



Dental Hygiene Program Reference Guide

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I. Dental Programs Faculty and Staff

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D. STAFF MEMBERS

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II. DENTAL PROGRAMS PHILOSOPHY

MOHAVE COLLEGE DENTAL PROGRAMS MISSION STATEMENT

Mohave College Dental Programs is dedicated to student success and learning by providing diverse educational opportunities, excellence in teaching and encouragement of lifelong learning and professional development.

MOHAVE COLLEGE DENTAL PROGRAMS VISION STATEMENT

We believe that the educational experience is a life-long process. We vow to treat students with respect and as colleagues from day one. We will approach education in a timely, purposeful way. Further, we agree to be attentive to any student who feels this philosophy is not being met. Our primary purpose is to provide the highest quality of education while recognizing and respecting the dignity of each individual. Students, while having the responsibility of their own learning are provided a physical and emotional atmosphere conducive to learning. Mutual respect is demonstrated between faculty, staff and students in all endeavors. Students are encouraged to attain their professional goals while realizing their individual potential as learners and newly licensed professionals

We believe our mission is to work effectively together, and with students, to provide an educational setting where students have the opportunity to become dental professionals who are personally, professionally, and socially effective.

Students will understand that serving the needs of the public who seek treatment in our clinic involves respecting the individuality, dignity, and rights of every person regardless of race, color, creed, national origin, sexual orientation, socioeconomic or medical/dental status.

Graduates of our program will understand that dental hygiene is a multi-faceted health profession. As a member of that profession, they are expected to serve humanity competently whether as a clinician, educator, consumer advocate, researcher, or change agent.

III. PERFORMANCE STANDARDS FOR DENTAL HYGIENE

In order to begin or continue in the Dental Hygiene Program, a student must have skills and abilities essential to perform as a dental professional. Reasonable accommodations are made on an individual basis; however, the candidate must be able to perform in an independent manner.

DENTAL PROGRAMS PERFORMANCE STANDARDS

Standard		Examples of Activities
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause-effect relationships in clinical situations; develop treatment plans.
Communication	Communication abilities sufficient for effective interaction with patient and other members of the healthcare team in verbal and written form.	Able to obtain information, explain treatment procedures, initiate health education training, describe patient situations, perceive non-verbal communications.
Mobility	Physical abilities (including standing, walking, bending, range of motion of extremities) to move from room to room and maneuver in small spaces.	Able to administer cardiopulmonary resuscitation; move around in the patient treatment area.
Motor	Gross and fine motor function sufficient to provide safe and effective dental care.	Able to use dental instruments, manipulate various dental materials.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Able to listen to breath and heart sounds. Able to hear equipment monitors, such as autoclave timers.
Visual	Visual ability sufficient to provide safe and effective dental care.	Able to observe patients and use instruments in the oral cavity. Adequate close vision to see small lesions and deposits on teeth.
Tactile	Tactile ability sufficient for physical assessment and instrumentation skills.	Able to perform palpation of a pulse, extraoral and intraoral structures, and use or pass dental instruments.

IV. PROGRAM COMPETENCIES for Dental Hygiene

Entry-level Competencies for Allied Dental Professionals (American Dental Education Association (ADEA))

Preamble

Dental health professionals require interrelated health knowledge in order to deliver ethical and equitable person-centered care. They are members of interprofessional and intraprofessional teams, emphasizing evidence-based practice, quality assurance and informatics.

The dental workforce is comprised of dental assistants, dental hygienists, dental laboratory technicians, dentists and all advanced and future dental practitioners. All dental health care providers collaborate with one another and related professionals to deliver continuing oral care and support patients by addressing health care issues affecting society. The allied dental professional must have a broad-based education and experience to demonstrate professional and ethical behavior. This includes employing effective communication and interpersonal skills, using emerging trends and technologies, applying critical thinking skills and addressing health care issues. To enhance personal and professional development, including opportunities for career expansion, dental professionals' participation in continuing education and lifelong learning is vital.

This document addresses the **Core and Discipline-specific Competencies** for the allied dental professions (dental assisting, dental hygiene and dental laboratory technology) that provide characteristics of conduct found among all dental professionals. The Core Competencies include:

- **Professional Knowledge:** 1) Professionalism, 2) Safety, 3) Critical Thinking and 4) Scientific Inquiry and Research
- **Health Promotion and Disease Prevention:** 1) Health Education and Connection and 2) Advocacy
- **Professional Development and Practice:** 1) Professional Growth, 2) Business Practices and 3) Leadership

The **Core and Discipline-specific Competencies** provide a framework for the development of an entry-level curriculum as part of the educational process for the new practitioner. This framework embraces the intent of high-quality and culturally aware care for all persons.

