

Dental Hygiene

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)

2021-2022



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Saskatchewan Polytechnic

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The *Dental Hygiene Advanced Diploma program* is committed to assessing and awarding credit for students' existing knowledge and skills that closely match the learning outcomes of one or more of our courses. Fair, valid, and flexible assessment methods can be applied to award credit for prior learning acquired through post-secondary education, workplace training, and informal learning.

| | | | | | |
|--|----------------|------------|-----------|-----------|----------|
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Introduction

Before reading this guide, be sure you are familiar with the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic. You will need both general information about PLAR and specific information for this program to successfully navigate the PLAR process.

It is your responsibility to be fully informed **before** you contact a program’s designated PLAR consultant. Use the self-rating checklist below to check whether you understand the PLAR basics before you review details for this program. This is an example of self-rating checklists found in this guide to assess your level of knowledge for courses in this program.

Self-rate your general knowledge of PLAR at Saskatchewan Polytechnic

Use this checklist to rate your knowledge for each of the following learning outcomes

| General PLAR Knowledge Competent: I know this well enough to explain it to someone else. Learning: I am somewhat familiar with this but need more review. None: I have no knowledge related to this outcome. | Competent | Learning | None |
|---|-----------|----------|------|
| 1. Identify the common steps involved in a PLAR challenge | | | |
| 2. Describe the kinds of learning that can be assessed by PLAR | | | |
| 3. Describe methods that are used to assess learning for PLAR | | | |
| 4. Discuss the differences between PLAR and transfer credit | | | |
| 5. Identify potential benefits of doing a PLAR challenge | | | |
| 6. Identify potential risks of doing a PLAR challenge | | | |
| 7. Describe how to request disability accommodations for assessment | | | |
| 8. Identify strategies to improve success for PLAR challenges | | | |
| 9. Identify who should consider PLAR | | | |
| 10. Discuss who should be cautious about PLAR and why | | | |
| 11. Describe common eligibility criteria for PLAR | | | |
| 12. Explain how PLAR fees are determined | | | |
| 13. Discuss factors that affect the time required for PLAR | | | |
| 14. Identify sources to contact for more information about PLAR | | | |

If you rated yourself as “learning” or “none” for any of the above learning outcomes, review the related information again in the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic.

What is in this guide?

This guide contains information, eligibility criteria, and self-rating tools to help you decide whether to consider a PLAR challenge for the Dental Hygiene program. It also provides specific contact information and directions to follow if you decide to proceed with PLAR.

There are two main sections in this guide:

Section 1—Specific PLAR information for the Dental Hygiene program

This section contains specific PLAR eligibility criteria, directions, and contact information for the Dental Hygiene program.

Section 2—Tools for choosing courses to challenge with PLAR

This section contains self-rating checklists, assessment methods, and recommended resources (if any) for each course in this program that is PLAR-ready. This section will help you identify courses to consider challenging for PLAR credit.

How to navigate this document

This document contains links to different sections and other documents. To return to where you were before you followed a link, press the *ALT* key and *left arrow* key at the same time.

Section 1— Specific PLAR information for the Dental Hygiene program

This section contains the following detailed information about PLAR for the Dental Hygiene program:

- (a) [Courses available for PLAR in this program,](#)
- (b) [Continuing education courses to update skills for PLAR,](#)
- (c) [Dates when PLAR assessment is available for this program,](#)
- (d) [Eligibility criteria for this program’s PLAR challenge options,](#)
- (e) [PLAR fees for this program,](#)
- (f) [Directions to arrange a PLAR consultation for this program, and](#)
- (g) [Contact information for this program’s PLAR consultant.](#)

Courses available for PLAR in this program

| Dental Hygiene Advanced Diploma Program Profile | | | |
|--|---|--|---|
| COURSE CODE | COURSE NAME | PLAR Challenge(s) available through program | PLAR Challenge(s) may be available |
| Year 1 | | | |
| ANAT 163 | Dental Anatomy | ✓ | |
| BIOL 100 | Human Anatomy and Physiology 1 | | ✓ <i>See Note 1</i> |
| BIOL 101 | Human Anatomy and Physiology 2 | | ✓ <i>See Note 1</i> |
| CHEM 102 | General Chemistry 1 | | ✓ <i>See Note 1</i> |
| CHEM 103 | General Chemistry 2 | | ✓ <i>See Note 1</i> |
| ENGL 101 | Critical Reading and Writing | | ✓ <i>See Note 1</i> |
| ENGL 102 | Literature Survey | | ✓ <i>See Note 1</i> |
| PSYC 102 | Introduction to Psychology 1 | | ✓ <i>See Note 1</i> |
| PSYC 103 | Introduction to Psychology 2 | | ✓ <i>See Note 1</i> |
| SOC1 171 | Culture and Diversity in Canadian Society | | ✓ <i>See Note 1</i> |
| STAT 100 | Introductory Statistics | | ✓ <i>See Note 1</i> |
| Year 2 | | | |
| ANAT 164 | Embryology and Histology | ✓ | |
| DENT 164 | Preventive Dentistry 1 | ✓ | |
| DHYG 165 | Preventive Techniques | ✓ <i>See Note 2</i> | |
| MICR 261 | Microbiology | ✓ | |
| NUTR 201 | Nutrition | | ✓ <i>See Note 1</i> |
| RDGR 268 | Dental Imaging Techniques | ✓ <i>See Note 2</i> | |

