

# DENTAL HYGIENE PRACTICE (DHYG 2153.3A1, DHYG 2153.5A1)

## CREDIT

1 Semester Credit Hours (1hour lecture, 1 hour lab)

## MODE OF INSTRUCTION

Face to Face

## PREREQUISITE/CO-REQUISITE:

Prerequisite: DHYG 1301, DHYG 1431, DHYG 1227, DHYG 1219, DHYG 1235, DHYG 2301, DHYG 1207, DHYG 1260, DHYG 1311, DHYG 1339, DHYG 2261, DHYG 2331

Co-Requisite: DHYG 2262, DHYG 1315

## COURSE DESCRIPTION

Emphasis on the laws governing the practice of dentistry and dental hygiene, moral standards, and the ethical standards established by the dental hygiene profession. Practice settings for the dental hygienist, office operations, and preparation for employment.

## COURSE OBJECTIVES

Upon completion of this course, the student will be able to

- Explain the Dental Practice Act governing the dental and dental hygiene profession.
- Evaluate ethical and moral issues affecting dental hygiene practice.
- Describe traditional and non-traditional dental hygiene practice settings.
- Prepare for employment.

## INSTRUCTOR CONTACT INFORMATION

Instructor: Lisa Harrell, RDH, BS

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Office Phone: (409) 247-4884

Office Location: MPC 206

Office Hours: TBA

## REQUIRED TEXTBOOK AND MATERIALS

Kimbrough-Walls, Vickie J. and Lautar, Charla J, Ethics, Jurisprudence and Practice Management in Dental Hygiene, 3<sup>rd</sup> Edition, Prentice Hall, 2012. ISBN #: 9780131394926



**LAMAR INSTITUTE  
OF TECHNOLOGY**

## COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
Week 1	Chapter 1 – Moral Philosophy & Reasoning Chapter 2 – Ethical Principles & Core Values	Read Chapters 1 & 2 Review and listen to the PowerPoints for Chapters 1 & 2	Moral Compass Assignment due Discussion Board Post #1 due
Week 2	Board Vitals Pre-Test Chapter 3 – Informed Consent	Read Chapter 3 Review and listen to the PowerPoint for Chapter 3	Board Vitals National Board Pre-Test opens from 8:00 am – 4:00 pm
Week 3	ADEX Representative during class		Information being presented about the clinical board testing Discussion Board Post #2 due
Week 4	Chapter 4	Read Chapter 4	
<b>Week 4</b>	<b>TEST 1</b>		In Blackboard – opens @ 12:00 am and closes @11:59 pm
Week 5	Webinar – Team Place Traveling Hygienist Chapter 5 & Rules and Regs	Read Chapter 5	Webinar starts at 10:30 am Lecture after webinar
Week 6	Chapter 6 & 7	Read Chapters 6 & 7	
<b>Week 7</b>	<b>TEST 2</b>		In Blackboard – opens @ 12:00 am and closes @11:59 pm
Week 8	Chapter 8 & Insurance Coding	Read Chapter 8	1 <sup>st</sup> E-Portfolio journal entry due
	SPRING BREAK		STUDY FOR NATIONAL BOARD
Week 9	Chapter 10		
<b>Week 9</b>	<b>BOARD VITALS POST-TEST</b>		Test opens @ 12:00 am and closes @ 11:59 pm
Week 10	Chapter 11	Read Chapter 11	
Week 11	Resume Writing		Resume Assignment due
Week 12	Interviewing		
Week 13	Sonicare Presentation	Cathy Stewart - Guest	Sonicare Rep in class
Week 14	Dental Force	Kristy Chen - Guest	Temp Agency
Week 15	TEST 3		2 <sup>nd</sup> E-Portfolio journal entry due

## **ATTENDANCE POLICY**

### ***Absenteeism***

In order to ensure the students in the dental hygiene program achieve the necessary didactic and clinical competencies outlined in the curriculum, it is necessary that the student complete all assigned lecture classes, clinical and laboratory hours. It is the responsibility of the student to attend class, clinic or lab. The instructor expects each student to be present at each session. It is expected that students will appear to take their exams at the regularly scheduled examination time. Make-up examinations will be given **only** if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the instructor.

