

Dental Hygiene



Candidate Guide

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The Dental Hygiene Diploma program is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Dental Hygiene Diploma program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous formal learning from within SIAST through equivalency credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

If you have experience in the dental assisting or dental therapy field, and have learned the skills and knowledge for one or more of the Dental Hygiene courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a fee charged for PLAR that will not exceed the cost of tuition.

How many courses can be challenged through PLAR in the Dental Hygiene Diploma program?

Currently we have 12 out of 25 year-one courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Dental Hygiene program profile of PLAR ready courses		
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program
ANAT 163	Dental Anatomy	✓
ANAT 164	Embryology and Histology	✓
ANAT 165	Anatomy and Physiology	✓
ANAT 166	Head and Neck Anatomy & Physiology	✓
ANAT 264	Anatomy and Physiology 2	✓
COMM 167	Effective Reading & Writing	✓
DENT 164	Preventative Dentistry	✓
DENT 165	Dental Technology	✓
DHYG 165	Preventative Techniques	✓
MICR 261	Microbiology	✓
NUTR 160	Nutrition	✓
RDGR 268	Techniques in Radiology	✓

Is PLAR available at any time of the year?

Challenge exams may be written at either the Wascana Campus (Regina) or Kelsey Campus (Saskatoon) Test Centres. The test centres are open most work days from 9 am to 4:30 pm. Summer hours may vary. Performance evaluations must be scheduled on-site with the Dental Hygiene program.

* * When you apply for PLAR you must indicate the day, time and place you wish to write each challenge exam. This information must be submitted on the exam schedule form (see [Appendix H](#)). Remember all challenge exams must be completed by **August 19** (except Nutrition and Anatomy and Physiology 2, which has a late acceptance date – September 10). * *

NOTE :	
COMM 167	The evidence file for Effective Reading & Writing must be submitted the day you write the challenge exam
DENT 165 DHYG 165 RDGR 268	Evidence files for Dental Technology, Preventative Techniques and Techniques in Radiology must be submitted by August 19 .
ANAT 264 NUTR 160	Anatomy and Physiology 2 challenge exam is scheduled for September 21, 2011. Nutrition challenge exam is scheduled for September 30, 2011.

Is it *easier* to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The [self-audit](#) section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: <http://www.siastr.sk.ca/stuservices/>

Are there other methods to gain SIAST course credits for prior learning?

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process.

Transfer Credit guidelines may be found at:

http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a SIAST educational counsellor.

Transfer credit is a process by which you may receive credit for prior education **from a recognized, accredited post-secondary institution** for formal studies of similar content, learning outcomes and evaluation standards.

- **Transfer credit** toward a SIAST course may be granted for a single course or a combination of courses. The content of the courses for which you are seeking transfer credit must be 80% the same as the SIAST course.
- Transfer credit applications may be obtained from SIAST Registration Services or http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml
- You should be aware that credit is granted on the understanding that you are responsible for having the skills and content knowledge of the course.
- If the courses you have taken do not meet the criteria for transfer or equivalency credit but you believe that you have the skills and content knowledge of the course then your next option is to apply for PLAR.

An online provincial transfer credit guide is now available at www.saskcat.ca

Note: *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

[SaskLearning Credit Transfer Guide](#)

[SaskLearning website](#)

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

- **Equivalency credit** toward a Dental Hygiene course may be granted for a SIAST course from another program. The content of the courses for which you are seeking transfer credit must be 80% the same as the SIAST course.
- If the courses you have taken do not meet the criteria for transfer or equivalency credit but you believe that you have the skills and content knowledge of the course then your next option is to apply for PLAR.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Kelsey Campus, Saskatoon, SK

