: preparation/monitoring	77	○	○	○	●
Antianxiety measures (pre sedation) clinician's JUDGEMENT	78	○	○	○	●
DOCUMENTS record: type, amount, effectiveness, reactions	79	○	○	○	●

Inst

Calc



SubCompetency		±	∇	X	N/A
Appropriate indications for ultrasonics, deposits, health status, risks	80	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation of procedure to patient	81	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment preparation: PT/OP protections, safety/tip selection	82	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pt/op positioning-neutral wrist, clock/handle position with ultrasonic	83	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technique-placement and movement of ultrasonic tip/fulcrum	84	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retraction of soft tissue, avoids spray on patients face	85	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluid control suction, pt. not swallowing fluid, debris during ultrasonic or hand instrumentation	86	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pt/op positioning-neutral wrist during hand instrumentation	87	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SubCompetency		±	∇	X	N/A
% supra removed	104	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
% sub removed	105	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NO LACERATIONS	106	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
no burnished calculus	107	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
self evaluates (air, explores) states where calculus remains	108	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Retraction/indirect vision	88	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instrument selection, correct for area (end/edge) sharpness	89	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grasp (no split) fulcrum finger advanced, "C" thumb-index	90	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulcrum placement, use, pivot, not traveling	91	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parallelism- facial/lingual(way tooth grows)	92	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subgingival insertion at line angle, toe leads at 0 degrees	93	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploratory stroke first, reposition under deposit	94	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptation: face of toe third on tooth	95	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activation: whole hand as unit, press while opening	96	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Angulation 45-80 not closing on face during stroke	97	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure: It-mod scaling, very light planing, no scraping	98	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stroke control: <2mm bite scaling/long light shave planing	99	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vertical or oblique strokes for scaling, horizontal for planing	100	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HANDS STEADY, no visible shaking or trembling	101	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removal of extrinsic stain and biofilm	102	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finish by flossing, and uses subgingival irrigation PRN	103	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Grade Entry

[print report](#)

Select a Student:   Include Inactive Students Edit Existing Grade:

Date:	Patient:	Instructor:	Calculus Class: I <a href="#">Edit Header</a>
Recall Date:	Quad / Sextant: all	Clinic: IIIB	Perio Level: I
<input type="checkbox"/>	<input type="checkbox"/>	ASA: II	Special Needs:
Recare: <input type="checkbox"/>	Patient Complete: <input type="checkbox"/>		Critical Error: 0.00
Treatment Phase:	Recare appointment		Extra Credit: 0.00

Comments: Student left an hour early without permission and without having the patient's record signed.

Assessment 1 - 44

Planning 45 - 53

Implementation 54 - 108

Evaluation 109 - 140

Evaluation

[Save Grade](#)

[New Grade](#)

[Delete Record](#)

\* Items specified as CRITICAL under SETUP LISTS - COMPETENCY SUB CATEGORIES, will appear in Red below.

#### QA

SubCompetency		±	↘	✕	N/A
Organization, sequence in appointment procedures	109	●	○	○	○
Equipment preparation set up/break down	110	●	○	○	○
DOCUMENTATION, entries incomputerized record control	111	●	○	○	○
No gloves at check in, gloves on at check out	112	●	○	○	○
Reason for visit discussed & documented	113	●	○	○	○
Treatment record page documented	114	●	○	○	○
Patient's name/date on every page	115	●	○	○	○
Makes certain all chart entries have signatures	116	●	○	○	○
Completes student QA chart review	117	●	○	○	○
Treatment plan followed to completion	118	●	○	○	○
Student evaluation of care (treatment results documented)	119	●	○	○	○
Continued/comprehensive care - referrals recommended	120	●	○	○	○
Recare appointment times scheduled	121	●	○	○	○

