Dental Hygiene Program
Portfolio Guide

March 2016
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Dental Hygiene Applicant Selection Process

I. Introduction and Overview of the Selection Process

During phase 1 of the selection process, your application for the Dental Hygiene program is received and if it meets the admission requirements, it will be academically ranked according to overall average. A given number of the top ranked applicants will then enter into phase 2 of the selection process. These applicants with the highest academic averages will be asked to submit a portfolio and will be assessed on their previous post-secondary education. The portfolio and relevant post-secondary education will be evaluated by a selection committee comprised of program staff and may include representation from the dental hygiene profession.

In the phase 2 selection process, all applicants will be ranked according to the following criteria:

1. Admission requirements course average 70%
2. Relevant/related post-secondary education * 10%
3. Applicant’s portfolio 20%

* Relevant post-secondary education would include courses, certificates, diplomas or degrees in the health field, biological/human sciences, sociology, psychology or communications. Relevant post-secondary education demonstrates your ability to achieve success in a post-secondary program. All transcripts submitted in support of your application must be sent directly from the institution to Registration Services prior to the phase 1, February 28 or 29, deadline date.

A portfolio is a unique collection of materials with reflections that provide evidence of your knowledge, skills and competencies gained from education, work and life experiences. It exhibits evidence of your efforts, achievements and progress over a period of time. Portfolio evidence tells the Dental Hygiene Program Selection Committee who you are (attitudes and behaviours), demonstrates what you know (knowledge) and reveals what you can do (skills).

Once you have completed your application portfolio, the selection committee will have a better understanding of you and you will also have a better grasp of your strengths and talents.

This guide is designed to offer a practical, step-by-step process to portfolio development for applicants to the Dental Hygiene program at Saskatchewan Polytechnic. It will demonstrate that you have the skills, attitudes and motivation to be successful both in the Saskatchewan Polytechnic Dental Hygiene program and the profession of dental hygiene. It should provide critical information about you that a résumé alone will not.

II. Specific Information for Creating your Dental Hygiene Portfolio

Note: Portfolio must be received by April 15. Please send it to:

Linda Balaberda
Dental Hygiene Program
Saskatchewan Polytechnic
Regina Campus
PO Box 556
Regina, SK S4P 3A3
A. Materials Required

You will need:
- A binder (**one-inch maximum**) with a sleeve on its front cover to house your portfolio cover page.
- Dividers with tabs that will be used to separate the sections of your portfolio.

**Important Note:**
- Do not submit any original certificates, documents or awards.
- The portfolios are kept in a locked cabinet, and only those on the selection committee are able to view them.
- If you would like your portfolio mailed back to you, please include a stamped, self-addressed envelope. Please advise us (306-775-7557) if you will be picking up your portfolio in person.
- Unclaimed portfolios will be destroyed 6 months after the selection process is completed.

B. Contents of Portfolio

1. **A cover and a title page:** Please refer to Appendix A for a sample.

2. **A table of contents:** A table of contents will allow the committee to easily peruse your portfolio. Please paginate contents of the portfolio.

3. **Employment history:** This consists of your detailed résumé, including both paid and unpaid (volunteer) work experience. You should include: where you worked; a position title and description; and the dates of employment for each position. All work experiences completed within the past five years should be validated by a letter from the employer, agency, etc. A form letter for the validation has been included in Appendix B. The program may contact employers to verify information submitted on the validation form. All validation forms/letters should be arranged in the same order as the work experiences appear in the resume.

4. **A reflective autobiographical essay:** Please explain why you think you will be an excellent dental hygienist. What attributes do you possess and how might they relate to a career in dental hygiene? Reflect on your life and school experiences. What makes you unique?

The essay should be typed using Times New Roman or Calibri size 12 font, double spaced and approximately 500 words. Use 1 inch (2.5 cm) margins throughout.

*Please submit a hard copy within the portfolio and an electronic copy by email to Linda.Balaberda@saskpolytech.ca.*

In the essay you should include:
- the skills, attitudes, knowledge and strengths you feel you possess
- a description of where, when and how you developed these attributes
- reflection on how your attributes are meaningful and related to the role of a dental hygienist
- explanation of the evidence that confirms you possess each of the attributes you have cited. Please refer to the subsequent section for detailed information on submission of evidence.
The skills, knowledge and attitudes required to be a successful dental hygienist are documented in many places. Please refer to Appendix C for a list of essential work skills that you could use to determine your strengths. Another source of information is the Canadian Dental Hygienists Association web site www.cdha.ca.