1-866-goSIAST or 1-866-467-4278

Palliser Campus, Moose Jaw, SK

1-866-goSIAST or 1-866-467-4278

Wascana Campus, Regina, SK

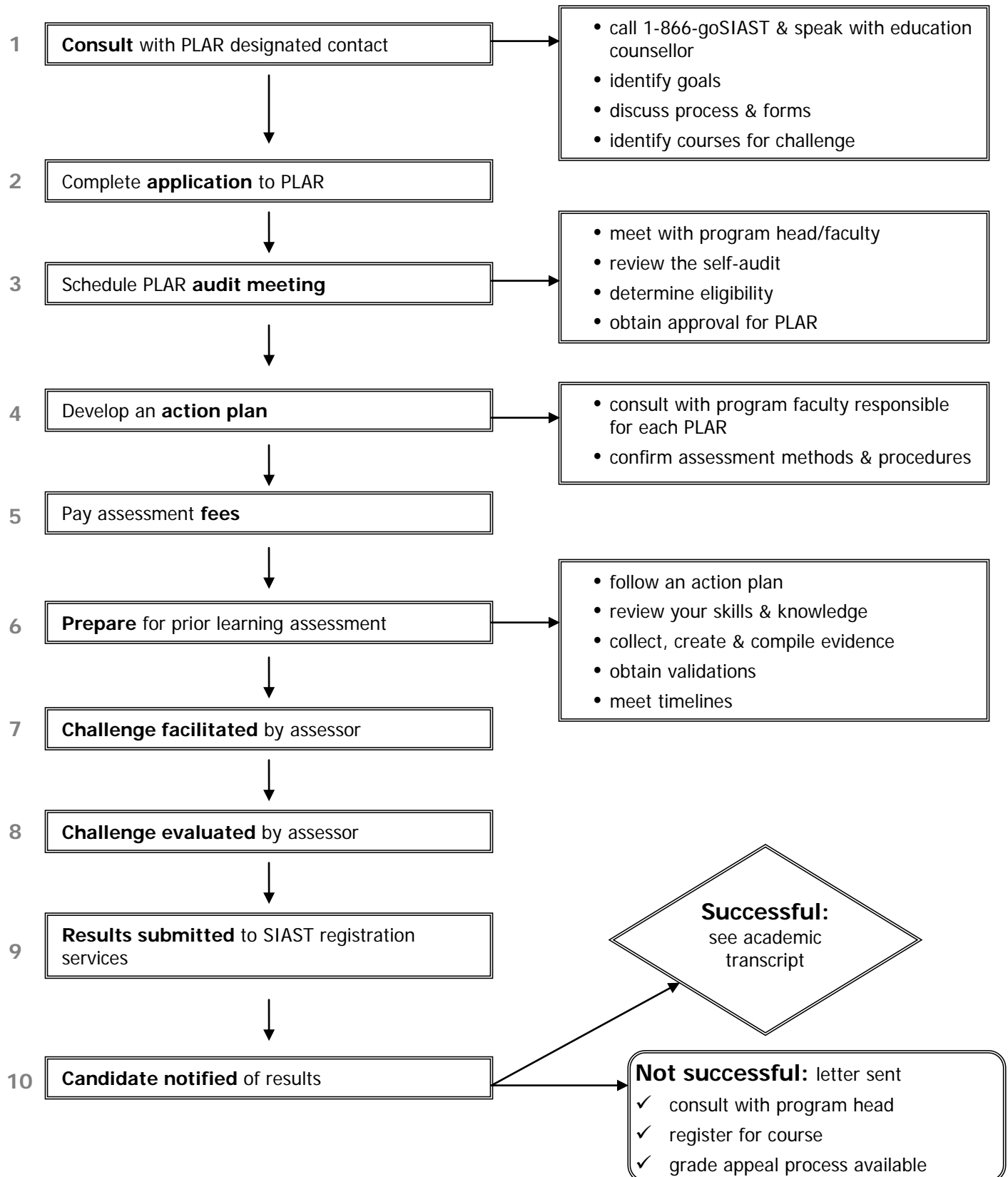
1-866-goSIAST or 1-866-467-4278

Woodland Campus, Prince Albert, SK

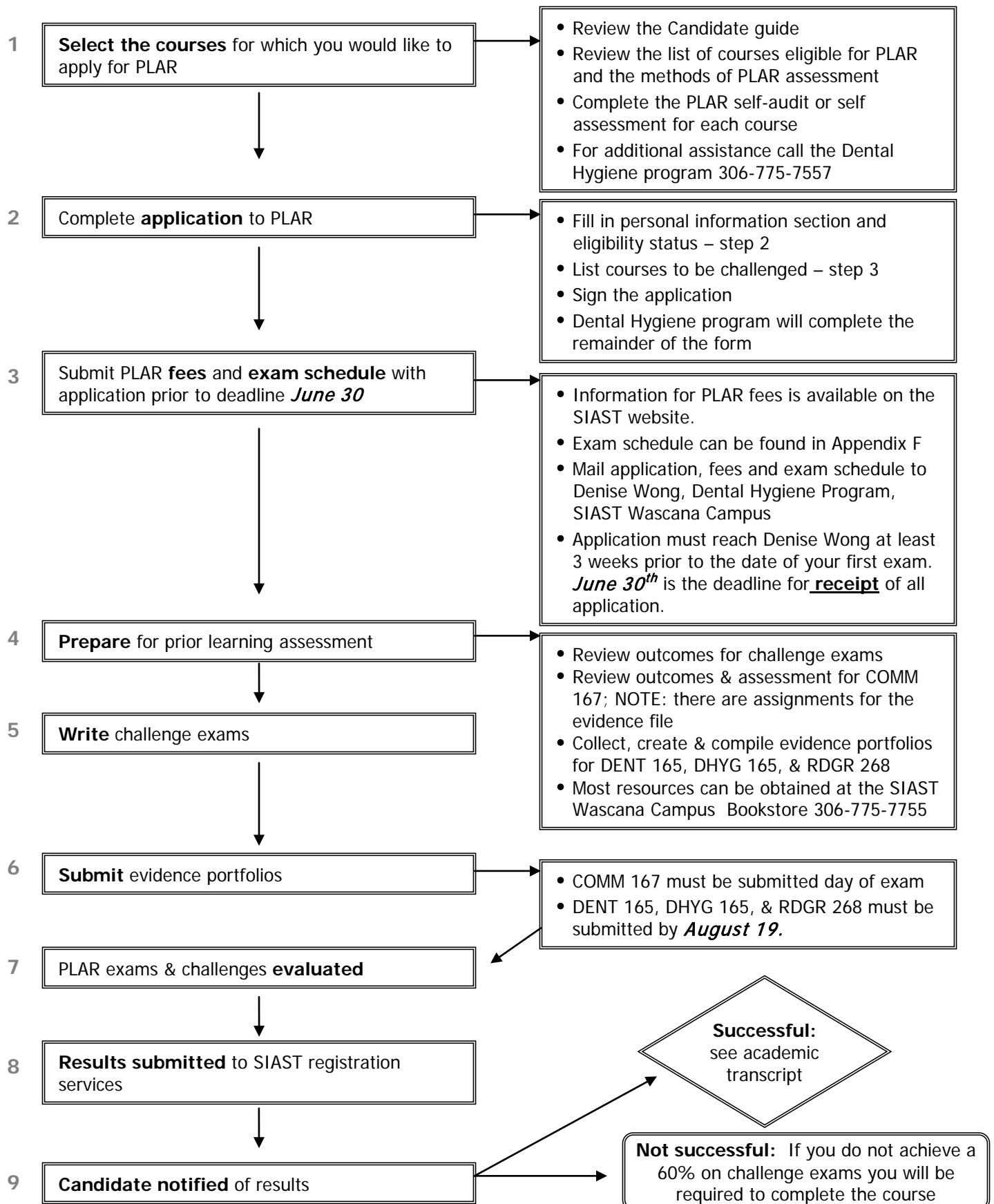
1-866-goSIAST or 1-866-467-4278

For information on PLAR for Dental Hygiene, please contact Denise Wong, Dental Hygiene program, at Wascana Campus, 306-775-7557.

Prior Learning Assessment and Recognition process



Prior Learning Assessment and Recognition process for Dental Hygiene



Guiding principles for developing a PLAR evidence file

1. As you complete your self-audit for PLAR-eligible Dental Hygiene courses, you will notice that 4 courses require evidence files.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

As you begin the PLAR assessment, it is your responsibility to collect, create and compile the evidence for each course. This evidence will support your credit request.

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Dental Hygiene PLAR assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

For DENT 165 – Dental Technology you will be required to submit the following evidence:

- experience outlines – resume

For DHYG 165 – Preventative Techniques you will be required to submit the following evidence:

- experience outlines - resume
- a letter of validation from your workplace

For RDGR 268 – Techniques in Radiology you will be required to submit the following evidence:

- experience outlines - resume
- a letter of validation from your workplace
- work samples

All documents that are submitted to SIAST may be returned to you after the final results have been given and the grade appeal deadline of 7 days has passed. Please note that original copies of transcripts and certificates are required for validation.

1. You can earn practical credit through the PLAR process for your relevant lifelong learning if you have current practical experience in the following courses:
 - DENT 165 Dental Technology
 - DHYG 165 Preventive Techniques
 - RDGR 268 Techniques in Radiology

You must document this practical experience in an evidence file.

2. Evidence must be valid.
 - Your evidence must relate to or match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence. (It is important to remember that it is the learning aspect of the experience that you must be able to display and demonstrate in the presentation of your evidence).
3. The evidence should demonstrate the learning skills and knowledge from your experiences.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.

3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.

4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

Self-audit guide(s)

ANAT 163 – Dental Anatomy

Your studies will be focused on the basic anatomy of the permanent and deciduous teeth. You will study the eruption sequence of the dentitions, the basic structures of the oral cavity and supporting structures, and three numbering systems.

Credit unit(s): 4.0

ANAT 163 – Dental Anatomy Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify the structure of oral cavity.					
2. Identify basic tooth morphology.					
3. Identify three different numbering systems.					
4. Describe the development and eruption of the teeth.					
5. Describe dental anomalies.					
6. Identify the supporting structures of the teeth.					
7. Identify the permanent teeth.					
8. Identify the deciduous teeth.					

PLAR assessment methods

A written **challenge examination** will consist of 150 multiple choice questions.

Resources

1. Woelfel and Scheid, (2011). *Dental Anatomy: Its Relevance to Dentistry*, 8th ed.; Lippincott : Williams & Wilkins
2. Dental Anatomy outcomes available in the SIAST Wascana Campus bookstore.