#### Ethics/Prof

SubCompetency		±	↘	✕	N/A
Attendance, arrives on time/does not leave early	122	○	○	●	○
Time management	123	●	○	○	○
Infection control and PATIENT SAFETY	124	●	○	○	○
ALL CRITICAL Appearance, demeanor, attitude, composure, judgment	125	●	○	○	○
Consent forms SIGNED	126	●	○	○	○
Discretion and patient PRIVACY	127	●	○	○	○
Patient management, rapport, compassion	128	●	○	○	○
Teampayer self directed, helps	129	●	○	○	○
Accepts fair, negative feedback	130	●	○	○	○
Recognizes the need to learn	131	●	○	○	○
Acknowledges and CORRECTS errors	132	●	○	○	○
Practices effective communication skills	133	●	○	○	○
Proper grammar spoken and written	134	●	○	○	○
Practices WITHIN LIMITS of knowledge and skills	135	●	○	○	○
FOLLOWS, rules, laws and regulations	136	●	○	○	○
Meets commitments	137	●	○	○	○
Reports misconduct	138	●	○	○	○
Completes assignments on time	139	●	○	○	○
Makes learning a top priority	140	●	○	○	○

Patient Name: Click or tap here to enter text.

Date of Birth: Click or tap here to enter text.

## Drug Screening Questionnaire (DAST)

Using drugs can affect your health and some medications you may take. Please help us provide you with the best medical care by answering the questions below.

Which recreational drugs have you used in the past year? (Check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Methamphetamines (speed, crystal)        | <input type="checkbox"/> Cocaine  |
| <input type="checkbox"/> Cannabis (marijuana, pot)                | <input type="checkbox"/> Narcotics (heroin, oxycodone, methadone, etc.) |
| <input type="checkbox"/> Inhalants (paint thinner, aerosol, glue) | <input type="checkbox"/> Hallucinogens (LSD, mushrooms)                 |
| <input type="checkbox"/> Tranquilizers (valium)                   | <input type="checkbox"/> Other: Click or tap here to enter text.        |

How often have you used these drugs?  Monthly or less  Weekly  Daily or almost daily

Do you inject drugs?  Yes  No

Have you ever been in treatment for a drug problem?  Yes  No

1. Have you used drugs other than those required for medical reasons?	Choose an item.
2. Do you abuse (use) more than one drug at a time?	Choose an item.
3. Are you unable to stop using drugs when you want to?	Choose an item.
4. Have you ever had blackouts or flashbacks as a result of drug use?	Choose an item.
5. Do you ever feel bad or guilty about your drug use?	Choose an item.
6. Does your spouse (or parents) ever complain about your involvement with drugs?	Choose an item.
7. Have you neglected your family because of your use of drugs?	Choose an item.
8. Have you engaged in illegal activities in order to obtain drugs?	Choose an item.
9. Have you ever experienced withdrawal symptoms (felt sick) when you stopped taking drugs?	Choose an item.
10. Have you had medical problems as a result of your drug use (e.g. memory loss, hepatitis, convulsions, bleeding)?	Choose an item.

(For the Provider)

### Scoring and interpreting the DAST:

1. “Yes” responses are one point, “No” responses are zero points. All response scores are added for a total score.
2. The total score correlates with a zone of use, which can be circled on the bottom right corner.

Score*	Zone	Explanation	Action
0	I – Low Risk	“Someone at this level is not currently using drugs and is at low risk for health or social complications.”	Reinforce positive choices and educate about risks of drug use
1 - 2	II – Risky	“Someone using drugs at this level may develop health problems or existing problems may worsen.”	Brief Intervention to reduce or abstain from use
3 - 5	III – Harmful	“Someone using drugs at this level has experienced negative effects from drug use.”	Brief Intervention to reduce use and specific follow-up appointment (Brief Treatment if available)
6-10	IV – Severe	“Someone using drugs at this level could benefit from more assessment and assistance.”	Brief Intervention to accept referral to specialty treatment for a full assessment

**Positive Health Message:** Reinforce positive choices and educate about risks of drug use

**Brief Intervention to Reduce Use or Abstain from Using:** Patient-centered discussion that employs Motivational Interviewing concepts to raise an individual’s awareness of his/her drug use and enhance his/her motivation towards behavioral change. Brief interventions are 5-15 minutes, and should occur in the same session as the initial screening. The recommended behavior change is to decrease or abstain from use.