**Dental Hygiene
Advanced Diploma Program Profile**

Year 3

[DENT 165](#)

Dental Technology

✓
See [Note 3](#)

Note 1: Clicking on the course code link will open the Arts and Sciences Communication and Social Sciences PLAR Candidate Guide or the Math and Sciences PLAR Candidate Guide. Search for these courses in the table of contents of that Guide.

Note 2: Continuing education courses will be offered to students in the 1st year who have experience in Dental Assisting or Dental Therapy to assist in the PLAR process and to maintain applicable skills.

Note 3: A continuing education course will be offered in year 2.

Dates when PLAR Assessment is available for this program

Challenge exams may be written at either the Regina Campus or Saskatoon Campus test centers. The test centers 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 (subject to COVID).

Go to [Appendix G](#) for exam schedule and request form.

* * 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 (Please refer to [Appendix G](#)).**

NOTE: Application form, exam schedule and fees must reach our office at least **10 days** prior to the date upon which you wish to write the first examination. All PLAR applications must be received by June 22nd and the exam schedule will be set after that. All PLAR exams must be completed prior to the start of the course.

NOTE:

| | |
|----------------------|--|
| DHYG 165 RDGR 268 | Evidence portfolios for Preventive Techniques and Dental Imaging Techniques must be submitted by October 31, 2021 . |
|----------------------|--|

NOTE:

| | |
|----------|---|
| DENT 165 | The Evidence portfolios for Dental Technology must be submitted by August 30, 2021 . |
|----------|---|

PLAR Challenge Options and Eligibility Criteria

Individual course challenge

If you have work experience in the field of dental assisting or dental therapy, and you 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 for PLAR Challenges

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. Fees therefore vary for different courses, levels of PLAR, and assessment methods.

For a listing of PLAR fees for this program, please check the online, searchable [PLAR fee database](#). If the course(s) you are looking for is not listed, call or email the Learner Pathways office for more information (306-765-1652) or learner_pathways@saskpolytech.ca

Directions to Arrange a PLAR Consultation for this Program

1. **Review:** Thoroughly review the [PLAR process](#) and [FAQs](#) on our website and then the content of this guide for the Dental Hygiene program. You need both general and specific information to successfully navigate the PLAR process.
2. **Self-rate:** Complete the self-rating checklists in the next section to estimate your level of mastery for the learning outcomes of each course.
3. **Print [*or convert to electronic file*]:** If PLAR for one or more courses appears to be a reasonable option for you, print [*or convert to electronic file*] the [PLAR Application Form](#) and completed self-rating checklists for those courses.
4. **Contact:** Call or email the PLAR consultant for this program.
5. **Prepare:** Ask the consultant what to bring with you or submit prior to a meeting. The following items are commonly requested:
 - A recent resume with dates and employers or organizations listed for any paid or volunteer work related to this program,
 - Copies of certificates or workshop descriptions from any previous training related to this program,
 - A printed PLAR Application Form with at least your personal information filled in, and
 - Completed, printed self-rating checklists for each course you may want to PLAR.

PLAR Consultant for this Program

Please do **not** contact the PLAR consultant for this program until you have...

- thoroughly reviewed (a) [general PLAR information online](#) and (b) program-specific PLAR information in this guide and
- self-rated your competence level for the learning outcomes of each course you may want to PLAR (see the next section of this guide).

If PLAR appears to be a reasonable option for you, please contact the PLAR consultant for this program:

Administrative Assistant

Saskatchewan Polytechnic, Regina Campus
4500 Wascana Parkway, Room 624
Box 556
Regina, SK S4P 3A3
Phone: 306-775-7557
Email: dentalhygiene@saskpolytech.ca

Section 2—Self-rating checklists, assessment methods, and resources for courses in this Program

This section of the guide contains tools and information for each PLAR-able course in this program to help you choose which courses you might successfully challenge with PLAR. Information provided for each course includes the following:

- A checklist of the learning outcomes for each course so you can estimate your level of mastery for that course.
- A brief or detailed description of the potential assessment methods that may be used for a PLAR challenge.
- A list of resources you may want to review prior to PLAR assessment or a reminder to ask the PLAR consultant for a list of recommended resources.