If students are unable to attend lecture class, clinic or lab, it is **mandatory that you call the appropriate instructor prior to the scheduled class, clinic or lab time. An absence will be considered unexcused if the student fails to notify the course faculty prior to the start of class, clinic, or lab. Attendance through Blackboard Collaborate is considered an absence. The course instructor must be notified at least one hour prior to the beginning of class/lab if the student plans to attend through Blackboard Collaborate.** The student is responsible for all material missed at the time of absence. Extenuating circumstances will be taken into account to determine if the absence is excused. Extenuating circumstances might include but are not limited to funeral of immediate family member, maternity, hospitalization, etc. If the student has surgery, a debilitating injury, or an extended illness, a doctor's release will be required before returning to clinic.

#### **a. Fall/Spring Semesters:**

Dental hygiene students will be allowed **two excused absences** in any lecture, clinic or lab. Absences must be accompanied by a written excuse on the next class day. In the event that a student misses class, clinic or lab beyond the allowed absences, the following policy will be enforced:

2 absences = notification in Starfish

Beginning with the third absence, **2 points** will be deducted from the final course grade for each absence thereafter.

**Two (2)** points will be deducted from the final course grade for each unexcused absence.

### ***Tardiness***

Tardiness is disruptive to the instructor and the students in the classroom. A student is considered tardy if not present at the start of class, clinic or lab. It is expected that students will arrive on time for class, clinic or lab, and remain until dismissed by the instructor. If tardiness becomes an issue, the following policy will be enforced:

Tardy 1 time = notification in Starfish

Tardy 2 times = is considered an unexcused absence. (See the definition of an unexcused absence)

If a student is more than 15 minutes late to any class period, it will be considered an unexcused absence.

**Students should plan on attending classes, labs and clinic sessions as assigned throughout the semester. Family outings, vacations and personal business should be scheduled when school**

**is not in session and will not be considered excuses for missing assignments, examinations, classes, labs or clinic time.**

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

### **STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16-week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

### **COURSE REQUIREMENTS**

#### **Test**

There will be 3 tests throughout the course of the semester. Please see course schedule for dates of tests.

#### **Resume**

Each student will develop a personal resume. See Appendix for Resume instructions and rubric.

#### **E-Portfolio**

Each student will complete their Dental Hygiene E-Portfolio this semester. See Appendix for Portfolio instructions and rubric.

#### **Board Vitals Pre-Test**

This exam is to help prepare the student for the National Board Examination which will be taken later in the Spring semester. This exam will help the student assess what areas to focus their studies on in preparation for the Dental Hygiene National Board. This exam is a requirement of the class and will be counted toward the Class Participation grade. There is not a grade assessed to this exam. The exam will be 200 questions and you will have 3 hours and 10 minutes to complete the exam. You can access the exam 2 ways: check your LIT email on the day of the test and click on the link or the exam can be accessed through the Board Vitals' website. [www.boardvitals.com](http://www.boardvitals.com). The student will use their login and password to access the exam.

#### **Board Vitals Posttest**

This exam will be a follow-up to the Board Vitals Pre-test. This exam is to help students fine tune their preparation for the National Board Examination. This exam is a requirement of the class and the grade earned will count as 5% of the class grade. The exam will be accessed through the Board Vitals' website. [www.boardvitals.com](http://www.boardvitals.com). The student will use their login and password to access the exam.

## Discussion Boards

There will be discussion boards that are a part of the Class Participation grade. See appendix for more information regarding the discussion board postings. The course schedule has the due dates for each discussion board requirement.

## Moral Compass and Mock Interviews

The Moral Compass and Mock Interview assignments are requirements for this class and will be graded as complete or incomplete and are a part of the Class Participation grade. For more information about these assignments, see the appendix.

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

3 Exams	55%
Resume Assignment	15%
E-Portfolio Final Presentation	20%
Class Participation	5%
Board Vitals Post Exam	5%

## GRADING SCALE

The student must pass the course with a 75% or more to receive credit for DHYG 2153. Failure to complete course work will result in the grade of "F" being awarded for DHYG 2153 and dismissal from the DH program. Exclusions from this policy will be dealt with on an individual basis by the instructor.

A	=	92 - 100
B	=	83 - 91
C	=	75 - 82
D	=	60 - 74
F	=	59 and below

LIT does not use +/- grading scales

## ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at <http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

## TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with

disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

### **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

### **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

### **ADDITIONAL COURSE POLICIES/INFORMATION**

#### **Examination and Quiz Policy**

Examinations will be based on objectives, lecture notes, handouts, assigned readings, audiovisual material and class discussions. Major examinations will consist of multiple choice, true/false, matching, short answer, and case study questions. No questions will be allowed during exams.