The following questions may help you with this section:

- What are your strongest skills?
- What are your major accomplishments?
- What are your greatest strengths and challenges?
- How do your skills and strengths relate to dental hygiene?
- What are three words that best describe you?
- What sparked your interest in dental hygiene?

III. Detailed Information for Collection of Evidence

You must include evidence in your portfolio to validate the statements you make in the autobiographical essay. This evidence will allow the selection committee to gain a clear picture of your strengths and to form an accurate assessment of your potential as a student in the Dental Hygiene program. By using the portfolio method you have an opportunity to demonstrate why you are right for this profession. Remember, quantity of evidence is not as important as quality of evidence. Be discriminating and only submit evidence that clearly demonstrates skills, knowledge or attitudes. Be succinct!

A. Types of Evidence

There are a variety of types of evidence that you might submit in your portfolio.

- Work and school products such as reports, memos, proposals and activity plans
- Papers, projects, reports, presentations and assignments tests/examinations that you completed personally or completed as a team member for work/learning purposes
- Photographs of relevant hobbies and interests, i.e., evidence of manual dexterity
- Certificates of education/training programs
- Letters and expressions of appreciation
- Certificates of attendance from workshops and training sessions
- Employment reports and evaluations
- Notification letters of scholarships, awards, etc.
- Descriptions of work-based learning
- Documentation of volunteer activities

B. Labeling Evidence

- Identify what the evidence is. For example, explain that the certificate is an award you got for demonstrating leadership in a sporting or volunteer activity.
- Provide the date you received the award and the time frame in which you demonstrated these leadership abilities.
- Identify yourself in a group photograph.

C. Organization of Evidence

- Arrange all the validation letters/forms in the same order as the experiences appear in the resume.
D. Labeling Referencing

Each attribute discussed in your essay must be referenced within the essay to a piece of evidence included in your portfolio. Use a method of referencing that is clear enough so the reader can easily locate the evidence.

E. Final Checklist of Evidence

Important: Once you have organized and compiled your evidence file, you may want to have a knowledgeable friend check it and provide objective feedback.

- Is my binder the correct size?
- Have I included a stamped self-addressed envelope for the portfolio to be returned?
- 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 taken 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 necessary, labelled and referenced?
- Have I included validation of work and volunteer experiences?
- Have I arranged all the validation forms/letters in the same order as the experiences appear in the resume?
- Are all pages numbered?

IV. Portfolio Assessment

The selection committee will evaluate your portfolio using the rubrics included in Appendix D. Using the criteria included in each of the rubrics as a guide will help you to create a portfolio that will meet the expected standards.
A. Sample Personal Identification Page

Application Portfolio for the Saskatchewan Polytechnic Dental Hygiene Program

Jillian Simmons
3344 Main St.
North Battleford SK S7N 5B5
Phone: 306-251-7878
Fax: 306-251-8113
E-mail: jsimmons@sasktel.net

Purpose of this Portfolio:

Program Application Requirement for The Dental Hygiene Program
Saskatchewan Polytechnic, Regina Campus

Date:

Signature:
APPENDIX B

Validation of Work/Volunteer Experiences

To: Saskatchewan Polytechnic Dental Hygiene Program

Re (applicant’s name): ___________________________________________

This is to verify that ________________________________ was
employed/volunteered from (start date) __________________ until (end date)
____________________ in the position of ________________________________.

While employed she/he worked an average of ______________ hours per week.

______________________________                              _________________________
Signature of Validator                                                                 Date

Contact Information

Name of Validator: _____________________________________________

Job Title: ____________________________________________________

Employer/Organization/Agency name:

____________________________________________________________

Telephone: ___________________________________________________

Fax: __________________________________________________________

E-Mail: _______________________________________________________
The employability skills list below was developed by the Conference Board of Canada after surveying hundreds of employers across Canada. These are the skills the employers identified as those needed to enter, stay in and progress in the world of work – whether you work on your own or as a part of a team.