Steps to complete a self-rating checklist

- Read through these three levels of competence listed for each course checklist.

Competent: I can work independently without supervision to apply the learning outcome.

Learning: I am still learning this and need some direction or supervision to do it well.

None: I have no knowledge or experience related to this outcome.

- Read through the following self-rating checklists of learning outcomes for each course you are interested in for a PLAR challenge.
- Check off your estimated competence level for all of the learning outcomes for each course. Your self-rating will help you decide whether to proceed with a PLAR consultation.
- To be successful in a PLAR assessment, your abilities should be at the *competent* level for the majority of learning outcomes. Some things to consider when rating 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 why you chose this level if asked by the program's PLAR consultant.

- Print and bring the completed self-audit checklists to the program's PLAR consultant ([step 5](#) in the 8-step PLAR process).

Self-audit guide(s)

ANAT 163 – Dental Anatomy

Your studies will focus on the basic anatomy of permanent and deciduous teeth. You will study the eruption sequence of the dentitions, the basic structures of the oral cavity and supporting dental structures, and three different numbering systems for identifying teeth.

Credit unit(s): 4.0

Prerequisite(s): None

Equivalent course(s): DENT 166

| ANAT 163 – Dental Anatomy | Competent | Learning | None |
|---|-----------|----------|------|
| Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | | | |
| 1. Identify anatomic structures of the oral cavity. | | | |
| 2. Explain basic terminology of tooth morphology. | | | |
| 3. Identify three numbering systems. | | | |
| 4. Identify permanent teeth. | | | |
| 5. Duplicate oral morphology. | | | |
| 6. Identify deciduous teeth. | | | |
| 7. Describe the development, form, and eruption of teeth. | | | |
| 8. Describe dental anomalies. | | | |
| 9. Identify supporting structures of the teeth. | | | |

PLAR assessment methods

A written **challenge examination** will consist of approximately 140 multiple choice questions. You must achieve a grade of 50%.

Please refer to [Appendix G](#) for exam schedule and request form.

Resources

Please refer to [Appendix F](#) Dental Hygiene program booklist.

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

Prerequisite(s): ANAT 163

Equivalent course(s): DENT 166

| ANAT 164 – Embryology and Histology Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | 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 approximately 140 multiple choice questions.

Please refer to [Appendix G](#) for exam schedule and request.

Resources

Please refer to [Appendix F](#) Dental Hygiene program booklist.

DENT 164 – Preventive Dentistry 1

Your studies will provide an introduction to the philosophy of preventive dentistry. You will study the relationship between diet and oral health. You will learn the relationship between dental biofilm and oral disease. You will study oral care aids and products designed to prevent and control oral disease, including fluoride. You will acquire the knowledge, skills and attitude required to practice oral disease control.

Credit unit(s): 4.0

Prerequisite(s): ANAT 163

Equivalent course(s): DENT 163

| DENT 164 – Preventive Dentistry 1 | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| Competent: I can work independently to apply the outcome. | | | |
| Learning: I am developing skills and knowledge for this area. | | | |
| None: I have no experience with the outcome. | | | |
| 1. Explain the relationship between diet and oral health. | | | |
| 2. Describe the significance of dental biofilm in relation to oral diseases. | | | |
| 3. Describe personal mechanical biofilm control measures. | | | |
| 4. Examine chemotherapeutic biofilm control measures. | | | |
| 5. Explain the use of fluoride in a self-care program. | | | |
| 6. Demonstrate self-care techniques. | | | |

PLAR assessment methods

A written **challenge exam** will consist 75 multiple choice questions. You must achieve a grade of 50%.

Please refer to [Appendix G](#) for exam schedule and request.

Resources

Please refer to [Appendix F:](#) Dental Hygiene program booklist.

DHYG 165 – Preventive Techniques

You will learn the use and maintenance of dental hand pieces, extrinsic stain removal techniques, and the application of topical fluoride and pit and fissure sealants. You can earn practical credit through the PLAR process for your relevant lifelong learning in DYHG 165 Preventive Techniques (in the last 5 years).