Students are expected to complete examinations as scheduled. Make-up examinations will be given ONLY if the absence is due to illness (confirmed by a physicians' excuse), a death in the immediate family, or at the discretion of the Instructor. All make-up examinations must be taken within two (2) weeks from the scheduled exam date. All examinations will be kept on file by the Instructor. Students may have access to the examination by appointment during the Instructor's office hours. Exams may be reviewed up to two (2) weeks following the exam date. **You may not copy, reproduce, distribute or publish any exam questions.** This action may result to dismissal from the program. A grade of "0" will be recorded for all assignments due on the day of absences unless prior arrangements have been made with the Instructor.

Respondus Lockdown Browser and Respondus Monitor will be used for examinations therefore, a webcam is required to take the test. The student is required to show the testing environment

at the beginning of the exam to assure the instructor that it is clear of any study materials.

Failure to do so will result in a 10-point exam grade deduction.

If you need online assistance while taking the test, please call Online Support Desk at 409-951-5701 or send an email to [lit-bbsupport@lit.edu](mailto:lit-bbsupport@lit.edu).

It shall be considered a breach of academic integrity (cheating) to use or possess on your body any of the following devices during any examination unless it is required for that examination and approved by the instructor: cell phone, smart watch/watch phone, electronic communication devices (including optical), and earphones connected to or used as electronic communication devices. It may also include the following: plagiarism, falsification and fabrication, abuse of academic materials, complicity in academic dishonesty, and personal misrepresentation.

Use of such devices during an examination will be considered academic dishonesty. The examination will be considered over, and the student will receive a zero for the exam.

Students with special needs and/or medical emergencies or situations should communicate with their instructor regarding individual exceptions/provisions. It is the student's responsibility to communicate such needs to the instructor.

### **Mandatory Tutoring**

If a student receives a failing grade on any major exam, the student will be required to meet with course instructor within 2 weeks of the failed exam. One on one concept review by appointment with the course instructor will be provided and/or written academic warning when a student is failing to meet minimal requirements in the classroom setting.

### **Electronic Devices**

Electronic devices are a part of many individuals lives today. Students must receive the instructor's permission to operate electronic devices in the classroom and lab. Texting on cell phones will not be allowed during class or clinic.

### **Late coursework**

Assignments, Quizzes and Tests must be completed by the due date. Late submissions or completion will not be accepted and will result in a zero for that assignment/quiz/test.

### **Remediation**

Remediation is available by appointment.

See Student Handbook for more information about remediation policies.

### **Discussion Board Rules & Netiquette**

There will be discussion board postings that will be a part of your class participation grade. Please pay attention to the due dates for each discussion board and allow yourself time to participate. Below you will find some rules for posting in the Discussion Board topics:

- On each Discussion Board, you are required to post 3 times. It can be starting a new thread or thought within the discussion or responding to a classmate's post.
- Be respectful of each other's opinions. If you disagree with something a classmate is trying to convey, offer some concrete suggestions. Do not attack the other person! Remember to be polite and courteous.
- Please refrain from using texting lingo such as LOL, TMI, etc.

- Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).
- Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
- ***You Can't Un-Ring the Bell.*** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.
- Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.  
**Hint:** Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

**\* Faculty has the authority to modify the above policies if unusual circumstances mandate a change. Please refer to the Student Handbook for a complete listing of program policies.**