ANAT 164 – Embryology and Histology

You will develop an understanding of the embryonic development of the face and oral cavity. You will study the development, microscopic and macroscopic anatomy of the teeth and supporting structures. You will also study the anomalies of these structures.

Credit unit(s): 2.0

ANAT 164 – Embryology and Histology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the basic components and classifications of human tissues.					
2. Explain the embryonic development of the face and oral cavity.					
3. Explain tooth development.					
4. Differentiate between tooth structures.					
5. Describe the supporting structures of the teeth.					
6. Describe the structures of the oral mucosa, gingiva and salivary glands.					
7. Explain tooth eruption and exfoliation.					

PLAR assessment methods

A written **challenge examination** will consist of 150 multiple choice questions.

Resources

1. Melfi, R.C. (2000). *Permar's oral embryology and microscopic anatomy*. (10th ed.). Philadelphia: Lea & Febiger.
2. Embryology & Histology outcomes available in the [SIAST Wascana Campus bookstore](#).

ANAT 165 – Anatomy and Physiology 1

You will develop an understanding of the structure and physiological functioning of the human body and its adaptation within the external and internal environment. You will be introduced to the study of the human body and how it functions to maintain homeostasis. You will acquire knowledge of the interactions of the body parts and systems including cells, tissues, organs and organ systems. The integumentary, skeletal, muscular, cardiovascular and lymphatic systems will be emphasized.

Credit unit s): 2.0

Equivalent course(s): APHY 162

Note: ANAT 165, Anatomy and Physiology 1 is a prerequisite of ANAT 264, Anatomy and Physiology 2. You must pass ANAT 165 before attempting the challenge exam for ANAT 264.

ANAT 165 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the anatomical and organizational levels that form the structure of the body.					
2. Describe the chemical concepts that are essential to the understanding of the physiology of the body.					
3. Describe the structures and functions of the cell.					
4. Describe the characteristics and functions of the tissues of the body.					
5. Describe the structure and functions of the integumentary system.					
6. Describe the structure and functions of the skeletal system.					
7. Describe the muscular system.					
8. Describe the components of blood and their functions in maintaining homeostasis.					
9. Describe the structure and functions of the cardiovascular system, including the heart and major blood vessels.					
10. Describe the structure and functions of the lymphatic system.					

PLAR assessment methods

2 hour exam consisting of:

- 60 multiple choice questions 60%
- Diagrams, matching and short answer questions 40%

Resources

1. Shier, D et al *Hole's Essentials of Human Anatomy and Physiology*, (11th Edition). Boston: W. C. B. McGraw-Hill or any other appropriate anatomy and physiology textbook.
2. Course manual ANAT 165 available in the [SIAST Wascana Campus bookstore](#)

ANAT 166 – Head & Neck Anatomy and Physiology

You will study the superficial anatomy of the head and neck, and continue with the bones and musculature involved in these regions. You will also discuss blood vessels and lymphatic structures. You will complete a detailed study of the nerves supplying the head and neck (including the maxillary and mandibular dentition).

Credit unit(s): 2.0

ANAT 166 – Head & Neck Anatomy and Physiology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the superficial regions of the head and neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe the structure, location and functions of the tissues of the oral cavity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describe the skull, mandible and temporomandibular joint and their anatomical features.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe the location, action and innervation of the muscles of the head and neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe the arterial and venous circulation of the head and neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe the lymph nodes of the head and neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe the functions of the immune system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe the innervations of the head and neck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLAR assessment methods

2.5 hour exam consisting of:

- | | |
|---|-----|
| ▪ 60 multiple choice questions | 60% |
| ▪ Diagrams of skull, mandible, muscles, lymph nodes & nerves of the head and neck | 25% |
| ▪ Case study | 5% |
| ▪ Two long answer questions | 25% |

Total marks:	115
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Resources

Any head and neck anatomy textbook such as:

1. Fehrenback, K. & Hering, S. 3rd Ed., (2007). Illustrated Anatomy of the Head and Neck. Philadelphia: W.B. Saunders.
2. Course manual ANAT 166 available in the [SIAST Wascana Campus bookstore](#).

ANAT 264 –Anatomy and Physiology 2

You will develop an understanding of the structure and physiological functioning of the human body and its adaptation, within the external and internal environment. You will continue the study of the human body and how it functions to maintain homeostasis. The immune, nervous, senses, endocrine, digestive and urinary systems will be emphasized.

Credit unit(s): 2.0

Co-requisite: ANAT 166

Equivalent course(s): APHY 262

Note: ANAT 165, Anatomy and Physiology I is a prerequisite of ANAT 264, Anatomy and Physiology 2. You must pass ANAT 165 before attempting the challenge exam for ANAT 264.

ANAT 264 – Anatomy and Physiology 2	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
1. Describe the functions of the immune system.					
2. Describe the structure and functions of the respiratory system.					
3. Describe the structure and functions of the nerve tissue.					
4. Describe the structure and functions of the central nervous system.					
5. Describe the structure and functions of the peripheral nervous system.					
6. Describe the structures and functions of the senses.					
7. Describe the structures and functions of the endocrine system and the hormones it produces.					
8. Describe the structure and functions of the digestive system.					
9. Describe the structure and functions of the urinary system.					

PLAR assessment methods

2 hour exam consisting of:

- 60 multiple choice questions 60%
- Diagrams, matching and short answer questions 40%

Resources

1. Shier, D et al *Hole's Essentials of Human Anatomy and Physiology*, (11th Edition). Boston: W. C. B. McGraw-Hill or any other appropriate anatomy and physiology textbook.
2. Course manual ANAT 264 available in the [SIAST Wascana Campus bookstore](#).

COMM 167 – Effective Reading and Writing

You will review the fundamental reading and writing skills needed to be a clear and effective communicator. You will be introduced to vocabulary techniques and reading skills used to reinforce comprehension and facilitate research. Basic writing skills including the integration of spelling, grammar, punctuation and composition will be presented. You will apply the skills to write proposals, dental letters, abstracts, research papers, and dental health promotions following literacy guidelines.

Credit unit(s): 3.0

COMM 167 – Effective Reading and Writing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Research the types of written assignments completed by dental hygiene students.					
2. Read for comprehension.					
3. Use a dictionary and thesaurus for word selection and editing.					
4. Apply spelling rules.					
5. Identify the requirements of basic sentence structure - subject, predicates, and complete thoughts.					
6. Correct sentence structure.					
7. Apply punctuation rules for commas, semicolons, and apostrophes.					
8. Reference information according to the SIAST Wascana Campus Library Services Guide. "How to Prepare an APA Research Paper" (online)					
9. Write, edit, and keyboard a dental letter, abstract, proposal, and dental health promotion.					

PLAR assessment methods

Challenge exam consisting of two paragraphs and 100 sentences.

- You must identify the topics, main idea statements, and supporting details in the two paragraphs and correct any grammar, punctuation, and spelling, capitalization, and/or structure errors in the 100 sentences.
- You are allowed to bring grammar or reading texts, dictionary and thesaurus to the exam.