Credit unit(s): 2.0

Prerequisite: DHYG 157, DHYG 161, DHYG 257

Equivalent course(s): DNTL 262

| DHYG 165 – Preventive Techniques Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|---|-----------|----------|------|
| 1. Apply pit and fissure sealants. | | | |
| <ul style="list-style-type: none"> ▪ Explain procedure to client ▪ Designated pits/fissures are completely covered ▪ Sealant remains intact when tested with a tug using an explorer ▪ No excess sealant is in the sulcus area ▪ Contact areas of sealed tooth can be flossed ▪ Sealant thickness does not interfere with client's occlusion ▪ Follow organized and methodical technique ▪ Maintain infection control procedures | | | |
| 2. Use extrinsic stain removal techniques. | | | |
| <ul style="list-style-type: none"> ▪ Explain procedure to client ▪ Ensure selective polishing using the rubber cup, bristle brush polishing agent/interproximal strip. ▪ Select the least abrasive polishing paste that will remove the stain. ▪ When the polishing paste is a medium, coarse or extra coarse paste, these are followed by the use of the next least abrasive paste in succession until the final paste used is fine paste. ▪ Minimize hard and soft tissue trauma by ensuring: <ul style="list-style-type: none"> ○ A fulcrum with the hand piece ○ Slightly flared up ○ Slow rotation of cup/brush ○ Light steady pressure ○ On/off motion of cup/brush ○ Appropriate amount of paste ▪ Floss and rinse client's mouth ▪ Maintain infection control procedures ▪ Apply fluoride to area polished | | | |
| 3. Apply topical fluoride. (Tray Technique) | | | |

| DHYG 165 – Preventive Techniques Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|--|-----------|----------|------|
| <ul style="list-style-type: none"> ▪ Seat client in upright position ▪ Explain procedure and rationale to client ▪ Dispense the recommended amount of fluoride into the tray(s) ▪ Dry tooth surfaces before application of fluoride ▪ Insert lower tray followed by upper tray ▪ Use oral evacuator ▪ Ensure fluoride remains in contact with designated tooth surfaces for the recommended time ▪ Use oral evacuator at end of procedure ▪ Give post-application instructions to client ▪ Maintain infection control procedures | | | |
| 4. Apply topical fluoride. (Varnish Technique) | | | |
| <ul style="list-style-type: none"> ▪ Assemble supplies necessary for varnish technique ▪ Mixes to ensure no separation of product prior to application ▪ Explain procedure and rationale to client ▪ Dry tooth surfaces prior to application ▪ Apply a thin layer of varnish onto indicated teeth using applicator brush, minimizing contact with tissues ▪ Asks client to close – swish with saliva ▪ Give post application instructions ▪ Maintain infection prevention and control | | | |

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
 - Tray
 - Varnish

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.*

Independent inquiry and self-learning of the products and procedures used for fluoride, sealants, polishing and hand piece maintenance at Saskatchewan Polytechnic is **required**.

Additionally, attendance is **mandatory** for the air polishing seminar. You will be informed of the date and time.

You must achieve a grade of 50%.

MICR 261 – Microbiology

You will learn about the various types of microbes, their role in spreading infectious disease and how they can be controlled. You will develop an understanding of and appreciation for the prevention of disease transmission.

Credit unit(s): 2.0

Prerequisite: None

Equivalent course(s):

| MICR 261 – Microbiology Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Describe the functional concepts of microbiology. | | | |
| <ul style="list-style-type: none"> ▪ Explain terms relevant to microbiology ▪ Describe beneficial and harmful functions of microbes ▪ Explain terms relevant to eucaryotic and prokaryotic cells ▪ Compare the structure and function of eucaryotic and procaryotic cells ▪ Differentiate between animal and bacterial cells ▪ Describe microbial taxonomy | | | |
| 2. Compare the diversity of microbes. | | | |
| <ul style="list-style-type: none"> ▪ Explain various ways in which bacterial can be classified ▪ Compare unique bacteria, photosynthetic bacteria and the domain archaea ▪ Describe characteristics and properties of viruses, and prions ▪ Compare specific properties of viruses that distinguish them from bacteria ▪ Compare the differences between protozoa and fungi | | | |
| 3. Describe microbial physiology and genetics. | | | |
| <ul style="list-style-type: none"> ▪ Categorize microbes according to their energy and carbon sources ▪ Describe factors that affect the microbial growth ▪ Discuss the bacterial growth curve and its four phases ▪ Discuss bacterial genetics ▪ Describe mutations and ways in which bacteria acquire genetic information | | | |
| 4. Compare methods of controlling microbial growth | | | |
| <ul style="list-style-type: none"> ▪ Explain terms relevant to controlling microbial growth ▪ Describe physical methods and the use of disinfectants to inhibit microbial growth ▪ Compare antimicrobial agents and antibiotics as to their intended purpose ▪ Describe how antimicrobial agent’s works ▪ Discuss bacterial resistance and side effects to antibiotics | | | |
| 5. Describe microbial ecology and transmission of infection | | | |

| MICR 261 – Microbiology Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|---|-----------|----------|------|
| <ul style="list-style-type: none"> ▪ Describe symbiotic relationships involving microbes ▪ Discuss the beneficial and harmful roles of the indigenous microbiota ▪ Describe biofilms and their impact on human health ▪ Describe reservoirs of infection ▪ Describe modes of infectious disease transmission | | | |
| <p>6. Describe the pathogenesis of infectious diseases.</p> | | | |
| <ul style="list-style-type: none"> ▪ Describe the course of an infectious disease and the infectious disease process ▪ Describe virulence and virulence factors ▪ Describe the immune response to disease ▪ Discuss the types of immunity, and hypersensitivity reactions | | | |

