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

CREDIT
1 Semester Credit Hours (1 hour lecture, 0 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
Email: lrharrell@lit.edu
Office Phone: (409) 247-4884
Office Location: MPC 206
Office Hours: Mondays 9:00 am - 10:30 am; Tuesdays 12:30 pm – 2:30 pm; Wednesdays 11:30 am – 12:30 pm; Thursdays 10:00 am– 2:00 p

REQUIRED TEXTBOOK AND MATERIALS

Approved: Initials/date
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS (Due on this Date)</th>
<th>ASSIGNMENTS (Due on this Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review of Course</td>
<td>Read Chapter 1</td>
<td>Moral Compass Assignment due by end of day on 1/26</td>
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<td>Chapter 1 – Moral Philosophy &amp; Moral Reasoning</td>
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<td></td>
<td>Discuss Moral Compass Assignment</td>
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<td>Week 1</td>
<td>Board Vitals Pre-Test</td>
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<td>Board Vitals Pre-Test opens on 1/25 at 8:00 am and closes on 1/28 at 10:00 pm</td>
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<tr>
<td>Week 1</td>
<td>MORAL COMPASS DUE</td>
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<td>Submit in Blackboard</td>
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<tr>
<td>Week 2</td>
<td>Chapter 2 – Core Values &amp; Ethical Principles</td>
<td>Read Chapter 2</td>
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<td>Chapter 3 – Informed Consent</td>
<td>Read Chapter 3</td>
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<td>Week 3</td>
<td>Team Place Traveling Hygienist</td>
<td>Guest Speaker</td>
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<td></td>
<td>Chapter 4 - Decision Making</td>
<td>Read Chapter 4</td>
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<tr>
<td>Week 4</td>
<td>ADEX Representative</td>
<td>Information being presented about the clinical board testing.</td>
<td>Test 1 will be administered on campus in Room 159 through Blackboard</td>
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<td>TEST 1</td>
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<tr>
<td>Week 5</td>
<td>Chapter 5 - Jurisprudence Rules and Regs</td>
<td>Read Chapter 5</td>
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<td>Week 6</td>
<td>Sonicare Presentation</td>
<td>Cathy Stewart - Guest</td>
<td>Sonicare Rep in class</td>
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<td>Chapter 6 – Social Issues</td>
<td>Read Chapters 6 &amp; 7</td>
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<td>Week 7</td>
<td>Chapter 7 – Aspects of Practice Management</td>
<td>Read Chapter 8</td>
<td>1st E-Portfolio journal entry due</td>
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<td></td>
<td>SPRING BREAK</td>
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<td>STUDY FOR NATIONAL BOARD</td>
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<tr>
<td>Week 8</td>
<td>Chapter 8 - The Business of Dental Hygiene &amp; Insurance Coding</td>
<td>Test 2 will be administered on campus in Room 159 through Blackboard</td>
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<td>TEST 2</td>
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<tr>
<td>Week 8</td>
<td>BOARD VITALS POST-TEST</td>
<td>Test opens 03/21 @ 8:00 am and closes 03/24 @ 10:00 pm</td>
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<tr>
<td>Week 9</td>
<td>Guest Speaker – Mr. Olin Clotiaux – Edward Jones</td>
<td>Read Chapter 11 – Planning for the Future</td>
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<td>Week 10</td>
<td>Chapter 10 - Seeking the Dental Hygiene Position</td>
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<tr>
<td>Week 11</td>
<td>Resume Writing</td>
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<td>Resume Assignment due by end of day 4/19</td>
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<tr>
<td>Week 12</td>
<td>Dental Force</td>
<td>Kristy Chen - Guest</td>
<td>Temp Agency</td>
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<td>Week 13</td>
<td>Resume Assignment Due</td>
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<td>Submit in Blackboard</td>
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<tr>
<td>Week 14</td>
<td>Interviewing</td>
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<td>Week 15</td>
<td>TEST 3</td>
<td>2nd E-Portfolio journal entry due</td>
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<tr>
<td>Week 16</td>
<td>Final E-Portfolio Due with Conclusion</td>
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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

Tests
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 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. The student will use their login and password to access the exam.