**Brief intervention to Reduce or Abstain (Brief Treatment if available) & Follow-up:** Patients with numerous or serious negative consequences from their drug use, or patients who likely have a substance use disorder who cannot or are not willing to obtain specialized treatment, should receive more numerous and intensive interventions with follow up. The recommended behavior change is to abstain from use. Brief treatment is 1 to 5 sessions, each 15-60 minutes. Refer for brief treatment if available. If brief treatment is not available, secure follow-up in 2-4 weeks.

**Brief Intervention to Accept Referral:** The focus of the brief intervention is to enhance motivation for the patient to accept a referral to specialty treatment. If accepted, the provider should use a proactive process to facilitate access to specialty substance use disorder treatment for diagnostic assessment and, if warranted, treatment. The recommended behavior change is to abstain from use and accept the referral. More resources: [www.sbirtoregon.org](http://www.sbirtoregon.org)

\* Gavin, D. R., Ross, H. E., and Skinner, H. A. Diagnostic validity of the DAST in the assessment of DSM-III drug disorders. *British Journal of Addiction*, 84, 301-307. 1989.

# NIDA Quick Screen V1.0<sup>1</sup>

Name: ..... Sex ( ) F ( ) M Age.....

Interviewer..... Date ...../...../.....

## Introduction (Please read to patient)

Hi, I'm \_\_\_\_\_, nice to meet you. If it's okay with you, I'd like to ask you a few questions that will help me give you better medical care. The questions relate to your experience with alcohol, cigarettes, and other drugs. Some of the substances we'll talk about are prescribed by a doctor (like pain medications). But I will only record those if you have taken them for reasons or in doses other than prescribed. I'll also ask you about illicit or illegal drug use—but only to better diagnose and treat you.

**Instructions:** For each substance, mark in the appropriate column. For example, if the patient has used cocaine monthly in the past year, put a mark in the “Monthly” column in the “illegal drug” row.

NIDA Quick Screen Question:	Never	Once or Twice	Monthly	Weekly	Daily or Almost Daily
<b>In the past year, how often have you used the following?</b>					
<b>Alcohol</b>					
<ul style="list-style-type: none"> <li>• For men, 5 or more drinks a day</li> <li>• For women, 4 or more drinks a day</li> </ul>					
<b>Tobacco Products</b>					
<b>Prescription Drugs for Non-Medical Reasons</b>					
<b>Illegal Drugs</b>					

- If the patient says “**NO**” for all drugs in the Quick Screen, reinforce abstinence. **Screening is complete.**
- If the patient says “**Yes**” to **one or more days of heavy drinking**, *patient is an at-risk drinker*. Please see NIAAA website “How to Help Patients Who Drink Too Much: A Clinical Approach” [http://pubs.niaaa.nih.gov/publications/Practitioner/CliniciansGuide2005/clinicians\\_guide.htm](http://pubs.niaaa.nih.gov/publications/Practitioner/CliniciansGuide2005/clinicians_guide.htm), for information to **Assess, Advise, Assist, and Arrange** help for at risk drinkers or patients with alcohol use disorders
- If patient says “**Yes**” to **use of tobacco**: *Any current tobacco use places a patient at risk. Advise all tobacco users to quit.* For more information on smoking cessation, please see “Helping Smokers Quit: A Guide for Clinicians” <http://www.ahrq.gov/clinic/tobacco/clinhlpsmksqt.htm>
- If the patient says “**Yes**” to **use of illegal drugs or prescription drugs for non-medical reasons**, proceed to **Question 1** of the NIDA-Modified ASSIST.