PLAR assessment methods

1. Assignment

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

- a power point presentation
- a poster display
- a 10-page essay in APA format
- Please refer to [Appendix E](#) for detailed instructions and marking criteria.
- Worth 30% of final grade

2. Challenge exam

- Multiple choice format (worth 70% of the final grade)
- There are 113 questions and candidates are allowed 2 hours to write the exam.

You must achieve a grade of 50%.

Please refer to [Appendix G](#) for exam schedule and request.

Resources

Please refer to [Appendix F](#) Dental Hygiene program booklist.

You may also access additional materials at the Saskatchewan Polytechnic Dental Hygiene program library website. Go to [Dental Assisting / Dental Hygiene - School of Health Sciences - Research Guides at Saskatchewan Polytechnic](#)

RDGR 268 – Dental Imaging Techniques

While observing radiation safety protocols, you will develop skill in exposing and processing high quality dental images using darkroom and digital techniques. You will also learn how to take dental photographs.

You can earn practical credit through the PLAR process for your relevant lifelong learning in Dental Imaging Techniques 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.

Credit unit(s): 4.0

Prerequisite: ANAT 163, BIOL 101

Equivalent course(s): RDGR 260 (Prior to 2018)

| RDGR 268 – Dental Imaging Techniques Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Process Images Using Darkroom and Digital Equipment | | | |
| <ul style="list-style-type: none"> ▪ Process film Using darkroom equipment (not required) ▪ Process a phosphor plate using a digital scanner (or use a digital sensor) | | | |
| 2. Demonstrate Bitewing Technique | | | |
| <ul style="list-style-type: none"> ▪ Prepare image receptor ▪ Position client, receptor and PID for bitewing exposure | | | |
| 3. Mount Dental Radiographs | | | |
| <ul style="list-style-type: none"> ▪ Demonstrate mounting film (not required) ▪ Demonstrate mounting using a digital program | | | |
| 4. Demonstrate Parallel Technique | | | |
| <ul style="list-style-type: none"> ▪ Prepare receptor holders ▪ Position client, receptor, and PID | | | |
| 5. Demonstrate Bisecting Technique | | | |
| <ul style="list-style-type: none"> ▪ Prepare receptor holders for bisecting technique ▪ Position client, receptor and PID for bisecting technique | | | |

| RDGR 268 – Dental Imaging Techniques Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|--|------------------|-----------------|-------------|
| 6. Troubleshoot Technique, Exposure and Processing Errors | | | |
| <ul style="list-style-type: none"> Recognize processing errors Identify receptor exposure errors Discuss periapical technique errors | | | |
| 7. Take Dental Photographs | | | |
| <ul style="list-style-type: none"> Discuss the uses of dental photographs Describe the equipment used to take dental photographs Discuss client management Describe the views in a standard series of dental photographs Practice using cameras | | | |
| 8. Demonstrate Occlusal and Localization Techniques | | | |
| <ul style="list-style-type: none"> Expose a maxillary and a mandibular occlusal projection Practice localization techniques | | | |
| 9. Demonstrate Panoramic Radiograph Technique | | | |
| <ul style="list-style-type: none"> Prepare equipment and client for panoramic (Pan) imaging Practice Pan technique | | | |

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:
 - Minimal retakes

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
- eight (8) posterior periapicals
- four (4) bitewings

(B) *Submit:*

One (1) panoramic radiograph

Work samples submitted for evaluation can be either film or digital. Digital images are preferred and can be e-mailed to lynn.johnson@saskpolytech.ca. Any films submitted must be originals and mailed to SPT Regina Main Campus – Attention: Lynn Johnson

Samples must be properly mounted and labelled.

Not graded: work samples must meet clinical criteria: FMS: periapicals to include root tip and surrounding bone, bitewings demonstrate open contacts. Pan demonstrates correct technique.

Resources

Please refer to [Appendix F](#) Dental Hygiene program booklist.

DENT 165 – Dental Technology

You will study physical and mechanical properties of dental materials used to take alginate impressions. You will also make study models of teeth and fabricate mouth protectors and whitening trays. You will practice manipulating the materials and operating equipment commonly used in dental offices and laboratories. You will critique your work by evaluating against the criteria for satisfactory laboratory generated items.

