



FACULTY OF HEALTH SCIENCES (FHS)

Dental Hygiene

Program Guide | 2025-2026



Table of Contents

Table of Contents

Welcome from Vice President, Academic and Students

Welcome from the Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Contact Information

Administrative Staff

Office Staff

Student Advisor / Field Placement Officer

Program Coordinators

Quick Links | Student Services & Resources

Important Information

DC 2030 – Strategic Vision

Academic Advising | Student Advisors

Academic Integrity

Student Supports

Access and Support Centre (ASC)

Wellness Coaching

Important Dates

Academic Grading and Progression

Student Conduct Policy and Procedures

Student Academic Learning Services (SALS)

Program Specific Information

Program of Study

Program Guide

Please note the following important information:

Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.

Welcome from Vice President,
Academic and Students



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi'.

Dr. Jean Choi

Vice President, Academic

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn
Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn
Associate Dean



Dr. Aimee Karagiorgakis
Associate Dean



Lindsey MacIntosh
Associate Dean

Contact Information

Office: SW106 (8:30 am to 4:30 pm)

Website: [Faculty of Health Science \(FHS\)](#)

Chat Line: [Chat Line](#)

Main Phone Line: 905 721 2000

Faculty Office: 905 721 3080

Administrative Staff

Dr. Rebecca Milburn	Executive Dean
	Email: Rebecca.Milburn@durhamcollege.ca
	Office: SW106C
	Extension: 2249
Gillian Dunn	Associate Dean
	Email: Gillian.Dunn@durhamcollege.ca
	Office: SW106K
	Extension: 2727
Dr. Aimee Karagiorgakis	Associate Dean
	Email: Aimee.Karagiorgakis@durhamcollege.ca
	Office: SW106G
	Extension: 2078
Lindsey MacIntosh	Associate Dean
	Email: Lindsey.MacIntosh@durhamcollege.ca
	Office: SW106H
	Extension: 2078

Office Staff

Lisa Schultz	Administrative Coordinator
	Email: Lisa.Schultz@durhamcollege.ca
	Office: SW106F
	Extension: 2288
Lori Barbara (Nelles) Madihah Khan	Administrative Assistant
	Email: Lori.Barbara@durhamcollege.ca
	Email: Madihah.Khan@durhamcollege.ca
	Office: SW106 Extension: 3080

Student Advisor / Field Placement Officer

Rahul Kumar	Animal Care Critical Care – E-Learning (graduate certificate) Clinical Bioinformatics (graduate certificate) Dental Office Administration Personal Support Worker Personal Support Worker Flex Email: Rahul.Kumar@durhamcollege.ca Office: SW106N Extension: 2199
Jessica McDaniel	Practical Nursing SEM 3&4 Practical Nursing SEM 3 & 4 FLEX Email: Jessica.Mcdaniel@durhamcollege.ca Office: SW106L Extension: 2408
Hayden McIntosh	Emergency Services Fundamentals Fitness and Health Promotion Primary Care Paramedic Advanced Care Paramedic Pre Health-Sciences-College Pre Health-Sciences-University Personal Support Worker Email: Hayden.McIntosh@durhamcollege.ca Office: SW106I Extension: 6629
Erin Smith	Communicative Disorders Assistant Dental Assisting (Levels I and II) Dental Hygiene Massage Therapy Occupational Therapist Assistant and Physiotherapist Assistant Recreation Therapy Email: Erin.Smith@durhamcollege.ca Office: SW106M Extension: 2501
Lisa West	Practical Nursing SEM 1,2 & 5 Practical Nursing – Flex SEM 1,2 & 5 Email: Lisa.West@durhamcollege.ca Office: SW106J Extension: 2626

Program Coordinators

Erica Arbour	Recreation Therapy Email: Erica.Arbour@durhamcollege.ca Office: A239 Extension: 3673
Dale Button	Primary Care Paramedic Advanced Care Paramedic Email: Dale.Button@durhamcollege.ca Office: JW201 Extension: 7381
Samantha Button	Emergency Service Fundamentals Email: Samantha.Button@durhamcollege.ca Office: B240
Joanna Gallacher	Practical Nursing and Practical Nursing Flex Email: Joanna.Gallacher@durhamcollege.ca Office: SW205 Extension: 2478
Leslie Graham	BScN Year 1 & Collaborative Program RPN to BScN Email: Leslie.Graham@durhamcollege.ca Office: SW205 Extension: 3716
Jennifer Kellett	Dental Hygiene Email: Jennifer.Kellet@durhamcollege.ca Office: A237 Extension: 2033
Laura Maybury	Occupational Therapist and Physiotherapist Assistant Email: Laura.Maybury@durhamcollege.ca Office: C209A Extension: 2847
Jesse Parsons	Pre-Health Sciences Pathway to Certificates and Diplomas Pre-Health Sciences Pathway to Advanced Diplomas and Degrees Email: Jesse.Parsons@durhamcollege.ca Office: C151A Extension: 2572