<sup>1</sup> This guide is designed to assist clinicians serving adult patients in screening for drug use. The NIDA Quick Screen was adapted from the single-question screen for drug use in primary care by Saitz et al. (available at <http://archinte.ama-assn.org/cgi/reprint/170/13/1155>) and the National Institute on Alcohol Abuse and Alcoholism’s screening question on heavy drinking days (available at [http://pubs.niaaa.nih.gov/publications/Practitioner/CliniciansGuide2005/clinicians\\_guide.htm](http://pubs.niaaa.nih.gov/publications/Practitioner/CliniciansGuide2005/clinicians_guide.htm)). The NIDA-modified ASSIST was adapted from the World Health Organization (WHO) Alcohol, Smoking and Substance Involvement Screening Test (ASSIST), Version 3.0, developed and published by WHO (available at [http://www.who.int/substance\\_abuse/activities/assist\\_v3\\_english.pdf](http://www.who.int/substance_abuse/activities/assist_v3_english.pdf)).

## Questions 1-8 of the NIDA-Modified ASSIST V2.0

**Instructions:** Patients may fill in the following form themselves but screening personnel should offer to read the questions aloud in a private setting and complete the form for the patient. To preserve confidentiality, a protective sheet should be placed on top of the questionnaire so it will not be seen by other patients after it is completed but before it is filed in the medical record.

Question 1 of 8, NIDA-Modified ASSIST	Yes	No
<p><b>In your <u>LIFETIME</u>, which of the following substances have you ever used?</b></p> <p><i>*Note for Physicians: For prescription medications, please report nonmedical use only.</i></p>		
a. <b>Cannabis</b> (marijuana, pot, grass, hash, etc.)		
b. <b>Cocaine</b> (coke, crack, etc.)		
c. <b>Prescription stimulants</b> (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)		
d. <b>Methamphetamine</b> (speed, crystal meth, ice, etc.)		
e. <b>Inhalants</b> (nitrous oxide, glue, gas, paint thinner, etc.)		
f. <b>Sedatives or sleeping pills</b> (Valium, Serepax, Ativan, Xanax, Librium, Rohypnol, GHB, etc.)		
g. <b>Hallucinogens</b> (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)		
h. <b>Street opioids</b> (heroin, opium, etc.)		
i. <b>Prescription opioids</b> (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)		
j. <b>Other – specify:</b>		

- Given the patient’s response to the Quick Screen, the patient *should not indicate “NO”* for all drugs in Question 1. If they do, remind them that their answers to the Quick Screen indicated they used an illegal or prescription drug for nonmedical reasons within the past year and then **repeat Question 1**. If the patient indicates that the drug used is not listed, please mark **‘Yes’** next to ‘Other’ and continue to **Question 2** of the NIDA-Modified ASSIST.
- If the patient says **“Yes”** to any of the drugs, proceed to **Question 2** of the NIDA-Modified ASSIST.



Question 2 of 8, NIDA-Modified ASSIST

2. In the past three months, how often have you used the substances you mentioned (first drug, second drug, etc)?	Never	Once or Twice	Monthly	Weekly	Daily or Almost Daily
• Cannabis (marijuana, pot, grass, hash, etc.)	0	2	3	4	6
• Cocaine (coke, crack, etc.)	0	2	3	4	6
• Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	0	2	3	4	6
• Methamphetamine (speed, crystal meth, ice, etc.)	0	2	3	4	6
• Inhalants (nitrous oxide, glue, gas, paint thinner, etc.)	0	2	3	4	6
• Sedatives or sleeping pills (Valium, Serepax, Ativan, Librium, Xanax, Rohypnol, GHB, etc.)	0	2	3	4	6
• Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	0	2	3	4	6
• Street opioids (heroin, opium, etc.)	0	2	3	4	6
• Prescription opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	0	2	3	4	6
• Other – Specify:	0	2	3	4	6

- For patients who report “Never” having used any drug in the past 3 months: **Go to Questions 6-8.**
- For any recent illicit or nonmedical prescription drug use, go to **Question 3.**

