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DENTAL HYGIENE Applications to Clinical Practice

Rachel Kearney Henry, RDH, MS | Maria Perno Goldie, RDH, BA, MS
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Case Study

Paul, a 7-year-old boy, presents with his mother to the office of the Dental Hygienist. His dental x-ray was 2 years prior. The patient’s mother reports that Paul’s oral hygiene is poor with mild and moderate gingivitis. The patient’s mother notes that there is bleeding when he brushes and flosses. Generalized low-level fluoride is prescribed. There are no constraints on the radiographic exposure factors. (1) What is the area that is to be imaged? (2) What are the maximum and minimum kVp settings? (3) What is the appropriate film? (4) How are the maxillary and mandibular teeth represented? (5) What is the correct exposure time for the patient’s age? (6) The radiographs prescribed by the dentist are in compliance with the ADA guidelines. What is the optimal positioning of the x-ray beam? (7) How are the maxillary and mandibular teeth represented? (8) What is the correct exposure time for the patient’s age? (9) What is the correct exposure time for the patient’s age? (10) What is the correct exposure time for the patient’s age?

Evidence-Based Practice, Teamwork, & Professionalism boxes are integrated throughout the text to make sure your students are ready to collaborate with their peers, handle workplace issues, and incorporate the best possible clinical expertise into practice.

Applicable with Dentine Learning Edition! 

Student Workbook to Accompany Dental Hygiene

Tammy Sanderson, RDH, MSDH
Rachel Kearney Henry, RDH, MS
Maria Perno Goldie, RDH, BA, MS
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You are in the radiology clinic to expose four bitewing radiographs on a six-year-old girl. The patient has been dextrous and rude when going over her medical history. You do not need to know that information to clean her teeth. She is visibly apprehensive about having to work directly above your head. A new assistant will help you during the exposure. She is about to position and expose the first bitewing when one of your classmates tries to strike up a conversation about the upcoming examination. You politely tell your classmate that you are busy with a patient and will discuss it later. Your classmate leaves and you continue to expose the four bitewing films. You are the only person in the room and you begin your occupational therapy session when you feel the door open. You turn around, and you see your cooperative patient from the previous session. He begins by saying, “I see you’ve been busy today.” What are you going to say?

Evidence-Based Practice

Research shows that the 2004 ADA/Guidelines on Preventing Dental Radiography1 are effective at providing minimal radiation exposure to patients with optimal diagnostic quality. By adhering to these guidelines, radiation exposure is limited, thereby decreasing the overall lifetime radiation exposure for the patient.9,10

The patient is seeing you the last time she comes back and thanks you once more. Professionals who work with patients are important so that you are able to provide the best care possible.
Give your students a rich environment where they can safely practice clinical decision-making and reinforce their knowledge of procedures and anatomy.

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1. Identify the papilla of the mandibular central incisors.
3. Identify the area specific explorer.

STUDENT EXPERIENCE

Hot Spot Exercises focus on identifying specific aspects of anatomy & physiology, instruments, and equipment.

1. Identify the missing step for the text’s recommended approach to palpating the midline.
2. Bidigitally palpate from the symphysis of the mandible to the hyoid bone.
3. Palpate the thyroid cartilage.
4. Ask the patient to swallow and note whether there is deviation.

Fill-In Procedure Exercises present all of the steps in a procedure with one key step missing. Students must select the correct missing step.

Proceed to the suprasternal notch.
Proceed to the sternocleidomastoid muscle.
Proceed to the carotid grooves.

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Gwen Grosso, RDH, MS

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