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.

Credit unit(s): 3.0

Prerequisite: DHYG 201

Equivalent course(s): DENT 161 (Prior to 2018)

| DENT 165 – Dental Technology Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|--|-----------|----------|------|
| 1. Produce an Alginate Impression and a Bite Registration. | | | |
| <ul style="list-style-type: none"> ▪ Select trays to fit client’s mouth ▪ Assemble dispenser, cartridge, and tip ▪ Maintain operator’s / client’s safety throughout entire procedure Take an impression with: <ul style="list-style-type: none"> ▪ All teeth and alveolar processes recorded including frenums, palatal vault (max), retromolar and hamular notch areas ▪ Absence of voids, and/or air bubbles, tears that interfere with Anatomy Take a bite registration with: <ul style="list-style-type: none"> ▪ An accurate record of the client’s centric occlusion | | | |
| 2. Fabricate models using gypsum. | | | |
| <ul style="list-style-type: none"> ▪ Dispense, mix, and pour an alginate impression using gypsum After separating the cast from the impression, self-evaluate and check for the following: <ul style="list-style-type: none"> ▪ All anatomy present, including frenums, palatal vault (max), retromolar and hamular notch areas ▪ Adequate trimming area ▪ Models free of positive and/or negative voids or fractures that affect anatomy ▪ Maintain operator’s safety throughout entire procedure | | | |
| 3. Produce a trimmed and finished stone model. Trim the model so that: | | | |

| DENT 165 – Dental Technology Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|---|-----------|----------|------|
| <ul style="list-style-type: none"> ▪ All anatomy present, including frenums, palatal vault (max), retromolar and hamular notch areas ▪ Model contains no positive or negative voids of consequence that affect anatomy ▪ Maintain operator’s safety throughout entire procedure ▪ Art portion has a symmetrical shape ▪ Art portion is 1/3 and anatomical portion is 2/3 of overall height of each of maxillary and mandibular models ▪ Model will stand and stay in occlusion when placed on posterior corners, and posterior border ▪ Model stands parallel to the floor | | | |
| <p>4. Fabricate custom mouth guard so that:</p> | | | |
| <ul style="list-style-type: none"> ▪ The mouthguard is adapted closely to the oral anatomical structures of 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 ▪ The mouthguard does not impinge on the vestibular or gingival tissue ▪ The mouthguard covers all occlusal surfaces or at least the last molar present in the mouth with exception of wisdom teeth ▪ The borders of the mouthguard are all rounded and smooth, no ragged edges present ▪ The mouthguard has uniform thickness throughout ▪ All anatomy must be present in order to be considered acceptable | | | |
| <p>5. Fabricate whitening trays so that:</p> | | | |
| <ul style="list-style-type: none"> ▪ The tray is adapted closely to the teeth on the model; where the tray is trimmed 3-4 mm from the gingival margin ▪ The tray does not cover the gingival tissue on the facial/lingual Side ▪ The tray has a smooth peripheral borders and edges ▪ The tray has uniform thickness ▪ Maintain operator’s safety throughout entire procedure | | | |
| <p>6. Demonstrate custom tray tooth whitening.</p> | | | |
| <ul style="list-style-type: none"> ▪ Provide brief explanation of procedure ▪ Demonstrate placement of 2-3 mm bead of material on vestibular surfaces of teeth in half of tray ▪ Provide 4 of 8 postoperative instructions as outlined in course manual instruction sheet ▪ Maintain client’s/operator’s safety throughout entire procedure | | | |
| <p>7. Evaluate alginate impressions, bite registration, study models, mouth guards and whitening trays using the rubric.</p> | | | |

| DENT 165 – Dental Technology Competent: I can work independently to apply the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome. | Competent | Learning | None |
|---|-----------|----------|------|
| <ul style="list-style-type: none"> ▪ Self-evaluate alginate impressions ▪ Self-evaluate Bite Registration ▪ Self-evaluate the Diagnostic Cast ▪ Self-evaluate Custom mouth guard ▪ Self-evaluate Custom Whitening tray | | | |

PLAR assessment methods

On-Site Demonstration

- Candidates will produce an alginate impression and a bite registration demonstrated on a classmate (volunteer). Three (3) attempts per arch will be permitted for taking the alginate impressions.
- Candidates will fabricate a study model using gypsum on the alginate impressions previously taken.
- Candidates will produce as final product, a trimmed and finished stone model on the alginate impressions taken.
- Candidates will fabricate a mouth protector on a provided stone cast.
- Candidates will fabricate a whitening tray on a provided stone cast.
- Candidates will demonstrate to assessor custom tooth whitening.
- Candidates will be allotted 4 hours to complete #1-6.