In addition to the challenge exam and in order to fulfill outcomes 8 through 11, your evidence file must be submitted to the invigilator at the time of the exam.

Your **evidence file** must include the following:

1. a dental letter - minimum eight sentences, two paragraphs
2. a proposal concerning a dental topic - no more than five pages
3. an abstract for an article obtained from Denise Wong, Dental Hygiene program
4. a dental health promotion message based on the literacy guidelines from the Canadian Public Health Association - no more than 20 lines. (see below)

Resources

Any grammar and reading text such as:

1. Baker, June (2000). *The Communication Circuit* (Sixth Edition). Scarborough: Prentice Hall Allyn and Bacon available in the SIAST Wascana Bookstore.
2. COMM 167 manual available in the [SIAST Wascana Campus bookstore](#). This manual includes the notes, guidelines and criteria established by the Canadian Public Health Association.

DENT 164 – Preventive Dentistry

The course provides an introduction to the philosophy of preventative dentistry. You will discuss the relationship between plaque biofilm and mechanical and chemotherapeutic self care measures. You will become competent in the knowledge and skills required to practice excellent personal oral care measures.

Credit unit(s): 2.0

DENT 164 – Preventive Dentistry Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the significance of plaque biofilm in relation to oral disease.					
2. Describe personal mechanical plaque control measures.					
3. Describe chemotherapeutic plaque control measures.					
4. Describe the use of fluoride in a self care program.					
5. Apply self care techniques.					

PLAR assessment methods

Challenge exam consisting of 70 multiple choice questions.

Resources

1. Wilkins, Ester (2009). *Clinical Practice of the Dental Hygienist* (10th Edition). Philadelphia: Lippincott, Williams & Wilkins.
2. DENT 164 manual available in the [SIAS T Wascana Campus bookstore](#).

DENT 165 – Dental Technology

You will develop an understanding and working knowledge of the basic physical and mechanical properties of dental materials used to take preliminary impressions. You will also make study models of teeth and fabricate mouth protectors. You will have opportunities to practice manipulating the materials and equipment commonly used in dental offices and laboratories (within the dental hygienists scope of practice), taking preliminary impressions, pouring and trimming study models, and fabricating mouth protectors.

You can earn practical credit through the PLAR process for your relevant lifelong learning in Dental Technology DENT 165, if you have current practical experience (in the last 5 years.)

If you have graduated from Dental Assisting within the last 5 years, you may apply for transfer or equivalency credit. Please contact registration services (306-798-8039) for transfer of credit inquires.

Credit unit(s): 3.0

Prerequisites: ANAT 163 minimum grade of 60 (concurrent)

Equivalent course(s): DENT 161

DENT 165 – Dental Technology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Take an alginate impression and a bite registration.					
<ul style="list-style-type: none"> ▪ (1) Select trays to fit client's mouth 					
Take an impression with:					
<ul style="list-style-type: none"> ▪ (2) Adequate detail of all teeth and pertinent anatomy present including frenums, retromolar and tuberosity areas 					
<ul style="list-style-type: none"> ▪ (3) Absence of voids, fractures, and/or air bubbles tears the impression materials that affect anatomy 					
<ul style="list-style-type: none"> ▪ (4) Maintain operator's safety throughout entire procedure 					
2. Pour up alginate impressions using gypsum.					
<ul style="list-style-type: none"> ▪ (1) Dispense, mix, and pour an alginate impression using gypsum so that: 					
<ul style="list-style-type: none"> o (2) All anatomy present, including frenums, retromolar and tuberosity area 					
<ul style="list-style-type: none"> o (3) Adequate trimming area present 					
<ul style="list-style-type: none"> o (4) Models free of positive and/or negative voids or fractures that affect anatomy 					
<ul style="list-style-type: none"> o (5) Maintain operator's safety throughout entire procedure 					

DENT 165 – Dental Technology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
3. Produce a trimmed and finished stone model. Trim the model so that:					
<ul style="list-style-type: none"> ▪ (1) All anatomy present, including frenums, retromolar and tuberosity areas. 					
<ul style="list-style-type: none"> ▪ (2) Model contains no positive or negative voids of consequence that affect anatomy 					
<ul style="list-style-type: none"> ▪ (3) Maintain operator's safety throughout entire procedure <i>*Note: All anatomy must be present in order to be considered acceptable*</i> 					
<i>*Note:</i> Learning steps 4-7 to be demonstrated at competent level with no more than 2 steps at functional level *					
<ul style="list-style-type: none"> ▪ (4) Art portion has a symmetrical shape 					
<ul style="list-style-type: none"> ▪ (5) Art portion is 1/3 and anatomical portion is 2/3 of overall height of each of maxillary and mandibular models 					
<ul style="list-style-type: none"> ▪ (6) Model will stand and stay in occlusion when placed on lateral borders, posterior corners, and posterior borders 					
<ul style="list-style-type: none"> ▪ (7) Model stands parallel to the floor 					
4. Fabricate a mouth protector so that:					
<ul style="list-style-type: none"> ▪ (1) The protector is completely adapted to the model; where the protector is trimmed 2-3 mm away from the mucobuccal fold, 1 cm from teeth on palatal side and clearance for frenum attachments 					
<ul style="list-style-type: none"> ▪ (2) The protector does not impinge on the vestibular or gingival tissue 					
<ul style="list-style-type: none"> ▪ (3) The protector covers all occlusal surfaces or at least the last molar present in the mouth with exception of wisdom teeth 					
<ul style="list-style-type: none"> ▪ (4) The borders of the protector are all rounded and smooth, no ragged edges present <i>*maintain client's/operator's safety throughout entire procedure*</i> 					
<ul style="list-style-type: none"> ▪ (5) The protector has uniform thickness throughout <i>*all anatomy must be present in order to be considered acceptable*</i> 					

PLAR process

First do a self evaluation to determine if your level of competency meets standards required for this course. Refer to the chart on the previous page that describes learning outcomes 1-4 with all the identified learning steps.

For DENT 165, you are expected to perform at a competent level for all learning outcomes, with the exception of learning outcome 3 and 4, where two steps may be at a functional level.

If you feel you meet the required level of competency for all learning outcomes, then you may demonstrate your ability to perform the practical skills for this course through PLAR under the evaluation of a program assessor.

PLAR assessment methods

1. Candidates will produce an alginate impression demonstrated on a mannequin. Two (2) attempts per arch will be permitted.
2. Candidates will fabricate a study model using gypsum on the alginate impressions produced on a mannequin.
3. Candidates will produce as final product, a trimmed and finished stone model on the alginate impressions taken on the mannequin.
4. Candidates will fabricate a mouth protector on a provided stone cast. Candidates will be allotted 3.5 hours to complete #1-#4.

Acceptable standards for each learning outcome

Learning outcome 1: Produce an alginate impression and a wax bite registration
A maximum of 2 attempts per arch is permitted.

Learning steps 1-4 to be demonstrated at the competent level

Learning outcome 2: Fabricate models using gypsum

Learning steps 1-5 to be demonstrated at the competent level

Learning outcome 3: Produce a trimmed and finished stone model

All anatomy must be present in order to be considered acceptable.

Learning steps 1-3 to be demonstrated at the competent level.

