



# Dental Hygiene Program Portfolio Guide

**May 2021**

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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:

Admission requirements course average	70%
Relevant/related post-secondary education *	10%
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: E-Portfolio must be received by April 15.** Email a zip drive to [dentalhygiene@saskpolytech.ca](mailto:dentalhygiene@saskpolytech.ca)

### A. Materials Required

You will need:

- Access to Microsoft PowerPoint software.

#### **Important Note:**

- **Do not submit any original certificates, documents or awards.**
- **The E-portfolios are kept on a secure flash drive, and only those on the selection committee are able to view them.**

### B. Contents of the E-Portfolio

1. **An opening slide:** 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.

**Resume and validation letters must be a separate word document.**

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 reflective autobiographical essay must be a separate word document.**

**The essay will 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 refer to [Appendix D](#) for the evaluation rubric.**

**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](http://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.
- Reflection on evidence

#### B. Reflection on Evidence

- Identify what the evidence is. For example, explain that the certificate is an award for demonstrating leadership in an activity.
- **Describe how this evidence has helped you prepare for a career in dental hygiene.**
- 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 and essay.

#### **D. Labeling Evidence**

- Reference each article of evidence within the essay.
- 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.
- Have I arranged all documents in a zip drive?
- 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 or had another person edit for mistakes?
- Have I made sure that each piece of evidence is necessary, labelled and referenced? Did I provide a reflection for each piece of evidence including how it has prepared you for a career in dental hygiene?
- 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?

#### **IV. Portfolio Assessment**

The selection committee will evaluate your evidence 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.

#### **V. Common Errors:**

- Failure to follow the rubrics provided in Appendix D
- Missing reflections on provided evidence (see Part III section B)
- Failure to provide separate documents when indicated (i.e., autobiographical essay, resume, and validation letters)

## APPENDIX A: Sample of Personal Identification Opening Slide

# Application Portfolio for the Saskatchewan Polytechnic Dental Hygiene Program

Jillian Simmons

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Purpose of this Portfolio:

Program Application Requirement for The Dental Hygiene Program

Saskatchewan Polytechnic, Regina Campus

September 20, 2021

## Sample of Table of Contents Slide

### Table of Contents

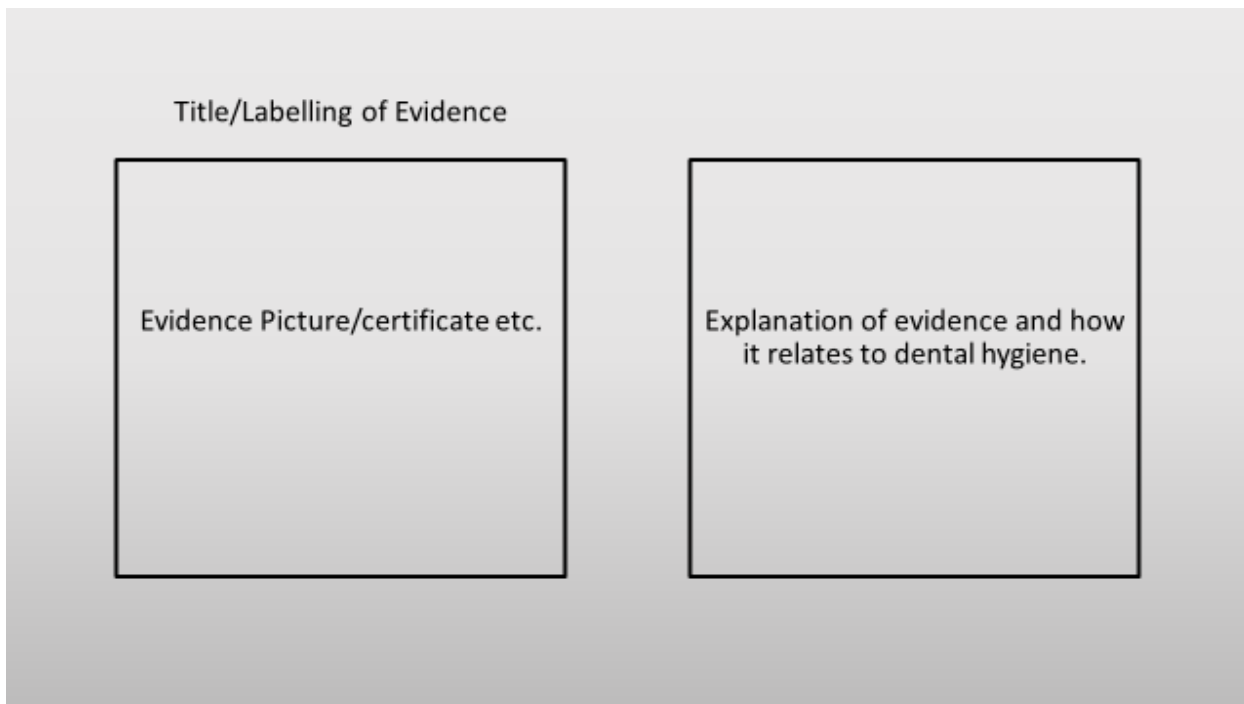
Special Projects	Slides 3-4
Photographical Evidence	Slides 5-7
Certificates of Achievement	Slides 8-13
Volunteer Activities	Slides 14-16



**Sample of Opening Slide for each new collection of evidence**



**Sample of Evidence Slide**



**APPENDIX B – Validation of Work/Volunteer Experiences**

**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: \_\_\_\_\_

## APPENDIX C Employability Skills 2000+

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.