Allied Dental Core Competencies

Professional Knowledge

1. Professionalism

- 1.1 Apply professional values and ethics in all endeavors.
- 1.2 Adhere to accreditation standards and federal, state and local laws and regulations.
- 1.3 Promote quality assurance practices based on accepted standards of care.

1.4 Demonstrate interpersonal skills to effectively communicate and collaborate with professionals and patients across socioeconomic and cultural backgrounds.

2. Safety

2.1 Comply with local, state and federal regulations concerning infection control protocols for blood-borne and respiratory pathogens, other infectious diseases and hazardous materials.

2.2 Follow manufacturers' recommendations related to materials and equipment used in practice.

2.3 Establish and enforce mechanisms to ensure the management of emergencies.

2.4 Use security guidelines and compliance training to create and maintain a safe, eco-friendly and sustainable practice compatible with emerging trends.

2.5 Ensure a humanistic approach to care.

2.6 Uphold a respectful and emotionally safe environment for patients and practitioners.

3. Critical Thinking

3.1 Demonstrate critical and analytical reasoning to identify and develop comprehensive oral health care solutions and protocols.

3.2 Apply individual and population risk factors, social determinants of health and scientific research to promote improved health and enhanced quality of life.

4. Scientific Inquiry and Research

4.1 Support research activities and develop research skills.

4.2 Use evidence-based decision-making to evaluate and implement health care strategies aligned with emerging trends to achieve high-quality, cost-effective and humanistic care.

4.3 Integrate accepted scientific theories and research into educational, preventive and therapeutic oral health services.

Health Promotion and Disease Prevention

5. Health Education and Connection

5.1 Endorse health literacy and disease prevention.

5.2 Communicate and provide health education and oral self-care to diverse populations.

5.3 Facilitate learning platforms for communities of interest by providing health education through collaboration with dental and other professionals.

5.4 Promote the values of the dental profession through service-based activities.

5.5 Evaluate outcomes for future activities supporting health and wellness of individuals and communities.

6. Advocacy

6.1 Promote an ethical and equitable patient care and practice environment by demonstrating inclusion of diverse beliefs and values.

6.2 Uphold civic and social engagement through active involvement in professional affiliations to advance oral health.

Professional Development and Practice

7. Professional Growth

7.1 Commit to lifelong learning for professional and career opportunities in a variety of roles and settings.

7.2 Engage in research, education, industry involvement, technological and professional developments and/or advanced degrees.

7.3 Demonstrate self-awareness through reflective assessment for continued improvement.

8. Business Practices

8.1 Facilitate referrals to and consultations with relevant health care providers and other professionals to promote equitable and optimal patient care.

8.2 Promote economic growth and sustainability by meeting practice goals.

8.3 Create and maintain comprehensive, timely and accurate records.

8.4 Protect privacy, confidentiality and security of the patients and the practice by complying with legislation, practice standards, ethics and organizational policies.

9. Leadership

9.1 Develop and use effective strategies to facilitate change.

9.2 Inspire and network with others to nurture collegial affiliations.

9.3 Solicit and provide constructive feedback to promote professional growth of self.

Discipline-specific Competencies – Dental Hygiene

The dental hygiene competencies are the continuation of the allied dental core competencies, and both should be viewed as a single framework for this discipline. Dental hygienists are oral health professionals who specialize in the identification, prevention and management of oral diseases. Dental hygienists provide evidence-based, person-centered care through assessment, diagnosis, planning, implementation, evaluation and documentation. They practice in

collaboration with dental and other professionals in a variety of settings to recognize the oral-systemic connection for improvement of oral health, general health and well-being of individuals, communities and populations.

DH. 1 Essential Knowledge

DH. 1.1 Apply the knowledge of the following sciences during the dental hygiene process of care:

- Microbiology
- Human anatomy and physiology
- Human cellular biology
- Chemistry
- Biochemistry
- Immunology and pathology
- Nutrition
- Pharmacokinetics

DH. 1.2 Apply the knowledge of the following behavioral sciences during the dental hygiene process of care:

- Sociology
- Psychology
- Interpersonal communication

DH. 2 Person-centered Care

2.1 Assessment

DH. 2.1.1 Accurately collect and document a comprehensive medical, dental, social health history and diagnostic data.