### Fundamental Skills – The skills needed as a base for further development.  
You will be better prepared to progress in the world of work when you can:

<table>
<thead>
<tr>
<th>Communicate</th>
<th>Manage Information</th>
<th>Use Numbers</th>
<th>Think &amp; Solve Problems</th>
</tr>
</thead>
</table>
| • read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)  
• write and speak so others pay attention and understand  
• listen and ask questions to understand and appreciate the points of view of others  
• share information using a range of information and communications technologies (e.g. voice/e-mail, computers)  
• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas |
| • locate, gather and organize information using appropriate technology and information systems  
• access, analyze and apply knowledge and skills from various disciplines (i.e. the arts, languages, science, technology, mathematics, social sciences and the humanities) |
| • decide what needs to be measured or calculated  
• observe and record data using appropriate methods, tools and technology  
• make estimates and verify calculations |
| • assess situations and identify problems  
• seek different points of view and evaluate them based on facts  
• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem  
• identify the root cause of a problem  
• be creative and innovative in exploring possible solutions  
• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions |

### Personal Management Skills – The personal skills, attitudes and behaviours that drive one’s potential for growth.  
You will be able to offer yourself greater possibilities for achievement when you can:

<table>
<thead>
<tr>
<th>Demonstrate Positive Attitudes and Behaviours</th>
<th>Be Responsible</th>
<th>Be Adaptable</th>
<th>Learn Continuously</th>
</tr>
</thead>
</table>
| • feel good about yourself and be confident  
• deal with people, problems and situations with honesty, integrity and personal ethics  
• recognize your own and other people’s good efforts  
• take care of your personal health  
• show interest, initiative and effort |
| • set goals and priorities balancing work and personal life  
• plan and manage time, money and other resources to achieve goals  
• assess, weigh and manage risk  
• be accountable for your actions and the actions of your group  
• be socially responsible and contribute to your community |
| • work independently or as a part of a team  
• carry out multiple tasks or projects  
• be innovative and resourceful  
• identify and suggest alternative ways to achieve goals and get the job done  
• be open and respond constructively to change  
• learn from your mistakes and accept feedback  
• cope with uncertainty |
| • be willing to continuously learn and grow  
• assess personal strengths and areas for development  
• set your own learning goals  
• identify and access learning sources and opportunities  
• plan for and achieve your learning goals |

### Teamwork Skills – The skills and attributes needed to contribute productively.  
You will be better prepared to add value to the outcomes of a task, project or team when you can:

<table>
<thead>
<tr>
<th>Work with Others</th>
<th>Participate in Projects and Tasks</th>
</tr>
</thead>
</table>
| • understand and work within the dynamics of a group  
• ensure that a team’s purpose and objectives are clear  
• be flexible  
• respect, be open to and supportive of the thoughts, opinions and contributions of others in a group  
• recognize and respect people’s diversity, individual differences and perspectives  
• accept and provide feedback in a constructive and considerate manner  
• contribute to a team by sharing information and expertise  
• lead or support when appropriate, motivating a group for high performance  
• understand the role of conflict in a group to reach solutions  
• manage and resolve conflict when appropriate |
| • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes  
• develop a plan, seek feedback, test, revise and implement  
• work to agreed quality standards and specifications  
• select and use appropriate tools and technology for a task or project  
• adapt to changing requirements and information  
• continuously monitor the success of a project or task and identify ways to improve |

Conference Board of Canada  
255 Smyth Road, Ottawa ON K1H 8M7  
Tel. (613) 526-3280 Fax (613) 526-4857  
www.conferenceboard.ca/education
APPENDIX D

Selection Criteria Evaluation

1. Average in required high school courses .......................................................... 70%
2. Relevant post-secondary education ................................................................. 10%
3. Portfolio Evaluation ......................................................................................... 20%
   - Overall Quality – 5%
   - Employment History with validation – 5%
   - Reflective autobiographical essay with evidence – 10%

Relevant Post-secondary Education

Post-secondary education demonstrates your experience and ability to ready, think, study and achieve success in studies beyond the high-school level. Relevant post-secondary education would include courses, certificates, diplomas or degrees in the health field, biological/human sciences, sociology, psychology or communications. Applicants will receive points for each complete year of post-secondary education to a maximum of five points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Level of post-secondary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A 5 year post-graduate degree.</td>
</tr>
<tr>
<td>8</td>
<td>4 years post secondary from a university, college, polytechnic institute or other post-secondary institution.</td>
</tr>
<tr>
<td>6</td>
<td>3 years post secondary from a university, college, polytechnic institute or other post-secondary institution.</td>
</tr>
<tr>
<td>4</td>
<td>2 years post-secondary program from a university, college, polytechnic institute or other post-secondary institution.</td>
</tr>
<tr>
<td>2</td>
<td>1 year post-secondary program from a university, college, polytechnic institute or other post-secondary institution. (Points are awarded for complete years (30 cu) only)</td>
</tr>
</tbody>
</table>
Evaluation of the Elements of the Portfolio