<p><b>Fundamental Skills</b> – The skills needed as a base for further development.  <i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g. voice/e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (i.e. the arts, languages, science, technology, mathematics, social sciences and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul>	<p><b>Personal Management Skills</b> – The personal skills, attitudes and behaviours that drive one’s potential for growth.  <i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitudes and Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people’s good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful</li> <li>• identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p><b>Teamwork Skills</b> – The skills and attributes needed to contribute productively.  <i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team’s purpose and objectives are clear</li> <li>• be flexible</li> <li>• respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people’s diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects and Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve.</li> </ul> <p>Conference Board of Canada  255 Smyth Road, Ottawa ON K1H 8M7  Tel. (613) 526-3280  Fax (613) 526-4857  <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></p>
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## APPENDIX D – Selection Criteria Evaluation

### 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.

Points	Level of post-secondary education
10	A 5-year post-graduate degree.
9	4.5 years (135 cu)
8	4 years post-secondary from a university, college, polytechnic institute or other post-secondary institution.
7	3.5 years (105 cu)
6	3 years post-secondary from a university, college, polytechnic institute or other post-secondary institution.
5	2.5 years (75 cu)
4	2 years' post-secondary program from a university, college, polytechnic institute or other post-secondary institution.
3	1.5 years (45 cu)
2	1-year post-secondary program from a university, college, polytechnic institute or other post-secondary institution. (Points are awarded for half (15 cu) and complete years (30 cu) only)
1	½ year (15 cu)

## Evaluation of the Elements of the E-Portfolio

### 1. Overall Quality of E-Portfolio

Points	Exceeds Expectation (5)	Meets Expectations (3)	Minimum Success (1)
<b>Organization</b> <ul style="list-style-type: none"> <li>• Title slide</li> <li>• Table of Contents</li> <li>• Opening slide for each section</li> <li>• Contents clearly labelled</li> <li>• Evidence is organized into appropriate areas</li> </ul>	All standards of organization are present.	One of the standards of organization is missing or poorly done.	Two of the standards of organization are missing or poorly done.
<b>Comprehensiveness</b> <ul style="list-style-type: none"> <li>• All critical aspects of the portfolio are included</li> <li>• Selection of appropriate evidence.</li> <li>• A variety of evidence used</li> <li>• Labelling of evidence included.</li> <li>• Resume and validations included in separate document.</li> </ul>	All standards of comprehensiveness are present.	All critical aspects are included. <ul style="list-style-type: none"> <li>• Some evidence:</li> <li>• Is missing and/or lacks variety and/or is inappropriate.</li> <li>• Reflection on evidence is mediocre.</li> </ul>	One of more of the critical aspects is not included. <ul style="list-style-type: none"> <li>• Labelling of the evidence is poorly done.</li> <li>• Evidence is missing and/or is inappropriate               <ul style="list-style-type: none"> <li>▪ and/or lacks variety.</li> </ul> </li> </ul>
<b>Professional presentation</b> <ul style="list-style-type: none"> <li>• Visually appealing</li> <li>• Neatness</li> <li>• Text is readable (font, size, colours)</li> </ul>	All standards of a professional presentation are present.	One of the standards of a professional presentation is poorly done.	Two or more standards of a professional presentation are poorly done.
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling</li> <li>• Punctuation</li> </ul>	0-2 errors	3-5 errors	6 or more errors

## 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.

<b>Points</b>	<b>Experience</b>
1	One year or less full-time employment
2	More than one-year full-time employment
1	One year or less part-time employment
2	More than one-year part-time employment
1	Volunteer experience
1	Dental-related experience

### 3. Reflective review Autobiographical Essay

<b>Points</b>	<b>Above Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Below Expectations 1</b>
<b>Content</b> 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
<b>Evidence</b> proof of skills, knowledge, attitudes or other attributes	evidence clearly demonstrates skills, knowledge or attitudes  referenced within essay and clearly labelled	evidence demonstrates most skills, knowledge or attitudes  missing some referencing or labelling	evidence lacking in several areas  poorly referenced or labelled	evidence not provided  not referenced within essay or not labelled
<b>Quality of Language and Expression</b>	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
<b>Organization and Development</b>	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
<b>Conventions</b> (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
<b>Formatting</b> (see section B part 4 of Contents of the E-Portfolio)	follows all guidelines	1 or 2 inconsistencies	inconsistent	guidelines ignored