Learning steps 4-7 to be demonstrated at the competent level with no more than 2 steps at the functional level.

Learning Outcome 4: Fabricate dental laboratory generated items

Study cast for the fabrication of a mouth protector will be provided.

Learning steps 1 to be demonstrated at the competent level

Learning steps 2-5 to be demonstrated at the competent level with no more than 2 steps at the functional level.

(Refer to SIAST Dental Technology manual for evaluation criteria)

Resources

It is recommended that the candidate read the course manual and review the learning outcomes. This will maximize the candidate's potential for earning credit through the PLAR process.

(to be purchased)

1. Dental Technology manual. Available in the [SIAST Wascana Campus bookstore](#)

Other resources to read

1. Gladwin, M., & Bagby, M. (2009). *Clinical Aspects of Dental Materials*. (3rd ed.) Philadelphia: Lippincott, Williams & Wilkins.
2. Wilkins, E. (2009) *Clinical Practice of the Dental Hygienist*. (10th ed.). Philadelphia: Lippincott, Williams & Wilkins.

DHYG 165 – Preventative Techniques

Lectures and laboratory sessions will help you develop the skills needed to provide preventive dental hygiene care. You can earn practical credit through the PLAR process for your relevant lifelong learning in DYHG 165 Preventative Techniques (in the last 5 years).

Credit unit(s): 2.0

DHYG 165 – Preventative Techniques Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Apply pit and fissure sealants.					
<ul style="list-style-type: none"> ▪ Designated pits/fissures are completely covered 					
<ul style="list-style-type: none"> ▪ Sealant remains intact when tested with a tug using an explorer 					
<ul style="list-style-type: none"> ▪ No excess sealant is in the sulcus area 					
<ul style="list-style-type: none"> ▪ Contact areas of sealed tooth can be flossed 					
<ul style="list-style-type: none"> ▪ Sealant thickness does not interfere with client's occlusion 					
<ul style="list-style-type: none"> ▪ Follows organized and methodical technique 					
<ul style="list-style-type: none"> ▪ Maintained infection control procedures 					
2. Use extrinsic stain removal techniques.					
<ul style="list-style-type: none"> ▪ Explained procedure to client 					
<ul style="list-style-type: none"> ▪ Ensured selective polishing using the rubber cup, bristle brush polishing agent/dental tape. 					
<ul style="list-style-type: none"> ▪ Minimized hard and soft tissue trauma by ensuring: <ul style="list-style-type: none"> ○ A fulcrum with the hand piece ○ Slow rotation of cup/brush ○ On/off motion of cup/brush 					
<ul style="list-style-type: none"> ▪ Flossed and rinsed client's mouth 					
<ul style="list-style-type: none"> ▪ Maintained infection control procedures 					
3. Apply topical fluoride.					
<ul style="list-style-type: none"> ▪ Seated client in upright position 					
<ul style="list-style-type: none"> ▪ Explained procedure to client 					
<ul style="list-style-type: none"> ▪ Dispensed the recommended amount of fluoride into the tray(s) 					
<ul style="list-style-type: none"> ▪ Dried tooth surfaces before application of fluoride 					

DHYG 165 – Preventative Techniques		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
	▪ Inserted lower tray followed by upper tray					
	▪ Used oral evacuator					
	▪ Ensured fluoride remained in contact with designated tooth surfaces for the recommended time					
	▪ Used oral evacuator at end of procedure					
	▪ Gave post-application instructions to client					
	▪ Maintained infection control procedures					

PLAR assessment methods

1. Evidence portfolio instructions (see [Appendix A](#)) to include:

- Personal identification page (see [Appendix B](#))
- Skill resume (see [Appendix C](#))
- A letter of validation from your employer (see [Appendix D](#))

Employer to validate that:

- A pit and fissure sealant was placed with a maximum of 2 attempts
- A selective polish was completed meeting all the listed criteria
- A fluoride treatment was completed meeting all the listed criteria

2. A validation telephone interview (may or may not be necessary):

Questions regarding client safety and operator safety may be necessary and may occur by way of a validation telephone interview between the employer and the PLAR assessor and/or the PLAR candidate and the PLAR assessor.

***NOTE:** You must successfully complete all learning outcomes to receive PLAR for DHYG 165.*

For each learning outcome, you will be required to attend the introductory classes regardless of receiving PLAR or not. The introductory lectures will introduce you to the materials, equipment and supplies used in the SIAST Dental Clinic as well as accepted protocols.

MICR 261 – Microbiology

The course provides you with an understanding of the various types of microorganisms, their role in spreading infectious disease and how they can be controlled. This general introduction to microbiology includes a description of how microorganisms cause disease and how the body protects itself. Information is provided so you will have a greater appreciation of the rationale, as well as improved understanding and knowledge of infection prevention and control. You will learn to apply this knowledge to provide clients with safe and effective care and also protect your own health.

Credit unit(s): 3.0

Co-requisite(s): DHYG 161- Health and Safety in the Dental Environment

MICR 261 – Microbiology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Describe Microbiology.					
<ul style="list-style-type: none"> ▪ Define terms relevant to microbiology 					
<ul style="list-style-type: none"> ▪ Describe beneficial and harmful functions of microorganisms 					
<ul style="list-style-type: none"> ▪ Describe the history of microbiology 					
<ul style="list-style-type: none"> ▪ Describe the early pioneers of microbiology 					
<ul style="list-style-type: none"> ▪ Explain the role of microbiology in the dental environment 					
<ul style="list-style-type: none"> ▪ Identify the parts of the compound light microscope 					
5. Compare cell structure differences.					
<ul style="list-style-type: none"> ▪ Define the terms related to eucaryotic and procaryotic cells 					
<ul style="list-style-type: none"> ▪ Compare the functional parts of eucaryotic animal cells and procaryotic or bacterial cells 					
<ul style="list-style-type: none"> ▪ Differentiate between plant, animal and bacterial cells 					
6. Compare ascellular and procaryotic microbes.					
<ul style="list-style-type: none"> ▪ Describe how bacteria are classified and identified 					
<ul style="list-style-type: none"> ▪ Describe unique bacteria 					
<ul style="list-style-type: none"> ▪ Describe photosynthetic bacteria and the domain archaea 					
<ul style="list-style-type: none"> ▪ Describe characteristics of viruses, viroids and prions 					
<ul style="list-style-type: none"> ▪ Compare bacteria and viruses 					
7. Describe eucaryotic microbes.					