3. In the past 3 months, how often have you had a strong desire or urge to use (first drug, second drug, etc)?	Never	Once or Twice	Monthly	Weekly	Daily or Almost Daily
a. Cannabis (marijuana, pot, grass, hash, etc.)	0	3	4	5	6
b. Cocaine (coke, crack, etc.)	0	3	4	5	6
c. Prescribed Amphetamine type stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	0	3	4	5	6
d. Methamphetamine (speed, crystal meth, ice, etc.)	0	3	4	5	6
e. Inhalants (nitrous oxide, glue, gas, paint thinner, etc.)	0	3	4	5	6
f. Sedatives or sleeping pills (Valium, Serepax, Ativan, Librium, Xanax, Rohypnol, GHB, etc.)	0	3	4	5	6
g. Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	0	3	4	5	6
h. Street Opioids (heroin, opium, etc.)	0	3	4	5	6
i. Prescribed opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	0	3	4	5	6
j. Other – Specify:	0	3	4	5	6

4. <u>During the past 3 months</u> , how often has your use of (first drug, second drug, etc) led to health, social, legal or financial problems?	Never	Once or Twice	Monthly	Weekly	Daily or Almost Daily
a. Cannabis (marijuana, pot, grass, hash, etc.)	0	4	5	6	7
b. Cocaine (coke, crack, etc.)	0	4	5	6	7
c. Prescribed Amphetamine type stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	0	4	5	6	7
d. Methamphetamine (speed, crystal meth, ice, etc.)	0	4	5	6	7
e. Inhalants (nitrous oxide, glue, gas, pain thinner, etc.)	0	4	5	6	7
f. Sedatives or sleeping pills (Valium, Serepax, Ativan, Librium, Xanax, Rohypnol, GHB, etc.)	0	4	5	6	7
g. Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	0	4	5	6	7
h. Street opioids (heroin, opium, etc.)	0	4	5	6	7
i. Prescribed opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	0	4	5	6	7
j. Other – Specify:	0	4	5	6	7

5. <u>During the past 3 months</u> , how often have you failed to do what was normally expected of you because of your use of (first drug, second drug, etc)?	Never	Once or Twice	Monthly	Weekly	Daily or Almost Daily
a. Cannabis (marijuana, pot, grass, hash, etc.)	0	5	6	7	8
b. Cocaine (coke, crack, etc.)	0	5	6	7	8
c. Prescribed Amphetamine type stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	0	5	6	7	8
d. Methamphetamine (speed, crystal meth, ice, etc.)	0	5	6	7	8
e. Inhalants (nitrous oxide, glue, gas, paint thinner, etc.)	0	5	6	7	8
f. Sedatives or sleeping pills (Valium, Serepax, Ativan, Librium, Xanax, Rohypnol, GHB, etc.)	0	5	6	7	8
g. Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	0	5	6	7	8
h. Street Opioids (heroin, opium, etc.)	0	5	6	7	8
i. Prescribed opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	0	5	6	7	8
j. Other – Specify:	0	5	6	7	8

**Instructions:** Ask Questions 6 & 7 for all substances ever used (i.e., those endorsed in the Question 1).

6. Has a friend or relative or anyone else <u>ever</u> expressed concern about your use of (first drug, second drug, etc)?	No, never	Yes, but not in the past 3 months	Yes, in the past 3 months
a. Cannabis (marijuana, pot, grass, hash, etc.)	0	3	6
b. Cocaine (coke, crack, etc.)	0	3	6
c. Prescribed Amphetamine type stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	0	3	6
d. Methamphetamine (speed, crystal meth, ice, etc.)	0	3	6
e. Inhalants (nitrous oxide, glue, gas, paint thinner, etc.)	0	3	6
f. Sedatives or sleeping pills (Valium, Serepax, Xanax, Ativan, Librium, Rohypnol, GHB, etc.)	0	3	6
g. Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	0	3	6
h. Street opioids (heroin, opium, etc.)	0	3	6
i. Prescribed opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	0	3	6
j. Other – Specify:	0	3	6