1. Overall Quality of Portfolio

<table>
<thead>
<tr>
<th>Points</th>
<th>Exceeds expectation 5</th>
<th>Meets expectations 3</th>
<th>Minimum success 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>All standards of organization are present.</td>
<td>One of the standards of organization is missing or poorly done.</td>
<td>Two of the standards of organization are missing or poorly done.</td>
</tr>
<tr>
<td>• Cover page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Table of Contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Labelled dividers - tabs attached securely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Contents clearly labelled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pages numbered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence is organized into appropriate areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensiveness</td>
<td>All standards of comprehensiveness are present.</td>
<td>All critical aspects are included.</td>
<td>One or more of the critical aspects is not included.</td>
</tr>
<tr>
<td>• All critical aspects of the portfolio are included</td>
<td></td>
<td>Some evidence: - is missing and/or - lacks variety and/or - is inappropriate.</td>
<td>Labelling of the evidence is poorly done.</td>
</tr>
<tr>
<td>• Selection of appropriate evidence</td>
<td></td>
<td>Reflection on evidence is mediocre.</td>
<td>Evidence is missing and/or is inappropriate and/or lacks variety.</td>
</tr>
<tr>
<td>• A variety of evidence used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Labelling of evidence included.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional presentation</td>
<td>All standards of a professional presentation are present.</td>
<td>One of the standards of a professional presentation is poorly done.</td>
<td>Two or more standards of a professional presentation are poorly done.</td>
</tr>
<tr>
<td>• Visually appealing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Neatness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Text is readable (font, size, colours)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>0-2 errors</td>
<td>3-5 errors</td>
<td>6 or more errors</td>
</tr>
<tr>
<td>• Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Employment History

Note:
An applicant may be awarded points for both paid and unpaid (employment (volunteer experience) categories and may earn a bonus point for dental-related experience. Employment of 30 hours or more a week constitutes full-time employment; 29 hours or less a week will constitute part-time employment. A maximum of 5 points will be awarded.

The program may contact employers to verify information submitted on the validation form.

<table>
<thead>
<tr>
<th>Points</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One year or less full-time employment</td>
</tr>
<tr>
<td>2</td>
<td>More than one-year full-time employment</td>
</tr>
<tr>
<td>1</td>
<td>One year or less part-time employment</td>
</tr>
<tr>
<td>2</td>
<td>More than one year part-time employment</td>
</tr>
<tr>
<td>1</td>
<td>Volunteer experience</td>
</tr>
<tr>
<td>1</td>
<td>Dental-related experience</td>
</tr>
</tbody>
</table>
### 3. Reflective Autobiographical Essay

<table>
<thead>
<tr>
<th>Points</th>
<th>Above Expectations</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
</table>
| **Content**  
  presents personal/professional qualities and strengths and relates them to the role of dental hygienist | presents a clear relationship and supports it with well chosen reasons and/or examples | presents the relationship and supports it with reasons and/or examples through much of the essay | relationship is unclear or the support is weak | relationship or support is not presented |
| **Evidence**  
  proof of skills, knowledge, attitudes or other attributes | evidence clearly demonstrates skills, knowledge or attitudes | evidence demonstrates most skills, knowledge or attitudes | evidence lacking in several areas | evidence not provided |
|  | referenced within essay and clearly labelled | missing some referencing or labelling | poorly referenced or labelled | not referenced within essay or not labelled |
| **Quality of Language and Expression**  
  exhibits sophisticated sentence structure and word choice | uses some variety in sentence structure and good word choice | sentence structure is generally simplistic and/or word choice is weak | sentences are poorly structured and/or word choice is incorrect |
|  | well organized and focused so ideas flow smoothly | organization is adequate and ideas generally easy to follow | organization needs improvement | lack of organization makes ideas difficult to follow |
| **Conventions**  
  (grammar, punctuation, capitalization, and spelling) | very few if any errors | generally correct | errors appear throughout but do not affect the meaning | errors dominate and confuse the reader |
|  | follows all guidelines | 1 or 2 inconsistencies | inconsistent | guidelines ignored |

<table>
<thead>
<tr>
<th>Formatting</th>
<th>Above Expectations 4</th>
<th>Meets Expectations 3</th>
<th>Approaching Expectations 2</th>
<th>Below Expectations 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>follows all guidelines</td>
<td>1 or 2 inconsistencies</td>
<td>inconsistent</td>
<td>guidelines ignored</td>
<td></td>
</tr>
</tbody>
</table>