

Performance Codes: 1: ≥24 minor errors and/or ≥1 critical errors; 2: 3 minor errors; 3: 1-2 minor errors; 4: 0 minor/critical errors
 Students that do not demonstrate critical (bolded) items will automatically receive a grade of 1

PERFORMANCE CRITERIA (Place a check mark **ONLY** on items for which the student has been unsuccessful)

- All infection control and safety protocols are adhered to throughout process
- Set up of equipment:**
 - All armamentarium is present:
 - Floss
 - Toothpaste
 - Interdental aids
 - Typodont
 - Toothbrush
 - Oral hygiene education flip chart
 - Hand Mirror
 - Mouth rinse
- Client Preparation:**
 - Seats the client in an upright position to:
 - Explain the rationale, risks, and benefits of the procedure, and any alternatives
 - Provide pre-procedural antimicrobial mouth rinse for 30 seconds to 1 minute
 - Provide protective eyewear for client
- Implementation of Procedure:**
 - Involving the client, client's family, and/or substitute decision makers, as required throughout implementation
- Develops the appropriate oral hygiene recommendations by:**
 - Determines client's needs by assessing and incorporating client's:
 - Interests
 - Knowledge
 - Preferences
 - Learning style
 - Level of dexterity
 - BFS, hard tissue, and stain assessment
 - General and psychosocial health status
 - Based on client's needs, selects the appropriate:
 - Oral hygiene aids
 - Oral hygiene education techniques
 - Communication approaches
 - Sequence introduction of aids and techniques to the client
 - Provides explanations and rationale for the chosen oral hygiene aids, techniques, and sequence to the faculty member
- Delivers oral hygiene recommendations to the client by:**
 - Creating environments conducive to learning by:**
 - Providing privacy
 - Incorporating active listening, observation of non-verbal cues, and empathy
 - Using communication approaches based on the client's

- Implementation of Procedure:**
 - Delivers oral hygiene recommendations to the client by (cont'd):**
 - Using appropriate vocabulary and visual aids as an adjunct to the oral hygiene education session
 - Providing positive feedback and encouragement to the client
 - Not "overwhelming" the client with information
 - Being organized, articulate, relevant and confident
 - Reviews the client's oral findings with client and explains the implications of the inflammatory process
 - Demonstrates oral hygiene techniques on a model and then directs and guides the client with the technique in their own mouth
 - Assesses client's technique and makes any modifications as required
 - Asks "open-ended" questions to ensure client has full comprehension of techniques discussed
 - Reinforces instruction as needed
- Post Procedure Actions:**
 - Documents procedure in treatment record indicating specifics of:**
 - Client education about any disease processes
 - Recommendations and demonstrations of oral hygiene aids and techniques

Missy
 - Good Intro + start
 - good interaction
 - great rat explanation
 - decay process
 - prevention + management
 - so far so good
 - sulca brush - review
 - good giving options for toothpaste but try recommend
 - tongue scraper ⇒ scrape, rinse, scrape, rinse, scrape, rinse
 I only