## COURSE OUTLINE

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| <p>I. Introduction to Moral Philosophy and Moral Reasoning</p> <p>A. Ethical Theories: A Survey of Moral Theories</p> <ol style="list-style-type: none"> <li>1. Utilitarianism</li> <li>2. Kantian Ethics</li> <li>3. Virtue Ethics</li> </ol> <p>B. Social Philosophy</p> <ol style="list-style-type: none"> <li>1. Utilitarianism and Justice</li> <li>2. Liberalism and Rights</li> <li>3. Rawls's Theory of Justice</li> </ol> <p>II. Ethical Principles and Core Values</p> <p>A. Ethical Principles</p> <ol style="list-style-type: none"> <li>1. Autonomy</li> <li>2. Confidentiality</li> <li>3. Societal Trust</li> <li>4. Nonmaleficence</li> <li>5. Beneficence</li> <li>6. Justice</li> <li>7. Veracity</li> <li>8. Fidelity</li> <li>9. Paternalism/Parentalism</li> <li>10. Utility</li> </ol> | <p>III. Informed Consent</p> <ol style="list-style-type: none"> <li>A. Rights and Duties of Informed Consent</li> <li>B. Evolution of Informed Consent</li> <li>C. Exceptions to the Rule</li> <li>D. The Ideal Context</li> <li>E. Disclosure in the Office</li> <li>F. Informed Consent and Research</li> <li>G. Use of Photos and Other Recording Devices</li> <li>H. Disclosure by Infected Health Care Providers</li> <li>I. Patients' Bill of Rights</li> </ol> <p>IV. Decision Making</p> <ol style="list-style-type: none"> <li>A. Ethical Dilemma</li> <li>B. Developing the Ability to Solve Ethical Problems</li> <li>C. Steps of Decision Making</li> </ol> <p>V. Jurisprudence</p> <ol style="list-style-type: none"> <li>A. Criminal Law</li> <li>B. Civil Law</li> <li>C. Tort Law</li> <li>D. Contract Law</li> <li>E. Licensure</li> </ol> |
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- F. State Practice Act
- G. Rules and Regulations Texas Occupations Codes
- H. Louisiana Dental Practice Act
- VI. Social Issues
  - A. Workplace Legislation
  - B. Reporting Domestic Violence
  - C. Access to Care
- VII. Aspects of Practice Management
  - A. Pros and Cons of Management Consultants
  - B. Management Styles
  - C. The Team Concept
  - D. Defining Staff Roles
    - 1. Cross Training
    - 2. Staff Meetings and Their Benefits
    - 3. Expectations and Public Relations
- VIII. The Business of Dental Hygiene
  - A. Maximizing Skills
  - B. CDT Insurance Coding
  - C. Continuing Care and Recare Systems
  - D. Time Management
  - E. Working with Other Dental Hygienists
  - F. Alternative Practice Settings
- IX. Seeking the Dental Hygiene Position
  - A. Working as a Temporary
  - B. Employment Resources
  - C. Preparing for Interviews
  - D. Beginning the New Job
- X. Planning for the Future and Career
  - A. The Basics of Investing
  - B. Spend Money Wisely
  - C. Insurance Coverage for Dental Hygienists
  - D. Professional Membership

## **COURSE OBJECTIVES**

### **Introduction to Moral Philosophy and Moral Reasoning**

1. Define the terms ethics, deontology and teleology.
2. Distinguish between the ethical theory of utilitarianism and Kant's ethical theory.
3. Compare rule utilitarianism with act utilitarianism.
4. Contrast a right with a duty and a right with a privilege.
6. Discuss the role of social justice in determining ethical behavior.

### **Ethical Principles and Core Values**

1. Identify the core values found in the Code of Ethics of the ADHA.
2. Compare other codes of ethics found in the dental hygiene profession.
3. Define the terms autonomy, confidentiality, societal trust, nonmaleficence, beneficence, justice, veracity, fidelity, paternalism, and utility.

### **Informed Consent**

1. Discuss the criteria necessary for informed consent.
2. Relate conditions for not obtaining informed consent.
3. Compare the ethical principles found in codes of ethics, informed consent, patients' bill of rights, and other documents related to patient care.

### **Decision Making**

1. Define the term ethical dilemma.
2. List the steps involved in ethical decision making.
3. Solve ethical dilemmas using a decision-making process.
4. Determine core values and principles used to solve an ethical dilemma.
5. Discuss the role of laws in determining alternatives for solving an ethical dilemma.

## **Jurisprudence**

1. Compare the concepts of civil law with criminal law, using examples found in dental hygiene practice.
2. List the types and circumstances of supervision found in the Dental Hygiene Practice Act of Texas or the Louisiana Practice Act.
3. State the condition necessary for a contract between a patient and a dental hygienist regarding dental hygiene services.
4. Define and distinguish between the following terms: intentional tort and unintentional tort; malpractice; negligence; libel; slander; assault; battery; implied contract and expressed contract
5. Discuss the rights of patients protected by law and duties of providers regulated by law from both the ethical and legal perspectives.
6. Explain the rules & requirements governing state license renewal for Texas and Louisiana.
7. Explain the make-up of the state board & how they are appointed for TX & LA.
8. Explain how to display a Dental Hygiene license.