Michelle Payne	Animal Care Email: Michelle.Payne@durhamcollege.ca Office: 22-10 Extension: 4193
Kelly Rainey	Critical Care Nursing Email: Kelly.Rainey@durhamcollege.ca
Carolyn Selkirk	Massage Therapy Email: Carolyn.Selkirk@durhamcollege.ca Office: A237 Extension: 2185
Kim Stever	Dental Assisting Email: Kim.Stever@durhamcollege.ca Office: A239 Extension: 2544
Terri Strawn	Dental Office Administration Email: Terri.Strawn@durhamcollege.ca Office: A244 Extension: 2032
Lisa Virtue	Communicate Disorders Assistant Email: LisaVirtue@durhamcollege.ca Office: Extension:
Michael Williams-Bell	Fitness and Health Promotions Email: Michael.Williams-Bell@durhamcollege.ca Office: C209B Extension: 6533
TBD	Clinical Bioinformatics Email: Office: Extension:
TBD	Personal Support Worker & Personal Support Worker - Flex Email: Office: Extension:

[Quick Links | Student Services & Resources](#)

[International Centre](#)

[Access and Support Centre | ASC](#)

[Counseling Services](#)

[Financial Aid](#)

[Academic Support](#)

[Campus Health and Wellness Centre](#)

[Career Development](#)

[First Peoples Indigenous Centre | FPIC](#)

[Test Centre](#)

[Student Academic Learning Services | SALS](#)

[Get Involved](#)

[Library](#)

[Campus Safety](#)

[Student Conduct](#)

[Academic Policies](#)

[Academic Integrity](#)

[Equity, Diversity, and Inclusion](#)

[Course Outlines](#)

[IT Services](#)

[Hired Portal](#)

Important Information

DC 2030 – Strategic Vision

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

Academic Advising | Student Advisors

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

Academic Planning & Support

- Develop individual academic plans, including support for:
 - Failed courses or low GPA
 - Re-entry into a program
 - Off-stream course mapping
 - Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

Pathways & Program Decisions

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

Connection to Services

- Refer and provide access to key student supports such as:
 - Student Academic Learning Services (SALS)
 - Access and Support Centre (ASC)
 - Campus Health Centre
 - Other college resources to promote student success

Contact your Student Advisor

Visit the [Student Advisor website](#) to find contact information and connect with your advisor.

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

Access and Support Centre (ASC)

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

Wellness Coaching

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

Student Conduct Policy and Procedures

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) for a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

Student Academic Learning Services (SALS)

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
DENT-SEM1							
Microbiology and Infection Control		BIOL 1104		DENT 1110	3	0	
Communications for the Dental Health Professional		COMM 1112			2	0	1
Dental Radiography 1		DENT 1107			3	0	
Orofacial Anatomy 1		DENT 1108			3	0	
Introduction to Dental Materials		DENT 1109		DENT 1110	0	2	
Dental Hygiene Theory and Practice		DENT 1110		BIOL 1104	3	4	
Introduction to Professional Practice		DENT 1111			2	0	
					16	6	1
DENT-SEM2							
Anatomy and Physiology		ANAT 1200			3	0	
Dental Radiography 2		DENT 1208	DENT 1104, DENT 1107		1	2	
Orofacial Anatomy 2		DENT 1210	DENT 1108	DENT 1211	3	0	
Dental Hygiene Practice 2		DENT 1211	DENT 1110	DENT 1210, DENT 1212	1	4	
Dental Hygiene Theory 2		DENT 1212	DENT 1110	DENT 1211, DENT 1214	3	0	
Histology and Embryology		DENT 1213	DENT 1108		3	0	
Preventive Dental Hygiene		DENT 1214	BIOL 1104, COMM 1112	DENT 1211, DENT 1212	3	0	
					17	6	

Dental Hygiene (DENT)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
DENT-SEM3							
Human Pathophysiology		BIOL 2102	ANAT 1200	PHRM 2100	3	0	
Advanced Dental Materials		DENT 2100	DENT 1109, DENT 1211	DENT 2101	0	3	
Dental Hygiene Practice 3		DENT 2101	DENT 1208, DENT 1211, DENT 1214	DENT 2100, DENT 2102, DENT 2103	0	6	
Dental Hygiene Theory 3		DENT 2102	DENT 1212	DENT 2101, DENT 2103	4	0	
Periodontics		DENT 2103	DENT 1210, DENT 1213	DENT 2101	3	0	
Pharmacology		PHRM 2100		BIOL 2102	3	0	
Indigenous Elective	OPT1	INDG 0000			3	0	
					16	9	
DENT-SEM4							
Principles of Community Health		DENT 2200	DENT 1214	RSCH 2201	4	0	
Dental Hygiene Practice 4		DENT 2201	DENT 2101, DENT 2103, PHRM 2100	DENT 2202	0	6	
Dental Hygiene Theory and Advanced Periodontics		DENT 2202	DENT 2102	DENT 2201	3	0	
Nutrition and Oral Health		DENT 2203	ANAT 1200	DENT 2201	2	0	1
Oral Pathology		DENT 2204	BIOL 1104, BIOL 2102, DENT 1213, DENT 2103	DENT 2201	3	0	
Research Methods		RSCH 2201		DENT 2200	2	0	1
Populations and Diversity		SOCI 2201	BIOL 2102, DENT 1214	DENT 2201	3	0	
					17	6	2