DH. 2.1.2 Critically analyze all collected data.

DH. 2.1.3 Identify predisposing, etiologic, environmental and social risk factors for person-centered care.

2.2 Dental Hygiene Diagnosis

DH. 2.2.1 Analyze comprehensive medical, dental and social health history.

DH. 2.2.2 Integrate observational and diagnostic data as part of the dental hygiene diagnosis.

DH. 2.2.3 Use predisposing, etiologic, environmental and social risk factors for person-centered care.

2.3 Planning

DH. 2.3.1 Use the patient's assessment to establish an optimal and realistic, person-centered dental hygiene care plan through mutual communication.

DH. 2.3.2 Use all aspects of the dental hygiene diagnosis in combination with the person's values, beliefs and preferences to develop a dental hygiene care plan through shared decision-making.

2.4 Implementation

DH. 2.4.1 Obtain informed consent based on the agreed-upon treatment plan.

DH. 2.4.2 Execute individualized treatment based on the patient's dental hygiene diagnosis.

DH. 2.4.3 Integrate educational, preventive and therapeutic services to provide comprehensive person-centered care.

DH. 2.4.4 Use specialized skills and evidenced-based technology to promote dental and periodontal health.

DH. 2.4.5 Continuously re-evaluate for modifications to achieve desired outcomes.

2.5 Evaluation and Documentation

DH. 2.5.1 Evaluate the effectiveness of completed services.

DH. 2.5.2 Analyze treatment outcomes of the dental hygiene process of care to determine improved health and modifications.

DH. 2.5.3 Modify dental hygiene care plans as necessary to meet goals of patient and clinician.

DH. 2.5.4 Identify necessary referrals for success of the treatment outcomes, including intraprofessional and interprofessional health care providers, supporting professions and patient advocates.

DH. 2.5.5 Accurately document assessment findings and data, dental hygiene diagnosis and care plan, implementation, outcome evaluation and any communication between professionals and patient and anyone else in the circle of care.

V. LICENSURE REQUIREMENTS for Dental Hygiene

Graduation from an accredited dental hygiene school does not automatically grant a graduate the license to practice dental hygiene. The graduate must prove competency in all areas of the dental hygiene curriculum including dental sciences, pre-clinical and clinical sciences, practical skills and state jurisprudence.

The National Board Dental Hygiene Examination (NBDHE) is developed and administered by the American Dental Association's Joint Commission on National

Dental Examinations. This examination is a comprehensive written examination designed to show competency in the areas of dental science, pre-clinical and clinical sciences. The minimum acceptable level of competency is 75%.

State Licensure varies from state to state. Each state has its own licensing board that sets the requirements for licensure and governs the practice of dentistry and dental hygiene in that state. Each state requires proof of competency in the dental hygiene curriculum through satisfactory results on the NBDHE. In addition, clinical board examinations are often required for licensure. Arizona is a member state of the Central Regional Dental Testing Service (CRDTS) and the Commission on Dental Competency Assessment (CDCA)-Western Regional Examining Board (WREB)-Council of Interstate Testing Agencies (CITA) which offers the American Board of Dental Examiners (ADEX) exams. Arizona dental hygienists may take either examination. Arizona also requires satisfactory completion of the CRDTS or ADEX anesthesia exam consisting of a computer-based written exam and a clinical injection exam. Each state also requires the prospective licensee to pass a written examination on the jurisprudence of that state. Students are responsible for requesting information from the state dental board in the state(s) they wish to work.

Anyone convicted of a felony may not be eligible for licensure. At the time of license application, all arrests must be disclosed to the state board.

VI. REMEDIATION / TERMINATION

Dental Programs faculty and staff are here to help each student succeed. However, at times there are barriers that prevent the student from reaching required and expected competencies and goals. MOHAVE COLLEGE Dental Programs adheres to the college's academic, behavioral and grading policies. In addition, the following guidelines for re-teach and retest are followed regarding final exams and clinical performance.

Academic:

- ◆ Successful completion of each dental hygiene program course with a "B" or better is required to progress to a subsequent course.
- ◆ Students who receive a "C" may be given the opportunity to retake the course final exam (**re-test) if an improved score will bring the final grade to a passing level. Maximum course grade possible following a re-test final is a "B". Further, individual course instructors may have additional remediation processes.
- ◆ When an exam score falls below 75%, it is the student's responsibility to schedule a meeting with the course instructor. Subsequent exams may not be taken until this meeting occurs.