## **Social Issues**

1. Identify legislation that protects & aids the patient & the dental hygienist against discrimination in dentistry.
2. Describe how HIPAA protects patients' confidentiality.
3. Recognize the signs of abuse (child, spouse, elderly).
4. List barriers to access to care and reasons for disparities in oral health care.
5. Discuss the advantages and disadvantages of various reimbursement or insurance plans.

## **Aspects of Practice Management**

1. Discuss the need for practice management in the dental office.
2. Identify different management styles.
3. Differentiate between oral health care and the business of oral health care.
4. Discuss the team concept.
5. Identify the benefits of cross training.
6. Differentiate types of staff meetings.
7. Differentiate between employer expectations and employee expectations.
8. Identify uses of public relations and image for the dental/dental hygiene practice.
9. Identify patient needs as they relate to dental hygiene.
10. Discuss how marketing relates to the dental/dental hygiene practice.
11. Identify advantages and disadvantages of profit centers.

## **The Business of Dental Hygiene**

1. Describe the scope of the dental hygiene diagnosis.
2. Discuss business aspects for dental hygiene.
3. Discuss time management issues and plan a treatment hour.
4. Identify leadership traits.
5. Identify and understand CDT insurance coding
6. Define terms used in insurance coding

**Seeking the Dental Hygiene Position**

1. Recognize the scope of job searching.
2. Identify different employment opportunities for dental hygienists.
3. Discuss the process of interviews between employers and employees.
4. Identify the advantages and disadvantages of working interviews.
5. Identify contents and needs for office policy manuals.
6. Discuss benefits as they relate to the dental hygienist.
7. Apply negotiating skills related to employee benefits.

**Planning for the Future and Career Longevity**

1. Describe the differences between stocks, mutual funds, and IRAs.
2. Explain the meaning of portfolio.
3. Describe CD investments.
4. Explain liability insurance.
5. Explain disability insurance.
6. Identify the need for self-care and physical health.
7. Describe the benefits of professional membership.

# APPENDIX

## MORAL COMPASS ASSIGNMENT

LIT Dental Hygiene Competencies	CC.1 Apply a professional code of ethics in all endeavors.
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**Definition: anything which serves to guide a person's decisions based on morals or virtues**

For this assignment, the student will write an essay describing their moral compass. We will be discussing Morals and Ethics in class. Below, are questions listed to address within the essay. The Dental Hygiene Code of Ethics has been uploaded into Blackboard for review as you are preparing this assignment. Be thorough in your answer and be honest. This assignment is to help you determine what your moral compass is, how it developed, and in what way it will guide you in your profession. This assignment will be graded as complete or not complete, but it is a requirement for the class and a part of the Class Participation grade.

This assignment is due on TBA.

- What is the origin of your moral compass? In other words, how did you learn to be ethical, moral and make choices about right or wrong?
- Write about experiences, people or organizations that had the greatest influence on you.
- Do the ethical standards of the Dental Hygiene profession interface with your compass? You can find the ethical standards of the Dental Hygiene profession in the Dental Hygiene Code of Ethics in Blackboard.
- Should Health Care Providers have a higher standard of conduct than the average person? Why or why not?

## **RESUME ASSIGNMENT**

### **PURPOSE OF THE RESUME ASSIGNMENT:**

The purpose of the resume assignment is to help the student identify and explore career options, and to assure that each student has a professional resume to distribute to potential employers upon graduation.

### **GUIDELINES FOR RESUME ASSIGNMENT:**

Your resume assignment should be computer generated, professional quality and printed on appropriate quality paper.

Your resume assignment will consist of the following:

1. Cover Letter
2. Resume
3. Reference Page
4. Thank You Note
5. Evaluation Form

### **Heading:**

- Identical heading should appear on all pages of the assignment
- Include name, address, mailing address, contact information (phone number, email)
- Attractive, professional, eye catching

### **Cover Letter:**

- Reason for submitting the resume
- Reason for your interest in their practice
- Express thanks for reviewing resume
- State reason why you do not hold state licensure

### **Resume:**

- Career Objective/what are you applying for?
- Education - Information should start with current degree and work backwards
- Honors/awards/skills
- Work Experience - Information should start with most recent position to least recent
- List any work experience that is relevant to dental hygiene
- Interests/hobbies

### **Reference Page:**

- Minimum of three references
- Not on resume - on a separate page
- Name, title, address, and phone number