Dental Hygiene (DENT)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
DENT-SEM5							
Business Principles for Regulated Health Professionals		DENT 3100	DENT 2202		2	0	
Advanced Clinic Practice		DENT 3101	DENT 2201, DENT 2204	DENT 3102, DENT 3103	1	9	
Dental Hygiene Theory and Evidenced Informed Practice		DENT 3102	DENT 2201, DENT 2202, RSCH 2201	DENT 3101	3	0	
Dental Hygiene in Orthodontics		DENT 3103	DENT 2202	DENT 3101	2	0	
Interprofessional Practice and Health Policy		HPOL 3100	DENT 2200, RSCH 2201	DENT 3101	3	0	2
General Elective Credit	OPT1	GNED 0000			3	0	
					14	9	2
DENT-SEM6							
Clinical Case Presentations		DENT 3200	DENT 3101	DENT 3202	3	0	
Dental Hygiene Administration and Software		DENT 3201	DENT 3100		2	1	
Consolidation of Clinical Practice		DENT 3202	DENT 3101	DENT 3200	0	9	
Health Promotion and Community Experience		DENT 3203	HPOL 3100	DENT 3202	1	0	3
Professional Practice and Jurisprudence		DENT 3204		DENT 3202	2	0	
General Elective Credit	OPT1	GNED 0000			3	0	
					11	10	3

Dental Hygiene Program Information

Mission Statement

“To create a student-centred learning environment that fosters lifelong learning, and graduates a professional who provides evidence-informed, culturally sensitive care, working interprofessionally with other health care providers while upholding the CDHO Standards of Practice and Code of Ethics.” Revised May 2018

Dental Hygiene Program Description

This program offers an integrated approach of curricula to clinical practice. The dental hygiene process of care is foundational to the clinical experience with the integration of academic studies emphasizing acquisition of critical thinking skills, while fostering a collaborative approach to care, upholding standards of practice, applying caring values and ethical principles.

A variety of community field placements provide students with further experiences to gain the knowledge, abilities and attitudes that are necessary to be effective care providers.

The various community experiences within the Dental Hygiene program provide the student with the opportunity to gain knowledge, abilities and practical experience within the dental hygiene field from community practices. These experiences prepare students to practice collaboratively and inter-professionally with health care professionals in a variety of practical settings. There will be clinical observations, oral health care screenings, interprofessional workshops, and oral health instructional opportunities in long term care facilities as well as with hospital care providers. The students determine oral health and overall needs of population groups and deliver education to targeted groups within the community. Dental Hygiene students, under the leadership and authorization of attending Durham College Dental Hygiene faculty, are able to perform onsite Dental Screenings and administer Dental Hygiene treatment at some placement sites. Field placement opportunities will occur in semesters four through six.

The goal of the Dental Hygiene program is to prepare the graduate to be an entry level practitioner in the Dental Hygiene profession. The graduate will be prepared to meet the standards of practice as outlined by the CDHO and the Ministry of Colleges and Universities Vocational program learning outcomes. The credential of the Dental Hygiene program, is an advanced diploma as approved by the Ministry of Training, Colleges and Universities.

The Dental Hygiene program is committed to the promotion of personal and professional Continuous Education.

Accreditation

Durham College Dental Hygiene program has been granted national accreditation status by the Commission on Dental Accreditation of Canada.

Accreditation provides ease of portability with other provinces and facilitates registration in Ontario.

Dental Hygiene

Dental Hygiene is a self-regulated profession. Dental hygienists are responsible and accountable for their practice and to the public. Graduates must successfully complete the National board exam to be registered in Ontario and any additional registration requirements as per the College of Dental Hygienists of Ontario.

Protection of the public and quality of care through appropriate consultation between the dental hygienist, the client, and other health care professionals is a primary focus.

Statements of Philosophy

Introduction

The Dental Hygiene program holds as our philosophy a set of beliefs and values that are based on: research based curriculum, teaching process, learning experience, methodology of delivery and evaluation, dental hygiene practice and clients. The following paragraphs describe the beliefs and values inherent to our program.

Curriculum

The program is mapped to meet the most current theories and practices. Faculty are committed to yearly revision of course outlines to ensure an up to date, evidence based curriculum.

The following documents provide a basis for curriculum revision: Outcomes as published by the Ministry of Education and Training, as well as, the National Dental Hygiene Competencies for Entry-to-Practice published by the Federation of Dental Hygiene Regulators of Canada, and the CDHO Standards of Practice.

Feedback and input regarding all aspects of the program are valued and encouraged throughout the program. Opportunity to share ideas among all participants in the learning process is seen as important for the growth of staff, faculty, learners and the program; therefore course evaluations will be completed at the end of each course. In addition, student focus groups are held to facilitate student success and contribute to the growth and development of the program.