MICR 261 – Microbiology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe characteristics of algae 					
<ul style="list-style-type: none"> Describe characteristics of protozoa 					
<ul style="list-style-type: none"> Describe characteristics of fungi 					
8. Categorize microorganisms according to their physiological properties and genetics.					
<ul style="list-style-type: none"> Categorize microbes according to their energy and carbon sources 					
<ul style="list-style-type: none"> Describe the interrelationship of metabolism, enzymes and energy 					
<ul style="list-style-type: none"> Describe catabolism and its two major pathways, respiration and fermentation 					
<ul style="list-style-type: none"> Describe anabolism, including photosynthesis and chemosynthesis 					
<ul style="list-style-type: none"> Describe bacterial genetics 					
9. Describe methods of controlling microbial growth.					
<ul style="list-style-type: none"> Describe factors that affect microbial growth 					
<ul style="list-style-type: none"> Describe the bacterial growth phase 					
<ul style="list-style-type: none"> Describe common physical methods to inhibit microbial growth 					
<ul style="list-style-type: none"> Describe the use of chemical agents to inhibit microbial growth 					
<ul style="list-style-type: none"> Describe antimicrobial agents to control microbial growth 					
10. Describe microbial ecology.					
<ul style="list-style-type: none"> Describe types of symbiotic relationships involving microbes 					
<ul style="list-style-type: none"> Describe the indigenous micro flora of humans 					
<ul style="list-style-type: none"> Describe microbial communities 					
<ul style="list-style-type: none"> Describe other uses of microorganisms 					
11. Describe epidemiology and public health.					
<ul style="list-style-type: none"> Describe epidemiology and disease transmission 					
<ul style="list-style-type: none"> Describe the interactions among pathogens, hosts and the environment 					

MICR 261 – Microbiology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
▪ Describe reservoirs of infection					
▪ Describe modes of transmission					
▪ Describe public health agencies					
▪ Describe water supplies and sewage treatment					
12. Describe the pathogenesis of infectious diseases.					
▪ Explain why infection may not occur					
▪ Describe the infectious disease process					
▪ Describe virulence as it relates to pathogenicity					
13. Describe nonspecific host defence mechanisms.					
▪ Describe the first line of defence					
▪ Describe the second line of defence					
14. Describe specific host defence mechanisms.					
▪ Describe the third line of defence					
▪ Describe the different types of immunity					
▪ Describe hypersensitivity					
15. Create a poster display on infectious diseases of concern to dentistry.					
▪ Describe bloodborne diseases					
▪ Describe oral diseases					
▪ Describe systemic diseases with oral lesions					
▪ Describe respiratory diseases					
▪ Describe oral microbiology and its associated diseases					
▪ Develop an infectious disease poster display					

PLAR assessment methods

1. Detailed resume and completed self-audit for MICR 261

These two documents must be submitted to the Program Assessor prior to secure approval to challenge this course through the PLAR process.

- Skill resume (see sample resume [Appendix C](#)) that outlines the workplace or place of learning where you attained your experiential learning for introductory microbiology.

Submit to: Instructor, Microbiology 261 Dental Hygiene Program SIAST Wascana Campus PO Box 556 Regina, SK S4P 3A3
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2. Assignment

As part of the Microbiology PLAR challenge, you will choose your favourite organism and create **one** of the three following assignments:

- a power point presentation
- website
- a poster display
- write a 10 page essay
- Please refer to [Appendix F](#) for detailed instructions and marking criteria.

3. Challenge exam

- Multiple choice format
- There are one hundred and 30 questions and candidates are allowed 3 hours to write the exam.
- Please refer to [Appendix G](#) for the exam blueprint. This blueprint displays the number of questions on the exam for each critical outcome and learning step and will assist you to plan your knowledge review prior to completing the challenge exam.

Resources

Any introductory microbiology textbook or the following textbook and course manual:

1. Burton, Gwendolyn R. W. (2010). *Microbiology for the health sciences*. (9th ed.). Baltimore: J. B. Lippincott.
2. SIAST. (2010). *MICR 261 – Microbiology* [Course Manual]. Regina, SK: SIAST Wascana Campus.

You may also access additional materials at the SIAST Dental Hygiene Program Library Website. Go to <http://siast.ca.libguides.com/content.php?pid=13525>

NUTR 160 – Nutrition

You will develop an understanding of the role of nutrition as it relates to general and oral health and disease. Through a variety of learning experiences which may include classroom instruction, group activities, practical exercises and independent learning you will acquire knowledge of the standards and guidelines for planning and assessing the nutritional adequacy of diets, you will learn about the function and dietary sources of the major nutrients. You will discuss the nutritional needs throughout the lifecycle as well as nutrition-related oral health issues.

Credit unit(s): 3.0

NUTR 160 - Nutrition Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Evaluate food choices and diets using the appropriate nutrition tools (standards and guidelines).					
<ul style="list-style-type: none"> ▪ Evaluate food choices and diets using the appropriate nutrition tools (standards and guidelines) 					
<ul style="list-style-type: none"> ▪ Discuss the role of fat in health and disease 					
<ul style="list-style-type: none"> ▪ Discuss the role of carbohydrate in health and disease 					
<ul style="list-style-type: none"> ▪ Discuss the role of dietary protein in health and disease 					
<ul style="list-style-type: none"> ▪ Describe how the body utilizes vitamins, water and minerals 					
<ul style="list-style-type: none"> ▪ Discuss strategies to achieve and maintain a healthy body weight 					
<ul style="list-style-type: none"> ▪ Discuss nutritional needs throughout the lifecycle including nutrition-related oral health issues 					
<ul style="list-style-type: none"> ▪ Prepare a client education plan concerning the role of nutrition, food choices and eating habits on oral health 					

PLAR assessment methods

Challenge exam consisting of 50 multiple choice questions, 20 short answer questions, and 1 case study question.

RDGR 268 – Techniques in Radiology

You will develop skills in exposing and processing dental radiographs. Emphasis will be on safety, exposing, processing and mounting. These skills will be acquired through practical exercises.

You can earn practical credit through the PLAR process for your relevant lifelong learning in Techniques in Radiology RDGR 268, if you have current practical experience (in the last 5 years.)

If you have graduated from Dental Assisting within the last 5 years, you may apply for transfer credit. Please contact registration services (306-798-8039) for transfer of credit inquiries.

Credit unit(s): 5.0

Equivalent course(s): RDGR 260

RDGR 268 – Techniques in Radiology	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
1. Describe radiation exposure risks and radiation protection.					
▪ Discuss radiation risks					
▪ Discuss radiation exposure guidelines					
2. Expose bitewing radiographs.					
▪ Explain the principles of bitewing radiographs					
▪ State the criteria for a clinically acceptable bitewing radiograph					
▪ Prepare film and film holders for bitewing radiographs					
▪ Position client, film and PID for a bitewing radiograph					
▪ Expose and process bitewing radiographs					
3. Expose periapical radiographs.					
▪ Explain the principals of the paralleling technique					
▪ State the criteria for a clinically acceptable periapical radiograph					
▪ Prepare film and film holders (XCP instruments) for a periapical radiograph using the paralleling technique					
▪ Expose and process periapical radiographs					
4. Mount dental radiographs.					

RDGR 268 – Techniques in Radiology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Explain the purpose of mounting dental radiographs 					
<ul style="list-style-type: none"> Demonstrate the correct procedures and include labelling for mounting radiographs 					
<ul style="list-style-type: none"> Practice the procedures for viewing full mouth series of radiographs 					
5. Diagnose errors on dental radiographs.					
<ul style="list-style-type: none"> Identify exposure errors 					
<ul style="list-style-type: none"> Identify film, PID and client positioning errors 					
<ul style="list-style-type: none"> Identify processing errors 					
6. Exposing panoramic films.					
<ul style="list-style-type: none"> Demonstrate preparation and positioning procedures for exposing panoramic radiographs 					
<ul style="list-style-type: none"> Expose a panoramic radiograph 					
<ul style="list-style-type: none"> Identify preparation and positioning errors on a panoramic radiograph 					

PLAR assessment methods

1. Evidence portfolio instructions (see [Appendix A](#)) to include:

- Personal identification page (see [Appendix B](#))
- Skill resume (see [Appendix C](#))
- A letter of validation from your employer (see [Appendix D](#))

Employer to validate:

- no retakes on any radiographs; tabs used to hold & position films for bitewing radiographs.