You must achieve a grade of 50%.

*Off-Site Demonstration may be available due to the COVID 19 Pandemic.

You are expected to perform at a competent level for all learning outcomes.

Resources

Please refer to [Appendix F](#) Dental Hygiene program booklist.

Appendices

Portfolio of Professional Dental Competencies

Jillian Simmons

3344 Main St.

North Battleford, Saskatchewan

Phone: (306)251-7878

Fax: (306) 251-8113

Email: jsimmons@sasktel.sk.ca

Purpose of this Portfolio:

For submission to
the Dental Hygiene Program
Saskatchewan Polytechnic, Regina Campus
For PLARof
[Course Name]

Sample skill resume

Note: This skill resume should describe the work experience you have as a dental assistant, especially highlighting the experience in the skills which you are requesting PLAR.

Jillian Simmons, CDA

3344 Main St., North Battleford, Saskatchewan S6G 8V4
(306) 251-7878

| | |
|----------------|---|
| Objective | To successfully complete the PLAR assessment and to earn credit for my relevant lifelong learning in the Dental Imaging Techniques Course. |
| Qualifications | 8 years of dental assisting experience working in general dental practices <ul style="list-style-type: none">▪ Canadian National Dental Assisting Board Certificate▪ Current Certification in CPR▪ Current St. John's First Aid Certificate▪ Current Dental Assisting License |
| Education | Orthodontic Module Saskatchewan Polytechnic – Regina, Saskatchewan 2019 University of Saskatchewan (2 years Arts and Science) Saskatoon, Saskatchewan 2016-2019 evening classes Certificate Dental Assisting Saskatchewan Polytechnic – Regina, Saskatchewan 2014-2015 |
| Experience | East Landing Dental Clinic – North Battleford, Saskatchewan Kingsway Dental Clinic – Saskatoon, Saskatchewan 2018-2020 Dental Assistant- Periodontal Practice <ul style="list-style-type: none">▪ Expose and process dental radiographs including periapicals and bitewings, assist during surgical procedures, provide pre-treatment information and post-operative instructions, provide client education and administration. |

South Horizon Dental Clinic

2016-2018

Dental Assistant – General Practice

- Expose and process dental radiographs including periapicals, bitewings, panoramic and occlusal films, 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

Appendix C

Letter of validation from employer

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

- RDGR 268 Dental Imaging Techniques
- 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
- Email

2. Validation statement, for example:

I have witnessed **Jane Doe** complete the learning outcomes I have signed for on the competency sheet for Dental Imaging Techniques RDGR 268. I am confident he/she is able to perform those tasks with the knowledge, critical thinking, and sound judgment required.

3. Specific information required for each course:

Employer to validate:

- paralleling technique used to produce images
- minimal retakes

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 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 confidential material or included any names? If I have, have I received written permission and taken precautions to protect identities?
- Have I checked grammar and spelling with a word processor or had another person edit for mistakes?
- Have I made sure 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?

Appendix E

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
- a poster display
- a 10-page essay in APA format

The power point 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/essay should be emailed to the instructor at Saskatchewan Polytechnic. The poster display can be mailed or delivered to the instructor at Saskatchewan Polytechnic (pending COVID restrictions).
- 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

- Assignment will be worth 30% of the final grade in Microbiology.
- Content is worth 12/30.
- Management of the project is worth 6/30
- Language, spelling, grammar is worth 4/30.
- One-page summary is worth 8/30.
- The assignment will have a due date and marks are deducted for lateness.

Evaluation

You will be evaluated according to the following criteria.

| Assessment area | Marks |
|--|----------------|
| <p>Content</p> <p>The assignment:</p> <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 | Possible 12/30 |

| | |
|---|---------------------------|
| Management | Possible 6/30 |
| <p>Overall the assignment:</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 photographs and video. ▪ 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 4/30 |
| <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 | |
| Summary | Possible 8/30 |
| Submit a one-page summary of the content using the content subheadings | Total score /30 |

Appendix F

Dental Hygiene Program Resource List

Go to the Saskatchewan Polytechnic Bookstore Link <http://saskpolytech.ca/student-services/academic/bookstores.aspx> to determine text books and learning manuals with current prices used in this course.