Teaching

Faculty will strive to:

- Imbue professionalism, respect, and accountability.
- Model and endorse the required commitment to life-long learning that includes formal and informal study intended to maintain competence and high quality service.
- Help learners build on their strengths by using shared experiences, talents and abilities.
- Model sound learning processes by supporting and encouraging learners and each other in the process of learning.
- Involve learners in the process of seeking knowledge.

Learning

- Learning is a life-long process of personal and professional growth, as well as the realization of one's human potential.
- Learning is an active, participatory, and continuous process.
- Learning builds on prior experiences, stimulates reflection on experience, fosters the formulation or reformation of the meaning of experience and contributes to self-esteem, self-knowledge and self-empowerment.
- Learners are adults viewed as individuals with unique backgrounds and specific needs.
- Learners bring valuable prior knowledge and past experience to the learning situation.
- Learners need opportunity to participate in, and share responsibility for determining their learning.
- Learners are empowered when they participate in a liberated, creative, and collaborative learning process. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner must engage in active dialogue with the fellow classmates, faculty and oral health care providers.
- Teaching-learning is a dynamic process that occurs in formal and informal context.

Methodology of Delivery and Evaluation

To challenge and stimulate a learner's achievement, high standards and expectations are seen as essential. A variety of approaches in program delivery and evaluation are aimed at maximizing a learner's opportunity for success. Learning is enhanced when high value is given to various ways of gathering knowledge. Knowledge is derived from an understanding of self, others, practice, theory and research, all of which interconnect in the generation and application of knowledge with practice.

Evaluation methods should; ensure quality, encourage critical thinking, be based on reflective practice, be frequent and ongoing. Evaluation should create meaning and be significant to the learning experience.

Dental Hygiene Practice and Clients

Dental Hygiene practice requires knowledge of theory, caring practice, critical reflection, and collaboration with clients and other health care professionals. The dental hygienist as a primary oral health provider applies theory to practice to promote health and healing, while employing moral and ethical reasoning.

Every client will receive service in a professional manner, respecting their right to have choice during their treatment. Clients are treated in a confidential, safe, and respectful manner. The promotion of sound oral health and total well-being will be a primary focus for the client, faculty, staff and the learners. The clinical environment will meet the highest standards of practice to provide quality care for the public.

Dental Hygiene Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Practice in a professional and competent manner within the defined scope of practice and consistent with current regulations and standards of practice.
2. Evaluate clients' oral health status using determinants of health and risk analysis to identify needs, justify treatment decisions and provide appropriate referrals to other health care professionals as required.
3. Design, implement and evaluate a range of primary, interceptive, therapeutic, preventative and on-going oral health care services to meet the unique needs of clients.
4. Analyze oral health issues in need of advocacy, identify networks and promote actions that will support change and facilitate access to care.
5. Identify, select, implement and evaluate quality assurance standards and protocols which contribute to a safe and effective working environment.
6. Establish and maintain professional and interprofessional relationships which contribute to client care safety and positive health care outcomes.
7. Facilitate the development of specific oral health attitudes, knowledge, skills, and behaviors in clients by selecting and utilizing principles of teaching and learning.
8. Develop and present a model for a DH practice that addresses relevant business principles, current legislation and standards of practice.

Dental Hygiene Program Goals

The goal of the Dental Hygiene program is to prepare a graduate who is able to practice competently within their defined scope of practice in the dental hygiene profession. To accomplish this, the program will:

1. Establish a climate for a positive learning experience.
2. Deliver a curriculum which reflects the current needs of the dental hygiene profession.
3. Encourage students to strive for excellence.
4. Encourage students to be involved in the learning experience and to value this process.
5. Role model excellence to inspire students to emulate these behaviours.
6. Emphasize the importance of attendance, commitment, and perseverance as a means to achieve success.
7. Encourage personal, warm and supportive interactions with the teaching team and with fellow students.
8. Create unity and pride in the program and in the dental hygiene profession.
9. Encourage an appreciation for the value of peer and self-evaluation.
10. Recognize, reward, and celebrate behaviors contributing to success.
11. Encourage honest and open communication.
12. Deliver excellent instruction and learning experiences.
13. Provide clearly defined information regarding standards, regulations, policies, procedures, curriculum, and evaluation methods.
14. Encourage co-operative work and sharing of responsibilities in the learning experience.
15. Assess student progress continually and suggest remedial activities, if required.
16. Foster increasing independence in the learner.
17. Encourage a desire for lifelong learning.