2. Validation telephone interview (may or may not be necessary)

Questions regarding client safety and operator safety may be necessary and may occur by way of a validation telephone interview between the employer and the PLAR assessor and/or the PLAR candidate and the PLAR assessor. (Learning outcome 2)

3. Work samples:

(A) Submit:

- one (1) adult full mouth radiographic survey to include:
- six (6) anterior periapicals (learning outcomes 3, 5)

- eight (8) posterior periapicals (learning outcomes 3, 5)
- four (4) bite wing radiographs using tabs to hold and to position the radiographs (learning outcomes 3, 4)

(B) *Submit:*

- 1 panorex film (learning outcome 6)

Work samples submitted for evaluation can be either the original radiographs or digital radiographic images printed on high quality photographic paper (retakes are not permissible).

Resources

1. Radiology Theory/Techniques in Radiology manual RDGR 267/268. Available in the [SIAST Wascana Campus bookstore](#).
2. Iannucci, J and Howerton, L.J. (2011). *Dental Radiography: Principles and Techniques* (3rd ed.). St. Louis, Missouri: W.B. Saunders

Dental Hygiene



Appendices

Portfolio instructions

Please submit the following:

For DENT 165 - Dental Technology:

1. Skill resume (see sample [Appendix C](#))

For RDGR 268 - Techniques in Radiology:

1. Personal identification page (see sample [Appendix B](#))
2. Skill resume (see sample [Appendix C](#))
3. Validator information sheet (see sample [Appendix D](#))
4. One (1) adult full mouth radiographic series (no retakes) to include:
 - Six (6) Anterior Periapicals,
 - Eight (8) Posterior Periapicals using the paralleling technique and (XCP) extension cone paralleling instruments,
 - Four (4) Bite Wings using tabs to hold and to position the radiographs (see RDGR 267/268 Radiology Theory/Techniques in Radiology PLAR assessment methods work sample).
5. One (1) Panorex Film (no retakes) - (see RDGR 267/268 Radiology Theory/ Techniques in Radiology [PLAR assessment methods work sample](#))

Sample personal identification page

Portfolio of Professional Dental Competencies

Jillian Simmons

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North Battleford, Saskatchewan

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email: jsimmons@sasktel.sk.ca

Purpose of this Portfolio:

For submission to
the Dental Hygiene Program
SIAST, Wascana Campus
For PLAR in the area of
Techniques in Radiology

Kingsway Dental Clinic – Saskatoon, Saskatchewan 2003-2007
 Dental Assistant- Periodontal Practice

- Expose and process dental radiographs including periapicals and bite wings, assist during surgical procedures, provide pre treatment information and post operative instructions, provide client education and administration.

South Horizon Dental Clinic 2001-2003
 Dental Assistant – General Practice

- Expose and process dental radiographs including periapicals, bite wings, panorex and occlusal films, take and pour alginate impressions, fabricate mouth protectors, whitening trays and stints, provide client education, implement business and reception procedures, perform intraoral procedures as specified by Saskatchewan legislation such as application of fluoride, fissure sealants, fabricate, cement and remove temporary crowns and bridges, assist and perform skills in restorative, endodontic, pedodontic, oral surgery, periodontic and prosthodontic procedures.

Affiliations Saskatchewan Dental Assisting Association
 Canadian Dental Assisting Association

Strengths A competent, experienced dental assistant who is:

- uncompromising in her quest for excellence, a seeker of knowledge who brings exciting new information to the treatment environment
- honest and forthright in communications with clients and co-workers
- carry out multiple tasks while maintaining a sense of humour
- a creative problem-solver who enjoys implementing change for the betterment of client care
- effective communicator with people from different cultures and socioeconomic backgrounds and handles difficult and sensitive issues with compassion
- respectful of client confidentiality
- work independently or as a part of a team
- open and respond constructively to change

Letter of validation from employer

You will be required to submit a letter of validation for **each** of the following courses:

- RDGR 268 Techniques on Radiology
- DHYG 165 Preventive Techniques

Each letter must be printed on the employer's letterhead and contain the following information:

1. Personal contact information

- Name and job title of validator
- Employer name
- Telephone
- Fax
- Email

2. Validation statement, for example:

I have actually seen **Jane Doe** complete the learning outcomes that I have signed for on the competency sheet for the Techniques on Radiology RDGR 268, and I have confidence that he/she is competent to perform those tasks in a manner that demonstrates the required knowledge, needed critical thinking, and sound judgment.

3. Specific information required for each course:

RDGR 268 Techniques in Radiology

Employer to validate:

- paralleling technique used to produce radiographs
- no retakes on any radiographs
- tabs used to hold & position films for bitewing radiographs

DHYG 165 Preventive Techniques

Employer to validate that the candidate completed the following skills and met all criteria listed in the PLAR self assessment sheet:

- Applied pit and fissure sealant
- Used extrinsic stain removal techniques
- Applied topical fluoride

4. General comments regarding the candidate's performance (optional).

5. Employer signature and date.

Final checklist

Important:

Once you have organized and compiled your evidence file according to each dental hygiene category you wish to gain recognition for through the PLAR process, you may want to have a knowledgeable colleague check it and provide objective feedback. After you have made any revisions or modifications, it is important that you are able to effectively present the evidence file and to discuss it with the assessor. Once again you may wish to employ a trusted colleague to listen to your presentation.

- Have I included the best samples of my skills and knowledge?

- Have I included any confidential material or included any names? If I have, have I received written permission and have I take precautions to protect identities?

- Have I checked my grammar and spelling with a word processor or had another person edit for mistakes?

- Have I made sure that each piece of evidence is well explained?

- Have I included verification of work samples where needed?

- Have I had a trusted and knowledgeable colleague read through my portfolio to give me constructive feedback?

MICR 261
Assignment instructions and marking criteria

As part of the Microbiology PLAR challenge, you will choose your favourite organism and create **one** of the three following assignments:

- a power point presentation
- Web site
- a poster display
- write a 10 page essay

The power point presentation, website or poster display must be self-explanatory, as you will not be present to answer questions.

Choose **one** microorganism from the following table or select one of your own choosing.