- ◆ The program rounds to the nearest tenth (one decimal place). For example, when a student earns 89.45 in a course, the grade is rounded to 89.5 which will earn an 'A' grade. In contrast, when a student earns 89.44 in a course, the grade is rounded to 89.4 which will earn a 'B' grade.

Clinical:

- ◆ Each clinical semester grade must be a "B" or better. One opportunity to repeat Clinic I, II, III or IV in the following semester is permitted.
- ◆ A score below 75% on the PreClinic final clinical exam results in student termination from the program. The student may reapply to the program.
- ◆ Demonstration of continuous clinical competency is assessed during each clinic session. Each evaluation is recorded for that day in TalEval. Students should review their TalEval at the completion of each clinic day. Additionally, students should review their TalEval print outs for any discrepancies. At the completion of each clinical grade period (Clinic IA and IB, Clinic II, Clinic IIIA and IIIB, Clinic IVA and IVB) an opportunity for remediation may be available.
- ◆ When students appear to be struggling with clinical skills, instructors may require remediation to ensure adequate clinical growth. Examples of remediation might be chairside demonstration, ***re-teach** and practice sessions and skill evaluations, as deemed necessary.

***"Re-teach"** sessions would involve reviewing, with a clinical instructor, the particular portion(s) of the clinical performance in need of improvement. The student must also demonstrate improvement to the required level of competence as a result of the re-teach sessions.

****"Re-test"** sessions are a second chance final exam of a failed class. The re-test will take place with instructor approval only if an increased final exam score will allow the student to achieve a "B" in the class.

VII. ATTENDANCE

Students are expected to attend all classes, labs and clinics. Missed classes result in missed experiences and will not be made up. In the event of an absence, the student must communicate with the instructor through the contact information provided in the syllabus as soon as possible. A record of attendance is kept for all classes.

If a student fails to arrive for a patient experience, and another student is not available to treat the patient, the lab duty person will treat the patient. The student who treated the patient will become the patient's student of record. If the student arrives late, he or she will assume the responsibilities of lab duty.

VIII. REMOTE LEARNING EXPECTATIONS

Classes conducted via Zoom are considered an extension of the face-to-face classroom. As such all rights and responsibilities of a Mohave College student applies to the class sessions conducted in an online environment. Dental Programs expects that students will use the camera during sessions (speak directly to your instructor for any accommodations). The use of background filters may be beneficial. If you choose to use a virtual background, refrain from distracting features such as motion or flashing lights. Keeping your microphone on mute until you are ready to speak is another way to reduce distractions. Instructors reserve the right to disconnect an individual's connection if they believe the student could be harmed by a distraction. An example would be if the student was driving a vehicle.

IX. STATEMENT ON ETHICAL BEHAVIOR

The students, faculty and staff in the dental hygiene program at Mohave College have the ethical obligation to subscribe to the following principles:

A. To serve all patients without discrimination.

The dental hygiene student will respect the individuality, dignity, and rights of every person, regardless of race, color, creed, national origin, age, sexual orientation, socioeconomic, or medical/dental status.

B. To hold patient relationships in confidence.

The dental hygiene student will understand that keeping patient information confidential is necessary because it helps create trust, which must exist between the patient and the hygienist, and enables the patient to feel comfortable in telling the truth. To decrease trust is to cause harm. (Patient confidentiality is also required legally.)

C. To generate public confidence in members of the dental health professions.

The dental hygiene student is obligated to refrain from making disparaging remarks about the services of another student, faculty member, dental hygienist, or dentist in the presence of a patient. A lack of knowledge of conditions under which the services were provided may lead to unjust criticism and to a lessening of the patient's confidence in the dental health care profession.

D. To understand the responsibility of being a student dental hygienist.

Being a dental hygienist or a dental hygiene student does carry with it an enormous responsibility to individual patients and to society. Patients depend on the skill and caring attitude of the dental hygienist. They entrust

the dental hygienist with their health. The enormity of that responsibility should be at the very core of professional, ethical behavior.

E. To follow all aspects of the Mohave College Student Code of Conduct.

Being a dental hygienist or a dental hygiene student carries with it the responsibility to maintain ethical behavior in all aspects of student life. Further details can be found in the Mohave College Student Handbook.

X. STUDENT GRIEVANCES

Students are encouraged to utilize a proactive and constructive approach to conflict resolution. Students are to address class issues with their classmates, instructor issues with instructors, clinic issues with clinic coordinators, and program concerns with the Program Director. Please be as specific as possible in identifying a concern. Suggested solutions are encouraged. Do not let a concern grow into a big problem before addressing the issue with the appropriate party.

