

Directed journaling level 3

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Guided Questions for Directed Journaling Level 3 (November 2012 Session)

1. To prepare graduates that conduct themselves in a professional manner by acting ethically, self-assessing, following codes of conduct and standards of practice with integrity. • Review the responsibilities of the dental hygienist for reporting abuse under the Regulated Health Professions Act, as outlined in the CDHO Registrant's Handbook and Professional Issues II (DH 202). Read the articles " Oral health professional alert: Elder abuse concern in the United States and Canada" and " Initiating discourse on recognizing and reporting child abuse".

Based on these articles, reflect on the following: - Describe your responsibility and obligation when you suspect abuse in Ontario. - Outline the consequences you could face if you neglected your duty. - Reflect your personal opinion about this responsibility and possible consequence. - Describe how you would handle a situation in the CADH clinic should you suspect abuse. Furnari, W. (2011). Oral health professional alert: Elder abuse concern in the United States and Canada. Can J Dent Hygiene 45 (2): 98-102. DeMattei, R. R. , Sherry, J. S. 2011). Initiating discourse on recognizing and reporting child abuse. Can J Dent Hygiene 45 (4): 253-258.

2. To prepare graduates that effectively communicate and collaborate with clients, substitute decision makers, communities and other professionals. • Read the article " An Overview of health behavioural change theories and models: Interventions for the dental hygienist to improve client motivation and compliance". Reflect on your communication with clients and discuss client belief/value modification using approaches identified in the article.

Further, explain how you can overcome the challenge. Collins, S. M. An Overview of health behavioural change theories and models: Interventions for the dental hygienist to improve client motivation and compliance. *Can J Dent Hygiene* 45 (2): 109-115. 3. To prepare graduates who demonstrate critical thinking by determining credible information and integrating knowledge using an evidence-based approach to deliver the dental hygiene process of care. • Read one of the articles listed below. Select one of these articles that pertain to a client you are currently treating.

Based on the information in the article: - Highlight the significant findings within this article - Demonstrate how you have utilized the significant findings found in the chosen article within the dental hygiene process of care for your client DeAssis-Soares, M. R. F. (2011). Halitosis from tonsilloliths: Literature review for oral healthcare providers. *Can J Dent Hygiene* 45 (4): 223-228. An, S. L. , Ranson, C. (2011). Obstructive sleep apnea for the dental hygienist: Overview and parameters for interprofessional practice.

Can J Dent Hygiene 45 (4): 238-252. 4. To prepare graduates that advocate for themselves, individuals, the community and the profession. • Review “ A Guide to...Choosing and Adapting Culturally and Linguistically Competent Health Promotion Materials” at the following link http://www11.georgetown.edu/research/gucchd/nccc/documents/Materials_Guide.pdf - How can you use this information to provide efforts of advocacy for the client to be able to meet the needs of clients of diverse cultures? - What type of advocacy can you engage in to assist the client? . To prepare graduates who are competent coordinators who model the mission, vision and priorities of the organization in the practice content by applying quality assurance standards

and protocol to ensure a safe, productive and effective working environment and maintaining documentation and records consistent with professional practice standards. • Assume that you have been given the responsibility of reviewing and updating the policies and protocols related to safety in the CADH clinic.

Review the articles outlined and answer the following: - Reflect on what this information means to the safety of clients, practitioners, and the public. - Identify where CADH's policy are in compliance with the literature and where improvements are required. Leivers, M. , Kanji, N. N. , Hirji, S. K. , Hernandez, G. , Kaminska, B. D. , and do, H. L. T. (2012). Uniform contamination in the dental environment. *Can J Dent Hygiene* 46 (1): 50-56. 6. To prepare graduates who are competent clinical therapists who apply professional judgment consistent with standards of practice when safely delivering client specific dental hygiene process of care to individuals as independent practitioners or in partnership with other health care providers. • Read one of the articles listed below. Select one of these articles that pertain to a client you are currently treating. Based on the information in the article: - Highlight the significant findings within this article - Demonstrate how you have utilized the significant findings found in the chosen article within the dental hygiene process of care for your client Pence, S. D. , Chambers, D. A. , van Tets, I.

G. , Wolf, r. C. , and Pfeiffer, D. C. (2011). Repetitive coronal polishing yields minimal enamel loss. *J of Dent Hygiene* 85 (4): 348-357. Imai, P. H. , Hatzimanolakis, P. C. (2011). Interdental brush in type I embrasures: Examiner blinded randomized clinical trial of bleeding and plaque efficacy.

Can J Dent Hygiene 45 (1): 25-32. 7. To prepare graduates as an oral health educator who uses theoretical frameworks and educational principles to assess, plan, deliver, evaluate and modify oral health behaviours. Read one of the articles listed below. Using the information from the article, reflect on how the information outlined in the article can impact your clinical practice as an oral health educator. Dempster, L. J. , Locker, D. , Winson, R. P. (2011). The dental fear and avoidance scale (DFAS): Validation and application. Can J Dent Hygiene 45 (3): 158-164. Waldron, S. K. (2011). Auditory sensory impairments and the impact on oral healthcare: A review of the literature. Can J Dent Hygiene 45 (3): 180-184.