7. Have you ever tried and failed to control, cut down or stop using (first drug, second drug, etc)?	No, never	Yes, but not in the past 3 months	Yes, in the past 3 months
a. Cannabis (marijuana, pot, grass, hash, etc.)	0	3	6
b. Cocaine (coke, crack, etc.)	0	3	6
c. Prescribed Amphetamine type stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	0	3	6
d. Methamphetamine (speed, crystal meth, ice, etc.)	0	3	6
e. Inhalants (nitrous oxide, glue, gas, paint thinner, etc.)	0	3	6
f. Sedatives or sleeping pills (Valium, Serepax, Xanax, Ativan, Librium, Rohypnol, GHB, etc.)	0	3	6
g. Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	0	3	6
h. Street opioids (heroin, opium, etc.)	0	3	6
i. Prescribed opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	0	3	6
j. Other – Specify:	0	3	6

**Instructions:** Ask Question 8 if the patient endorses any drug that might be injected, including those that might be listed in the other category (e.g., steroids). Circle appropriate response.

8. Have you ever used any drug by injection (NONMEDICAL USE ONLY)?	No, never	Yes, but not in the past 3 months	Yes, in the past 3 months
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- Recommend to patients reporting any prior or current intravenous drug use that they get tested for HIV and Hepatitis B/C.
- If patient reports using a drug by injection in the past three months, ask about their pattern of injecting during this period to determine their risk levels and the best course of intervention.
  - If patient responds that they inject once weekly or less OR fewer than 3 days in a row, provide a brief intervention including a discussions of the risks associated with injecting.
  - If patient responds that they inject more than once per week OR 3 or more days in a row, refer for further assessment.

**Note:** Recommend to patients reporting any current use of alcohol or illicit drugs that they get tested for HIV and other sexually transmitted diseases.

## Tally Sheet for scoring the full NIDA-Modified ASSIST:

**Instructions:** For each substance (labeled a–j), add up the scores received for questions 2-7 above. This is the Substance Involvement (SI) score. Do not include the results from either the Q1 or Q8 (above) in your SI scores.

Substance Involvement Score	Total (SI SCORE)
a. Cannabis (marijuana, pot, grass, hash, etc.)	
b. Cocaine (coke, crack, etc.)	
c. Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.)	
d. Methamphetamine (speed, crystal meth, ice, etc.)	
e. Inhalants (nitrous oxide, glue, gas, paint thinner, etc.)	
f. Sedatives or sleeping pills (Valium, Serepax, Xanax, Ativan, Librium, Rohypnol, GHB, etc.)	
g. Hallucinogens (LSD, acid, mushrooms, PCP, Special K, ecstasy, etc.)	
h. Street Opioids (heroin, opium, etc.)	
i. Prescription opioids (fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine, etc.)	
j. Other – Specify:	

Use the resultant Substance Involvement (SI) Score to identify patient’s risk level.

To determine patient’s risk level based on his or her SI score, see the table below:

Level of risk associated with different Substance Involvement Score ranges for Illicit or nonmedical prescription drug use	
0-3	Lower Risk
4-26	Moderate Risk
27+	High Risk

# UNE DENTAL HYGIENE - COVID-19 SCREENING

**READ EACH QUESTION CAREFULLY TO PATIENT**

Any "yes" answers must be dismissed.

All "No" answers continue with treatment.

**1. Have you experienced any of the following symptoms in the past 48 hours:**

- fever or chills
- cough
- shortness of breath or difficulty breathing
- fatigue
- muscle or body aches
- headache
- new loss of taste or smell
- sore throat
- congestion or runny nose
- nausea or vomiting
- diarrhea

**YES**

**NO**



If patient has any of the above symptoms in the last 48 hours, DO NOT continue with treatment.

Kindly escort patient to entrance and have them call the front desk to reschedule appointment.

Fully vaccinated individuals also should not access campus if they are currently experiencing any of the above symptoms.



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