If a student feels that he/she did not receive proper consideration over a concern, the formal complaint process must be followed. The Mohave College Student Grievances procedure can be found in the student handbook.

XI. SUBSTANCE ABUSE POLICY

Mohave College prohibits the unlawful manufacture, distribution, possession, or use of controlled substances on the campus. Violators will be prosecuted and punished by the applicable court of law.

MOHAVE COLLEGE has posted its Drug-Free Schools and College Prevention Program, in the MOHAVE COLLEGE Student Handbook. Please refer to the Student Handbook for the complete policy statement.

XII. COMPLAINT POLICY RELATED TO ACCREDITATION STANDARDS

The Commission on Dental Accreditation requires that dental hygiene programs notify students of an opportunity to file complaints with the Commission. In addition, the accredited program must retain in its files information to document compliance with this policy so that it is available for review during the Commission's on-site reviews of the program. The required notice follows:

Required Notice of Opportunity & Procedure Dental Hygiene Program

Mohave College assures the continual high quality of its dental hygiene program and therefore invites students, faculty, constituent dental societies, state boards of dentistry, and other interested parties to submit any appropriate, signed complaint to the

Commission on Dental Accreditation (CODA) regarding Mohave College's Dental Hygiene Program.

The Commission will consider only written, signed complaints; oral and unsigned complaints will not be considered. The Commission strongly encourages attempts at informal or formal resolution through the program's or sponsoring institution's internal processes prior to initiating a formal complaint with the Commission.

Required Notice of Opportunity & Procedure to File Complaints with the Commission

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the 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 extension 4653.

XIII. DRESS CODE AND PERSONAL HYGIENE

Dress and appearance should be that of a professional. When participating in assigned PreClinic/Clinic sessions, students must wear their black clinic scrubs and appropriate shoes. Other lab courses that require scrubs (i.e. Rad Lab, etc.) with approval of the course instructor other G-rated scrubs may be worn. Additionally, Mohave College logo attire is permitted in place of a scrub top in manikin labs. Attire in lecture courses should be that of a professional and may include jeans and Mohave College logo shirts or G-rated scrubs. Any dental programs instructor who notes that the student has not assumed this responsibility will ask the student to make the appropriate changes. It is expected that student dress and appearance will always be appropriate.

- A. Hair should always be clean, neat and of a natural color. Facial hair should be well groomed and clean.
- B. Hands, hair and clothing must be free of all objectionable odors.
- C. Make-up should be applied conservatively and be appropriate for daytime.
- D. No perfume, cologne or scented lotions should be worn. The college encourages a scent-free environment to avoid the possibility of allergic reactions by others.
- E. A dental programs student is expected to pay meticulous attention to the details of grooming and personal hygiene. In addition to such basic points of daily bathing,

use of deodorant, regular shampooing of hair and wearing freshly laundered clothing is essential.

- F. Teeth must be kept clean. Professionalism includes modelling the behaviors we promote. Immediate attention should be given to any needed dental work. The appearance of your teeth is indicative of your own health values and a factor in counseling patients.
- G. Additional dress code requirements can be found in the Clinic Manual Section I and are related to patient care labs, PreClinic and Clinic sessions.

XIV. GENERAL RULES

- A. Any changes in a student's address, e-mail, telephone number and emergency contact information are to be reported to the department staff immediately. In addition, the changes should be made in the student's online Mohave College profile.
- B. Only emergency phone calls will be referred to students during class or clinic.
- C. Purses, backpacks, coats and personal items should not be left unattended. They should be secured in your locker. All areas of the building are considered public property; therefore, lockers should be kept locked at all times. Student lockers, instrument storage boxes and "mail box" areas are provided for student use.
- D. Books and periodicals on the bookshelves are available for student use. Sign these items out with department staff prior to removing them from the Dental Programs area.
- E. The personal use of cell phones in the classroom is not permitted. Cell phones and other electronic devices may be used at the instructor's discretion to facilitate learning activities.
- F. Children are not permitted to attend class. Parents have the responsibility to obtain satisfactory childcare arrangements.
- G. Dental hygiene students are required to complete five (5) hours of service each semester. Service opportunities must be related to Mohave College and are available through program activities, campus activities and college activities. Opportunities are often shared through email, the bulletin board closest to student mailboxes, Student Activities Council (SAC), and directly from the program director or campus dean's office.