### **Thank You Note:**

- Brief thank you for the interview
- Restate your interest
- Restate your qualifications

**Due TBA**

### DHYG 2153 Resume Assignment Evaluation

LIT Dental Hygiene Competencies	CC3 Continuously perform self-assessment for lifelong learning and professional growth. PG14 Identify career options within health care, industry, education, and research and evaluate the feasibility of pursuing dental hygiene opportunities.		
Student			
Evaluator		Date:	
		Grade:	
The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria.	Possible pts/section	Points deducted for ea. missing element	Points Awarded
Heading/Introduction includes name, address, telephone, email and mailing address/appears on all pages	15	-3 up to -15	
Cover Letter: purpose of resume, interest, thank you for reviewing resume, anticipated licensure	5	-1.5	
Objective: Focused, targeted and concise	15	-5 up to -15	
Education: Emphasizes relevant coursework, GPA is better than average, what degree student expects to attain/honors/awards	10		
Education is listed before employment	5	-5	
Education is listed chronologically and all institution/degree info is listed	10	-5	
Work: work experience includes job titles, locations, list of duties or accomplishments for jobs most relevant to dental hygiene	10	-1	
Format: 1-2 pages, balanced, good font choice, pleasing design	10	-2.5	
Grammar & punctuation: no spelling errors, no grammatical errors	10	-2	
Thank you note included: appropriate information is included	5	-5	
Resume Assignment is submitted on time	5	-5	

## E-Portfolio Instructions

The E-Portfolio that you have created is a collection of work that documents evidence of growth, competency, and/or critical thinking. It is a personal tool for self-assessment and to aid in developing life-long learning skills and to showcase your professional accomplishments throughout your education. Examples of your work and clinical assessments are presented in your portfolio to support your accomplishments with each program competency.

The following are the main competencies of the LIT Dental Hygiene program curriculum:

1. **Professionalism** - the ethics, values, skills, and knowledge integral to all aspects of the profession. Apply a professional code of ethics in all endeavors.
2. **Health Promotion/Disease Prevention** - knowledge of wellness, health determinants, and characteristics of various patient/client communities.
3. **Community** - to assess, plan, and implement programs and activities to benefit the general population.
4. **Patient Care** - using skills to assess, diagnose, plan, implement, and evaluate treatment.
5. **Career Growth and Development** - increase patients' access to dental hygiene, offer ways to influence the profession and the changing health care environment.

The following pages you will find the assignments that should be included in your E-portfolio during your 2<sup>nd</sup> year of dental hygiene school. The final grading of the portfolio will comprise 20% of your course grade in DHYG 2153/Dental Hygiene Practice.

### Spring Semester

#### **DHYG 1315 – Community Dentistry Project**

Upload Part 1 of your Oral Health Program (with corrections made)

- Choose 2-3 competencies at which you excelled in this assignment.
- Explain why you feel you excelled in these competencies
- Reflect on how this program might help you when you are working as a dental hygienist.

#### **2<sup>nd</sup> Year Journal**

Upload journal entries for this semester. These should be added to the 1<sup>st</sup> Year journal entries and last fall semester journal entries.

#### **DHYG 2153 – Resume (optional)**

#### **Community Service (If you have completed any community service – optional)**

Write a description of your community service. Include where you volunteered (can include Fall semester Fluoride Varnish program), what you did for the organization, who you interacted with, and how long you volunteered. This should be added to 1<sup>st</sup> Year entries and last fall semester. Answer the following questions:

1. What did you discover about yourself while volunteering?
2. Reflect on how volunteering is helping you grow as a professional.

**DHYG 2153 – Conclusion (due TBA)**

**The conclusion should be written in paragraph form. The conclusion to your E-Portfolio is a reflection on each of the main competencies of the LIT Dental Hygiene Program and should contain the following:**

- a) Explain what the competency means to you now that you are completing the program.
- b) Explain if the competency is a strength or weakness for you. If it is a weakness, what will you do to turn it into a strength?
- c) Explain how the competency has shaped you as an RDH.
- d) Explain how you will continue to meet the competency in private practice.

The E-Portfolio that you have created is a collection of work that documents evidence of growth, competency, and/or critical thinking. Examples of your work and clinical assessments are presented in your portfolio to support your accomplishments with each program competency.