Board Vitals Post-test
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. The student will use their login and password to access the exam.

Moral Compass Assignment and Journal Entries
The Moral Compass and Journal Entry 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>55%</td>
</tr>
<tr>
<td>Resume Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>E-Portfolio Final Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Board Vitals Post Exam</td>
<td>5%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>
**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](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](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)](http://specialpopulations.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

Assignment, Examination and Quiz Policy
Examinations will be based on objectives, lecture notes, handouts, assigned readings, audiovisual material and class discussions. Major examinations may 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.

For this class, students will be testing on campus with the exception of the Board Vitals Pre-test and Post-Test. All class testing will be done in MPC 159. For the Board Vitals Pre-Test and Post-Test, students must use their personal equipment, such as computer, MacBook, laptop, iPad, to take their exams and must not use their classmates’. School computers may be used if personal equipment is not available. 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.

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, use of A.I., 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, the student will receive a zero for the exam and will receive disciplinary action. This policy applies to assignments and quizzes.

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.

* 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

I. Introduction to Moral Philosophy and Moral Reasoning
   A. Ethical Theories: A Survey of Moral Theories
      1. Utilitarianism
      2. Kantian Ethics
      3. Virtue Ethics
   B. Social Philosophy
      1. Utilitarianism and Justice
      2. Liberalism and Rights
      3. Rawls’s Theory of Justice
II. Ethical Principles and Core Values
   A. Ethical Principles
      1. Autonomy
      2. Confidentiality
      3. Societal Trust
      4. Nonmaleficence
      5. Beneficence
      6. Justice
      7. Veracity
      8. Fidelity
      9. Paternalism/Parentalism
     10. Utility
III. Informed Consent
   A. Rights and Duties of Informed Consent
   B. Evolution of Informed Consent
   C. Exceptions to the Rule
   D. The Ideal Context
   E. Disclosure in the Office
   F. Informed Consent and Research
   G. Use of Photos and Other Recording Devices
   H. Disclosure by Infected Health Care Providers
   I. Patients’ Bill of Rights
IV. Decision Making
   A. Ethical Dilemma
   B. Developing the Ability to Solve Ethical Problems
   C. Steps of Decision Making
V. Jurisprudence
   A. Criminal Law
   B. Civil Law
   C. Tort Law
   D. Contract Law
   E. Licensure
   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.
5. 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

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. This assignment is due on January 26, 2024.

- 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 April 19, 2024
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Possible pts/section</th>
<th>Points deducted for ea. missing element</th>
<th>Points Awarded</th>
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<tbody>
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<td>CC3</td>
<td>Continuously perform self-assessment for lifelong learning and professional growth.</td>
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<td>-3 up to -15</td>
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<td>PG14</td>
<td>Identify career options within health care, industry, education, and research and evaluate the feasibility of pursuing dental hygiene opportunities.</td>
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<td>-1.5</td>
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<td>The student, in accordance with the standards set forth by the ADA and the Dental Hygiene Program, has demonstrated the following criteria.</td>
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<tr>
<td>Heading/Introduction includes name, address, telephone, email and mailing address/appears on all pages</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover Letter: purpose of resume, interest, thank you for reviewing resume, anticipated licensure</td>
<td>5</td>
<td>-1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective: Focused, targeted and concise</td>
<td>15</td>
<td>-5 up to -15</td>
<td></td>
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<tr>
<td>Education: Emphasizes relevant coursework, GPA is better than average, what degree student expects to attain/honors/awards</td>
<td>10</td>
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<td>Grammar &amp; punctuation: no spelling errors, no grammatical errors</td>
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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 2nd 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.

**2nd Year Journal**
Upload journal entries for this semester. These should be added to the 1st Year journal entries and last fall semester journal entries.

**DHYG 2153 – Resume** (optional)

**Community Service**
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 1st 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 May 2\textsuperscript{nd})**

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**

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

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E-PORTFOLIO JOURNAL ENTRIES

Journal Entry #1 – Due March 4
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 April 29
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 and in Blackboard by the due dates.