Profile of the Dental Hygiene Graduate

The graduate, as an entry level dental hygiene professional meets the National Dental Hygiene Competencies. The abilities include the following:

Core Abilities: The dental hygienist as a:

- Professional
- Communicator and Collaborator
- Critical Thinker
- Advocate
- Coordinator

Dental Hygiene Services: The dental hygienist as a:

- Clinical therapist
- Oral health educator
- Health Promoter

Career Opportunities for the Dental Hygienist

A variety of career opportunities exist for the dental hygienist such as:

Clinical Dental Hygiene - Employee	Clinical Dental Hygiene - Self-Employed
<ul style="list-style-type: none">• Dental Practice• Long-Term Care• National Defence/Canadian Forces• Research• Publishing• Administration• Computer Software, Web Design• Staff Placement• Government Regulation and Policy• Change Agent	<ul style="list-style-type: none">• Public Health• Hospital• Education• Sales• Dental Insurance• Consulting• Dental Laboratory Work• Law and Dental Hygiene• Consumer Advocacy• Volunteering• Independent Dental Hygiene Practice

Dental Hygiene Program Awards

Students who demonstrate excellence in clinical skills as well as academics are eligible for the following awards:

- 123 Dentist Award - granted to a student who demonstrates dedication, enthusiasm, collaboration, and is client service oriented
- Hu-Friedy Golden Scaler Award for Clinical Excellence - awarded to a student who exhibits exceptional clinical performance
- Colgate Award - presented to a student who demonstrates compassion in client care and enthusiasm in community service

Professional Organizations

Federation of Dental Hygiene Regulators of Canada (FDHRC) <https://ndhcb.uplifterinc.com/>

National Dental Hygiene Certification Board (NDHCB) www.ndhcb.ca

1929 Russell Rd, Suite 322

Ottawa, ON, K1G 4G3

613-260-8156

All graduating dental hygiene students must write the National Dental Hygiene Certification Examination (NDHCE) to qualify for registration in Canadian jurisdictions, with the exception of Quebec. This examination is offered three times a year. Their website will offer the most up to date information and helpful information to apply and prepare for the exam.

The College of Dental Hygienists of Ontario (C.D.H.O.) www.cdho.org

175 Bloor Street East, North Tower, Suite 601

Toronto, ON, M4W 3R8

1-800-268-2346

The College of Dental Hygienists of Ontario is the regulatory body governing the dental hygiene profession in Ontario. To practice in Ontario, a dental hygienist must be registered with the College of Dental Hygienists of Ontario. Prior to registration, the applicant must successfully complete the Jurisprudence Education Module, available online through CDHO. Applicants must also attain a notarized, criminal record report (within one year of the application), then complete the application for registration and pay the required registration fee.

The Ontario Dental Hygienists' Association (O.D.H.A.) www.odha.on.ca

201 - 3425 Harvester Road

Burlington, ON, L7N 3N1

(905) 681-8883 OR 1-800-315-ODHA

Student membership to the Ontario Dental Hygienists' Association is free and includes professional liability insurance once you are registered, valid until December 31, of that calendar year. A list of additional benefits will be included in the ODHA student membership and can be found on their website. Students are encouraged to join the Association and become active in supporting their profession as a student member.

Canadian Dental Hygienists' Association (C.D.H.A.) www.cdha.ca

96 CentrepoinTE Drive

Ottawa, ON, K2G 6B1

Phone: 613-224-5515 / Fax: 613-224-7283

Email: info@cdha.ca

A list of benefits of membership may be attained on their website. The CDHA is involved in the research and publication of National Dental Hygiene Competencies for Entry to Practice, and serves as a collective voice for Canadian dental hygienists. Practicing dental hygienist is encouraged to apply for membership, to support their profession. Students can join the CDHA free of cost and have access to online resources.

Beliefs about the Teaching/Learning Process

The following are our beliefs about the teaching-learning process:

- A teacher is accountable to the student and the dental programs to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and her/his learning needs, will promote a positive environment where learning can take place.
- Learning is a dynamic and continuous process which is manifested by growth and change in behaviour.
- Behavioural objectives, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective) enhance the learning process.
- A student is accountable for active participation in the teaching-learning process. As a student progresses through the dental program, they should expect to assume increasing responsibility for learning.
- In keeping with our program philosophy and the professional requirement for life-long learning, the teacher fosters increasing independence in the learner.
- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behavior is essential to its success.
- Evaluation is an integral part of the teaching-learning process. Based on clearly stated objectives, it describes the student's progress and achievement of goals. Self-evaluation by the student is an essential element of evaluation. The teacher will provide both formative and summative evaluation.
- Formative evaluation provides feedback to learners about their progress in achieving the established objectives and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.
- Summative evaluation measures final outcomes or results and determines learner achievements and progress as they relate to the learning objectives.

Program Specific Academic Policies & Procedures

Program Policies

All Regulations and Policies as outlined in the Durham College Academic Policies and Procedures are in effect, plus the following which are specifically related to the Dental Hygiene program.

Mobile Devices

All electronic devices must be off and stored away during all classes and clinics/labs.

NOTE: At no time may a student post anything related to faculty, staff, other students, clients, class or clinic on social media. No photos, videos or audio recordings may be taken in any class without permission and knowledge by the instructor and students.