**This Portfolio is 20% of your grade in DHYG 2153.**

### E-Portfolio Assignment Rubric

**P1.** Apply a professional code of ethics in all endeavors.  
**P3.** Continuously perform self-assessment for lifelong learning and professional growth.  
**HP5.** Promote the values of oral and general health and wellness to the public and organization within and outside the profession.  
**CG14.** Identify career options within healthcare industry, education, and research and evaluate the feasibility of pursuing dental hygiene opportunities.

	2	1	0	Intro	Research Project	Care Plan	Med. comp	Perio
Assignment Submissions	Assignment submitted by due date.	Assignment is submitted after due date.	Assignment is not submitted.					
Assignment Completion	Assignment is complete on 1 <sup>st</sup> submission.	Assignment is complete after 2 <sup>nd</sup> submission.	Assignment is complete after several submissions.					
Identifying Competencies	Student correctly identifies 2-3 competencies that are met by the assignment.	Student correctly identifies 1 competency that is met by the assignment.	Student does not correctly identify any competencies that are met by the assignment.					
Self-Assessment	Student's self-assessment shows how the competencies are met with the assignment.	Student's self-assessment does not show how the competencies are met with the assignment.	Student did not include a self-assessment of the assignment.					
Application	Student's reflection shows how the assignment might be applied after graduation.	Student's reflection does not show how the assignment might be applied after graduation.	Student did not include a reflection of how the assignment might be applied after graduation.					

	2	1	0	Oral Path Case Study	Journal	Community Project	Community Service	Conclusion
Assignment Submissions	Assignment submitted by due date.	Assignment is submitted after due date.	Assignment is not submitted.					
Assignment Completion	Assignment is complete on 1 <sup>st</sup> submission.	Assignment is complete after 2 <sup>nd</sup> submission.	Assignment is complete after several submissions.					
Identifying Competencies	Student correctly identifies 2-3 competencies that are met by the assignment.	Student correctly identifies 1 competency that is met by the assignment.	Student does not correctly identify any competencies that are met by the assignment.					
Self-Assessment	Student's self-assessment shows how the competencies are met with the assignment.	Student's self-assessment does not show how the competencies are met with the assignment.	Student did not include a self-assessment of the assignment.					
Application	Student's reflection shows how the assignment might be applied after graduation.	Student's reflection does not show how the assignment might be applied after graduation.	Student did not include a reflection of how the assignment might be applied after graduation.					
Comments:			Grade calculation:  points earned/possible points (100)					

Students will be paired to practice interviewing for a Dental Hygiene position in the private practice setting. The student conducting the interview will evaluate the student who is interviewed. This assignment will be graded as complete or incomplete in Blackboard and will be a part of your Class participation grade. This assignment is due by TBA.

<b>DHYG 2153</b>		
<b>Mock Interview Rubrics</b>		
<b>LIT Competency Statements</b>	CC1. Apply a professional code of ethics in all endeavors. P4. Communicate effectively with individuals and groups from diverse populations both verbally and in writing.	
Student		Date:
Peer Interviewer		Complete / Not Complete

1 = Meets all requirements; ½ = Needs improvement; 0 = Does not meet all requirements

The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria.		Total Possible Points	Points Awarded
1	Good eye contact	1	
2	Shows confidence	1	
3	Speaks clearly, easily heard, good enunciation	1	
4	Able to give complete answers	1	
5	Appears knowledgeable about Dental Hygiene	1	
Comments:			

## **E-PORTFOLIO JOURNAL ENTRIES**

### **Journal Entry #1 – Due TBA**

Answer the following questions:

1. How did you feel coming into this semester in comparison to previous semesters? Did you feel more prepared entering the last semester of clinic or did you feel you were not well prepared?
2. What is one weakness you can identify in yourself involving clinic?
3. Where do you see your most growth in clinic? Is the most growth in your patient management, instrumentation skills, time management, communication skills, etc. There could be more than one answer.

### **Journal Entry #2 – Due TBA**

Answer the following questions:

1. Reflecting on your dental hygiene school experience, summarize how you felt on the first day of pre-clinic to where you are today. (i.e. the first day you held the mirror, probe, working on a live patient, etc.)
2. What is one of the most important things you have learned about yourself that has helped you grow into a dental hygienist that you did not know about yourself prior to starting the dental hygiene program?
3. Do you feel prepared/ready to be an entry level dental hygienist?

**Submit these entries to your E-Portfolio by the due dates.**