Directions:

- Go to [Saskatchewan Polytechnic Bookstores](#)
- Select Regina Campus
- Under "Textbooks" choose Buy Your Books
- Select Regina Campus Full Time Programs from pull down list
- Select DH – Dental Hygiene
- Select Dental Hygiene

Ordering Course Material:

Once you are enrolled in the program and have a Saskatchewan Polytechnic Student ID#, you can order course materials online or by phoning the bookstore order processing centre. To order course material before you are enrolled, contact the Regina Campus Bookstore in Regina directly.

| | |
|------------------------------------|---|
| Online: | http://bookstore.saskpolytech.ca/regina |
| Bookstore Order Processing Centre: | 1-866-569-8398 (1-866-5myTEXT) |
| Regina Campus Bookstore: | 4500 Wascana Parkway, Regina 775-7755 or toll free 1-866-467-4278 |

(Call ahead to confirm bookstore hours and to ensure material is available.)

Appendix G

Exam schedule

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

Dental Hygiene Program

Saskatchewan Polytechnic Regina Campus
4500 Wascana Parkway, Room 624
Box 556
Regina, SK S4P 3A3
Phone: (306) 775-7557
Email: dentalhygiene@saskpolytech.ca

NOTE: Application form, exam schedule and fees must reach SPT at least 10 days prior to the date upon which you wish to write the first examination. All PLAR applications and the exam schedule must

Dental Hygiene program profile of PLAR ready courses

| COURSE CODE | PLAR Challenge(s) <i>available</i> through program | Challenge(s) must be completed by |
|-------------|--|-----------------------------------|
| ANAT 163 | Dental Anatomy | August 17 |
| ANAT 164 | Embryology and Histology | August 17 |
| ANAT 166 | Anatomy and Physiology of the Head and Neck | August 21 |
| DENT 164 | Preventive Dentistry 1 | August 17 |
| DENT 165 | Dental Technology | August 17 prior to year 3 |
| DHYG 165 | Preventive Techniques | November 28 |
| MICR 261 | Microbiology | August 17 |
| NUTR 201 | Nutrition | October 31 |
| RDGR 268 | Dental Imaging Techniques | October 31 |

Dental Hygiene PLAR exam schedule

Student Name: _____

Current Phone: _____

E-mail Address: _____

| Course(s) | Date of exam | Time of exam (please check) | Test site (Regina/Saskatoon) |
|--|--------------|--|---------------------------------|
| 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 166 Anatomy & Physiology 1 | Contact A&S | <input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM | |
| DENT 164 Preventive Dentistry 1 | | <input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM | |
| DENT 165 Dental Technology (Practical lab) | (Sept) | <input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM | <i>Regina</i> |
| DHYG 165 Preventive Techniques | | | |
| MICR 261 Microbiology | | <input type="checkbox"/> 9 AM <input type="checkbox"/> 1PM | |
| NUTR 201 Nutrition | Contact A&S | | <i>Regina</i> |

A confirmation of the exam schedule will be e-mailed to you.

BOOK YOUR TEST ONLINE

1. Book appointments well in advance.
2. For more information see:
 - <http://saskpolytech.ca/student-services/academic/test-centres.aspx>
 - <http://saskpolytech.ca/student-services/academic/academic-honesty.aspx>
 - <https://canada.registerblast.com/ReginaCampus/Exam/List>
3. Students who require the use of the Test Centres for their exams should book their appointments as soon as they have their exam schedules.
 - <http://canada.registerblast.com/ReginaCampus/Exam/List>

Covid restrictions – please contact the program to schedule a date for a proctored exam.

4. Test Takers who do not provide their instructors with a copy of their confirmation emails, risk having their appointment cancelled as their exam may not be available.
5. The booking system requires you enter the following information:
 - Instructor name and email
 - Name of class and course number
 - Name of your program
 - Date, time and length of your test
 - Type of test you are taking (mid-term, final, re-write, make-up) and if it is computer or paper-based.
6. It is your responsibility to read Information about Test Taking and the Academic Honesty requirements.
 - <http://saskpolytech.ca/student-services/academic/test-centres.aspx>
 - <http://saskpolytech.ca/student-services/academic/academic-honesty.aspx>

When you come for your appointment, please remember to bring your photo ID.

Acceptable ID includes:

- Current employment ID,
- Driver's license,
- Military ID,
- Passport,
- Secure Certificate of Indian Status (Status Card)
- Saskatchewan Polytechnic student ID card
- Declaration of Refugee Status

7. Saskatchewan Polytechnic, Regina Campus
Room 400, 4500 Wascana Parkway, Regina SK, S4P 3A3
306-775-7522
306-775-7757 (fax)
Regina.Testing@saskpolytech.ca

Due to Covid – please double check website

Hours

Monday – Wednesday 8:00 a.m. – 8:00 p.m.
Thursday and Friday 8:00 a.m. – 4:30 p.m.

Summer Hours July 2, 2021 – August 27, 2021 (inclusive)

Monday to Friday 8:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:30 p.m.

*Please call or e-mail to verify summer hours

Closed weekends and statutory holidays
Evenings and weekends by appointment only