Attendance and Participation

Because of the relationship between theoretical knowledge and clinical practice, it is essential that students participate in all learning activities provided. Failure to attend class/clinic may result in gaps in knowledge, grade reduction and potential safety hazards for the client. Therefore, full attendance is expected for both class and clinic. Refer to individual course outlines for specific attendance requirements.

Throughout the school year, you will be expected to perform clinical skills on fellow students and members of the public. Working in partnerships with your classmates, and practicing newly learned skills with and on fellow students, prior to treating clients, is a significant component of the learning process.

Students who are not prepared to work collaboratively in the client role with their fellow students will not be able to achieve the learning outcomes of the Clinic courses. If there is a medical reason which may prevent you from participating, you will need to submit a medical certificate verifying this, prior to beginning your program.

Students can expect that one or more of the evaluation components or criteria for all practicum courses (including lab and radiography courses), will involve timed elements. The timed element of the evaluation component or criteria **cannot** be waived or extended for safety considerations.

If extenuating circumstances occur and you must be absent from class, please notify the appropriate professor by e-mail before 8:00 a.m. on the day of absence. Failure to notify may result in loss of opportunity to a) hand in assignments without penalty, b) write tests, c) complete practice/lab sessions. Please refer to Health Policies and Guidelines for additional information. To avoid disruption students are expected to be punctual. Students may not be allowed into the classroom or leave the classroom when lecture is in process.

In keeping with the student's rights and responsibilities as well as professional guidelines and conduct, any student deemed to be under the influence of any substance, will be removed from theory classes or clinical sessions immediately.

Policies for Tests and Examinations

Tests will typically occur during scheduled class hours. A test schedule outlining all tests for the semester will be shared at the beginning of each semester. Students are expected to write all tests, quizzes and complete all assignments on time. All grades from tests are final; there will be no opportunities for rewrites.

Students will be required to present their Durham College student I.D. for all tests and exams. If I.D. is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test or exam.

Supplemental Policy

To support student success, a student who is unsuccessful in **one course** that would otherwise prevent them from progressing into the next semester **may** be eligible to write a two hour, comprehensive, supplemental exam for that course. To be eligible for the supplemental, the student must have achieved a minimum grade that is within 5% of the passing grade. If the student is successful on the supplemental, the grade given will be a passing grade only, (50% or 70%, depending on the course), regardless of the grade attained on the exam.

For health and safety reasons, supplemental opportunities will **not** be provided in Clinic practice courses. Students who are unsuccessful in more than one course in a semester, will not be eligible for this opportunity. **This opportunity will be offered only once throughout the entire duration of the program.**

Late Arrival

Students will not be permitted to enter the room if the test has already been completed by other students. Late arrivals will not receive time extensions.

Missed Tests

A student who misses a test must notify their professor prior to the test. In order for any student to be given the opportunity to write a missed test, they need to inform the professor by 8am on the date of the missed test, and inform the individual professor of the **first day of return**. The request to write an alternate test must outline the reason for missing the test and the arrangements required to write the test. A student, who complies with the test policies, **may be given the opportunity to write a modified version of the test**.

Any student missing **more than 2 tests per semester** may not be granted this privilege.

If eligible, students may be scheduled to write a make-up test in the test centre.

Scheduling will be done by the course instructor and will be held as soon as possible **after the original test date**, subject to test center open session availability. Make-up tests may be scheduled during an evening or on a weekend.

Under extenuating circumstances and at the discretion of the Associate Dean, the weight of the missed test may be added to another evaluation item.

Missed Labs and Clinics (Radiography Practice, Dental Materials and Clinic)

Students must contact the instructor on the day of an absence, prior to the lab or clinic session, in order to be eligible to have the opportunity to make up missed practical evaluations. Only absences due to illness or unavoidable/unforeseen circumstances will be considered for rescheduling a practical evaluation. The student must make arrangements with the instructor on the **first day back following the absence** or they will be **ineligible** for a make-up evaluation.

Assignments

You will be notified at the beginning of each course regarding the plan for evaluation of student progress. It is important that assignments be handed in to the appropriate professor on the date specified. All assignments are due at the beginning of class on the specified due date. Late assignments will lose 10% per day (including weekends). Assignments will not be marked, if submitted one week past the due date. If you are experiencing any difficulty with assignments, speak to your professor in **advance** of the due date.

It is the responsibility of the student to get all assignments in on time and to submit them directly to the instructor of the course.

If the deadline is not met, it will also be the student's responsibility to contact the instructor and to arrange for a time when the instructor will be available to accept the assignment.

It is the student's responsibility to **keep a copy** of each assignment that is submitted.

If the student will be absent on the due date, they can negotiate with the instructor for an **earlier submission date**. It is the student's responsibility to contact the instructor to arrange for this change.

Clinical Manuals

These manuals provide a comprehensive overview of clinical procedures and protocols. They will be distributed the first week of classes.

Evaluation Criteria

These manuals provide a comprehensive overview of the clinical evaluation system.

Staff Availability

All dental programs staff and faculty encourage open communication with students. Appointments are available based on the individual teacher's timetable. Teachers may be contacted by e-mail or in person after class.

