

**adha** **CELL 2015**  
**92<sup>ND</sup> ANNUAL SESSION** **JUNE 17-23\*2015**  
**SESSION** **NASHVILLE, TN**

**CE Course Handout**

**Pertinent Practicum: Expanding Their  
Applicability in Public Health Sectors**

**Saturday, June 20, 2015  
10:00am-12:00pm**



American  
Dental  
Hygienists'  
Association

# **Pertinent Practicum: Expanding Their Applicability in the Public Health Sectors**

Presented by: Darlene Jones, RDH, MPA

## **Learning Objectives;**

- Identify the definition and purpose of the Practicum experience as a teaching tool
- Provide value of the Practicum for students, instructors, institutions and the community
- Recognize the future of Practicum in Dental Hygiene curriculum

## **Practicum Definition and History;**

Balance between classroom experience and “real” life experience

What the Practicum is not, an element of value and learning must be present for all involved parties

Dental Hygiene evolution over time;

- Originated in Public Health sector
- Focus changed toward Private Practice
- Now moving again toward Public Health sector - are students prepared?

## **Who Benefits;**

### **1. INSTRUCTOR**

Enriches teaching and learning  
Process to use critical thinking skills  
Creates potential for new opportunities and partnerships  
Variety Activities for Assessments  
New ideas for assessing students, “rolling rubric”  
Competencies/Accreditation  
Positive indicators for accreditation  
Benefits for Resume/CV  
Mentorship opportunities, not just didactic teaching  
Provide networking opportunities  
Memorandum of Understanding  
Accountability of student to Project

## 2. STUDENT

- Enriches learning with “real life” experiences
- Leadership Skills and working in groups
- Critical thinking and problem solving skills
- Political and civic awareness and responsibility
- Increase motivation and new perspectives
- Increase student’s personal, interpersonal, and social development
- Make student’s aware of potential Research and career Opportunities
- Increase Culturally Awareness and broadens perspectives
- Learn more about social issues and their causes, solutions, advocacy
- Future...

## 3. COMMUNITY

- Aspire to make a difference in someone’s life
- Help to highlight community needs
- Allows the energy and enthusiasm of student to contribute to others
- Creates Sustainability by creating a program to assist the community
- Helps fulfill goals of Healthy People 2020 and individual State’s Oral Health Agendas

## 4. INSTITUTION

- Creates new research and ideas for scholarship, and increases potential for awards and recognition
- Extends the campus into the community in positive way
- Supports the mission of higher education
- Increases the value and recognition of the school

### **Competencies:**

#### *Patient Care Competencies per CODA*

2-12 Graduates must be competent in providing dental hygiene care for the child, adolescent, adult and geriatric patient.  
Graduates must be competent in assessing the treatment needs of patients with special needs

2-13 Graduates must be competent in providing the dental hygiene process of care which includes: a) comprehensive collection of patient data to identify the physical and oral health status; b) analysis of assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs; c) establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health; d) provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health; e) measurement of the extent to which goals identified in the dental hygiene care plan are achieved; f) complete and accurate recording of all documentation relevant to patient care.

2-15 Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team.

2-16 Graduates must demonstrate competence in: a) assessing the oral health needs of community-based programs Dental Hygiene Standards -25- b) planning an oral health program to include health promotion and disease prevention activities c) implementing the planned program, and, d) evaluating the effectiveness of the implemented program

2-18 Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.

### *Critical Thinking*

2-20 Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.

2-22 Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.