Bloodborne diseases	Oral diseases	Systemic diseases	Respiratory diseases
Hepatitis A virus	Herpes Simplex virus type 1/ recurrent, whitlow	Varicella-zoster virus/Herpes-zoster virus	Streptococcal pyogenes
Hepatitis B virus	Herpes Simplex virus type 2/ genital	Epstein-barr virus	Streptococcal pneumonia
Hepatitis C virus	Treponema pallidum/Neisseria gonorrhoea		Tuberculosis
HIV virus	Candida albicans		Influenza virus A, B, and C
	Coxsackie virus		Common cold virus
			Rubeola virus and rubella virus
			Mumps virus
			Bordella pertussis
			Mycobacterium tuberculosis
			Legionella

- The power-point presentation/paper should be emailed to the instructor at SIAST. The poster display can be mailed or delivered to the instructor at SIAST. The URL of the Web site can be sent to the instructor at SIAST.
- Sources of information must go beyond the textbook and course manual. A reference list must be provided, of not less than three sources. These sources might include:
 - Internet
 - Regina Health District
 - Center for Disease Control
 - Provincial Microbiology Lab
 - Canadian or Saskatchewan statistics for the diseases caused by the organism.

Marks

- Projects will be worth 30% of the final grade in Microbiology.
- **Content** is worth 12/30.
- **Management** of the project is worth 12/30
- **Language, spelling, grammar** is worth 6/30.
- The project will have a due date and marks are deducted for lateness.

Evaluation

You will be evaluated according to the following criteria.

Assessment area	Marks
Content	Possible 12/30
The project: <ul style="list-style-type: none"> ▪ is on topic – relevant, accurate, appropriate and current application ▪ includes an introduction and history of the organism ▪ identifies mode of transmission ▪ identifies progression of disease including incubation period ▪ identifies methods of detection ▪ identifies signs and symptoms ▪ identifies oral / systemic manifestations, if any ▪ identifies treatment ▪ identifies immunization ▪ identifies prevention ▪ includes a conclusion ▪ references are appropriate, not less than 3 sources, in APA format ▪ submit a one page summary of the content using the above as subheadings. 	

Management	Possible 12/30
<p>Overall the project:</p> <ul style="list-style-type: none"> ▪ displays excellent organization and progression through sections ▪ is creative and appropriate to topic; titles, pictures and graphics have visual appeal ▪ uses appropriate 3-D models, photographs, slides, handouts, videos, bright colors, lights, decorations and treats ▪ is self-explanatory, uses common straight forward language, avoids jargon or unfamiliar abbreviations or symbols, wording is concise, message is clear ▪ display is simple and neat ▪ uses font that is large enough to read from a normal viewing distance 	
Language	Possible 6/30
<p>Displays:</p> <ul style="list-style-type: none"> • a level of language that is appropriate to the target audience • appropriate use of grammar, punctuation and sentence structure. • spelling that is without error • terminology that is appropriate to the level of material 	
	<p>Total score /30</p>

MICR 261
Exam blueprint (based on critical outcomes and steps)

Learning outcome 1: Describe microbiology	
Learning step 1: Define terms relevant to microbiology	4
Learning step 2: Describe beneficial and harmful functions of microorganisms	2
Learning step 4: Describe the early pioneers of microbiology	4
Total questions	10
Learning outcome 2: Compare cell structure differences	
Learning step 1: Define the terms related to eucaryotic and procaryotic cells	2
Learning step 2: Compare the functional parts of eucaryotic animal cells and procaryotic or bacterial cells	11
Learning step 3: Differentiate between plant, animal and bacterial cells	4
Total questions	17
Learning outcome 3: Compare ascellular and procaryotic microbes	
Learning step 1: Describe how bacteria are classified and identified	7
Learning step 2: Describe unique bacteria	6
Learning step 3: Describe photosynthetic bacteria and the domain archaea	3
Learning step 4: Describe characteristics of viruses, viroids and prions	9
Learning step 5: Compare bacteria and viruses	3
Total questions	28
Learning outcome 4: Describe eucaryotic microbes	
Learning step 1: Describe characteristics of algae	1
Learning step 2: Describe characteristics of protozoa	4
Learning step 3: Describe characteristics of fungi	6
Total questions	11

Learning outcome 5: Categorize microorganisms according to their physiological properties and genetics	
Learning Step 1: Categorize microbes according to their energy and carbon sources	4
Learning step 2: Describe the interrelationship of metabolism, enzymes and energy	1
Learning step 3: Describe catabolism and its two major pathways, respiration and fermentation	5
Learning step 4: Describe anabolism, including photosynthesis and chemosynthesis	1
Learning step 5: Describe bacterial genetics	1
Total questions	12
Learning outcome 6: Describe methods of controlling microbial growth	
Learning Step 1: Describe factors that affect microbial growth	4
Learning Step 2: Describe the bacterial growth phase	4
Learning Step 5: Describe antimicrobial agents to control microbial growth	4
Total questions	12
Learning outcome 7: Describe microbial ecology	
Learning step 1: Describe types of symbiotic relationships involving microbes	6
Learning step 3: Describe microbial communities	1
Learning step 4: Describe other uses of microorganisms	1
Total questions	8
Learning outcome 8: Describe epidemiology and public health	
Learning step 1: Describe epidemiology and disease transmission	7
Learning step 3: Describe reservoirs of infection	1
Learning step 4: Describe modes of transmission	2
Learning step 5: Describe public health agencies	1
Learning step 6: Describe water supplies and sewage treatment	1
Total questions	12
Learning Outcome 9: Describe the pathogenesis of infectious diseases	
Learning step 2: Describe the infectious disease process	5

Total questions	5
Learning outcome 10: Describe nonspecific host defence mechanisms	
Learning step 1: Describe the first line of defence	3
Learning step 2: Describe the second line of defence	3
Total questions	6
Learning outcome 11: Describe specific host defence mechanisms	
Learning step 1: Describe the third line of defence	2
Learning step 2: Describe the different types of immunity	5
Learning step 3: Describe hypersensitivity	2
Total questions	9

Exam schedule

Complete the form on the next page and return with your PLAR application and fees to:

Denise Wong, Dental Hygiene Program

SIAST Wascana Campus

4500 Wascana Parkway

Box 556

Regina, SK S4P 3A3, Phone: (306) 775-7557

Email: wongd@siast.sk.ca

NOTE: Application form, exam schedule and fees must reach Denise three weeks prior to the date on which you wish to write the first examination. All PLAR applications and the exam schedule must be received by ***June 30***.

Dental Hygiene PLAR exam schedule

Student name

Current phone number

Email address

Course(s)	Date of exam	Time of exam (please check)	Test site (Wascana/Kelsey)
ANAT 163* Dental Anatomy		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
ANAT 164* Embryology & Histology		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
ANAT 165* Anatomy & Physiology 1		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
ANAT 166 Head & Neck Anatomy & Physiology		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
ANAT 264* Anatomy & Physiology 2		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
COMM 167 * Effective Reading & Writing		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
DENT 164* Preventive Dentistry 1		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
MICR 261* Microbiology		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
NUTR 160* Nutrition		<input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM	
DENT 165** Dental Technology	<i>August 19, 2011</i>	<input type="checkbox"/> 8:30 AM <input type="checkbox"/> 1PM	<i>Wascana</i>
<i>A confirmation of the exam schedule will be sent to you.</i>			

* These are written exams. You have until **August 19th** to write your exams.

** DENT 165 is a performance evaluation demonstrating your skills that can only be completed at 8:30 am or 1 pm on **August 19, 2011** at Wascana Campus.