Equipment Responsibility

Dental students are responsible for all assigned equipment. Due to the expense of this equipment, lost or damaged equipment will be replaced or repaired at the student's expense.

Dental Records Policy

Durham College is committed to the collection, use and/or disclosure of personal information in a responsible manner in keeping with Personal Health Information Protection Act (PHIPA) and the Freedom of Information and Protection of Privacy Act (FIPPA). The safety, retention, protection and transfer of personal information in keeping with the Prescribed Records Regulations of the CDHO, within the Regulated Health Professions Act (RHPA), are upheld by Durham College. No verbal or written personal, medical or dental information will be given to anyone outside of the dental facility without a client's written permission. Appropriate care in the destruction of

personal information will be exercised to prevent unauthorized access to the information provided in the client's records.

Radiation Safety

Durham College has a designated Radiation Protection Officer who oversees in collaboration with the Dental Technologist, the Radiography Quality Assurance program. The Radiation Protection officer and Dental technologist ensure all x-ray units are serviced and maintained regularly, that operators are trained in the equipment being used, and oversee the maintenance of the Quality Assurance program records.

Cardiopulmonary Resuscitation Certification and Standard First Aid

A current Canadian Heart and Stroke Foundation C.P.R. certificate, Basic Rescue Level C as well as Standard First Aid, will be completed and students are required to maintain certification throughout the program. It is important to note that Durham College Dental Hygiene students must adhere to the Durham College Dental program policy of recertifying CPR annually.

Student may not attend or participate in the Dental Hygiene or Dental Assisting Clinics or attend Community Placement until a valid Level C certificate and completion of Standard First Aid has been submitted. Failure to provide this documentation will result in your program being delayed and may result in failure or withdrawal.

In order to attend Clinic practice sessions, students must complete mandatory training modules including WHMIS, AODA, Workplace Violence and Harassment Prevention, Health and Safety and Diversity. These training modules can be found on DC Connect.

Entry Immunization

All required entry immunization and pre-practicum documentation must be submitted to Synergy Gateway https://cpp.smartsimple4.biz/s_Login.jsp our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non- negotiable due to liability and safety regulations.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721- 3037 www.durhamcollege.ca/campushealthcentre
Immunization status must be kept up to date throughout all six semesters of the Dental Hygiene program in order to attend clinic practice sessions and field placements. A

one-step Tb test must be done annually, it is the student's responsibility to keep this up to date.

All required documents must be submitted through Synergy and updated as indicated.

Criminal Reference Check

A student registered in any health program at Durham College is required to provide a current Criminal Reference Check with vulnerable sector screening that is current to within three months of the start of the community placement. Students should apply at a local police station and indicate volunteer status and remember to complete the vulnerable sector component of the application. NOTE: This will be a requirement in **Semesters 4-6** of the Dental Hygiene program.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011 the following reflects the current procedures and regulations of the RCMP with regard to Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society.

As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months.

This is an excerpt from the RCMP web site <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>.

Dental Hygiene Program Readmission Policy

Promoting student success is an integral part of our program beliefs. Occasionally a student is unable to successfully complete all of the program requirements necessary to graduate. When a student is permitted to repeat a semester of the program because of a failing grade, they will be required to repeat the courses as well as other courses that are co-requisite subjects. Other courses may need to be repeated if the student has not achieved sufficient academic success to warrant a credit standing and/or does not have the required G.P.A. of 2.0 necessary to graduate. The following guidelines for advanced standing/re-entry admission to the Dental Hygiene program are to be followed by all applicants and are the student's responsibility.

1. Students applying to re-enter Semester I of any program must submit their application form through the Ontario College Application Service (OCAS).
2. Students applying to re-enter the program in Semester II, III, IV, V or VI must meet with their Student Advisor and complete an application for Return to Full Time Studies. Acceptance will be based on seat availability, and therefore cannot be guaranteed.
3. All required program and college fees must be paid by the returning student upon notification of acceptance into the program.
4. The student must meet all medical requirements of the program.
5. Should program standards or content change, additional course work may be required.
6. Students may repeat the program only **ONCE** as demand for program seats exceed availability.

Students who have previously been in the Dental Hygiene program and are requesting re-entry or advanced standing to any semester of the Program will be considered for admission subject to the following conditions:

1. Seat availability.
2. Minimum G.P.A. of 2.0 (60%) overall academic average (excluding failed subjects) in the semester prior to the failed semester. In the event that more students apply for re-admission than there are seats available, preference will be given to the student(s) with the higher G.P.A.
3. Satisfactory clinic practice performance in the semester prior to the requested entry level. Preference will be given to students who have consistently maintained a passing Clinic grade.
4. If a student who has previously been in the Dental Hygiene program re-applies after one year or more has passed since the student was enrolled in a clinical practice course, the student will be required to complete a clinical competence refresher course at the student's expense prior to re-entry into the Dental Hygiene program.

NOTE: Dental Credits will only be accepted if earned within the last four (4) calendar years. Notification will be made by phone as soon as seats are available. The applicant is responsible for providing the Faculty of Health Sciences office, as well as the Admission Department, with his/her current phone number and address. Seats will be forfeited by those applicants who cannot be contacted within three (3) days of the seat availability list being finalized. The college reserves the right to restrict the number of students admitted to repeat the program in any given academic year.

Promotion Criteria

Re-entry students will be placed on probation until such time as they have successfully completed the failed subjects/portion of the program.

Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, criminal reference checks, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency. Please refer to the DC Connect for further details and for submission instructions.

1. Entry Immunization Form

All required entry immunization and pre-practicum documentation must be submitted to Synergy Gateway https://cpp.smartsimple4.biz/s_Login.jsp our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non- negotiable due to liability and safety regulations.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037 www.durhamcollege.ca/campushealthcentre

Completion of an "Informed Consent for Immunization Exemption" must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are only available through an appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

2. Tuberculosis Surveillance (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray which is less than 1 year old, must be submitted along with documentation of the positive test result.

3. Additional vaccinations - Influenza/COVID

For long term care placements, students may require the influenza and/or the COVID vaccination. Students must keep a record of their immunization and provide proof of vaccination status at the location. Field placement opportunities may be limited based on community organization vaccine requirements. If students are unable to meet the learning outcomes this may impact their final grade.

4. Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath

Please note that if you are feeling unwell after returning from travel outside of Canada, it is recommended that you consult your healthcare provider or book an appointment with the Campus Health Centre.

5. Management of Persons with Exposure to Blood or Body Fluids

Definition of "Exposure": exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.

- a) If an exposure occurs, immediately apply first aid measures.
 1. Wash the area with soap and water
 2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
 3. If mouth is affected, spit out suspected fluid and rinse with water
 4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact
- b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine

risk level, treatment, counselling and suggested follow-up

4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician.

Courses

[Click Here for Course Outline Access Manual](#)

Semester 1

- [Orofacial Anatomy I \(ANTY 1508\)](#)
- [Anatomy & Physiology I \(BIO 1502\)](#)
- [Introduction to Dental Materials \(DENT 1517\)](#)
- [Dental Hygiene Practice I \(DHPR 1506\)](#)
- [Dental Hygiene Theory I \(DHTH 1505\)](#)
- [Microbiology & Infection Control \(MICR 1511\)](#)
- [Professional Communications \(PCDH 1500\)](#)
- [Introduction to The Profession Of Dental Hygiene \(PDH 1500\)](#)
- [Radiography Theory 1 \(RAD 1500\)](#)

Semester 2

- [Orofacial Anatomy II \(ANTY 2508\)](#)
- [Anatomy & Physiology II \(BIO 2502\)](#)
- [Dental Hygiene Practice II \(DHPR 2506\)](#)
- [Dental Hygiene Theory II \(DHTH 2505\)](#)
- [FNMI Elective \(FNMI 0000\)](#)
- [Histology & Embryology \(HIST 2512\)](#)
- [Preventive Dental Hygiene \(PREV 2500\)](#)
- [Radiography Theory II \(RAD 2502\)](#)
- [Radiography Practice \(RAD 2503\)](#)

Semester 3

- [Advanced Dental Materials \(DENT 3517\)](#)
- [Dental Hygiene Practice III \(DHPR 3506\)](#)
- [Dental Hygiene Theory III \(DHTH 3505\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Health Care In Canada \(HCIC 3500\)](#)
- [Human Pathophysiology \(HPTH 3502\)](#)
- [Periodontics \(PERI 3510\)](#)
- [Pharmacology \(PHAR 3501\)](#)

Semester 4

- [Community Health \(DENT 4512\)](#)
- [Dental Hygiene Practice IV \(DHPR 4506\)](#)

- [Dental Hygiene Clinic Theory and Advanced Periodontal Concepts \(DHTH 4505\)](#)
- [Nutrition \(NUTR 4511\)](#)
- [Oral Pathology \(PATH 4510\)](#)
- [Populations & Diversity \(PODI 4500\)](#)
- [Statistics and Research Methods \(STAT 1501\)](#)

Semester 5

- [Business Principles Regulated Health Prof \(BUPR 5501\)](#)
- [Advanced Clinic Practice \(DHPR 5506\)](#)
- [Clinic Theory V \(DHTH 5505\)](#)
- [Evidence Informed Practice \(EVBPR 5500\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Health Policy/Advocacy \(HPAV 5512\)](#)
- [Dental Hygiene In Orthodontics \(ORTH 5510\)](#)

Semester 6

- [Clinical Case Presentations \(CASE 6505\)](#)
- [Dental Hygiene Administration and Software \(DHAD 6501\)](#)
- [Consolidation Of Clinical Practice \(DHPR 6506\)](#)
- [Health Promotion and Community Experience \(HPRO 6512\)](#)
- [Interprofessional Practice \(INPR 6500\)](#)
- [Professional Practice & Jurisprudence \(JUPR 6510\)](#)