



Program Handbook

2019- 2020



29 Cougar Court
Taft, CA. 93268

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Taft College Dental Hygiene Program

The Taft College Dental Hygiene Program Policies and Procedures/Student Handbook, is prepared with collective input from the Dental Hygiene faculty and staff, and is a required adjunct to the Taft College Catalog. It provides important information specific to the Dental Hygiene Program, and referred to by faculty and students. All program manuals are reviewed and revised annually.

Taft College provides programs and services that promote access for students with disabilities. Once a disability is verified, students authorized for academic accommodations by Disability Support Services should discuss options with instructors during the first two weeks of classes. An alternate format of the Dental Hygiene Program student handbook, course syllabi, and handouts can be made available upon request.

If a dental hygiene student leaves the program for *any* reason and returns in a different year, a new Taft College Catalog, TCDH Handbook, and /or a new curriculum may be in effect, at which time the student would adhere with the new parameters.

TAFT COLLEGE Catalog: includes many other policies that apply to students. Please become familiar with institutional policies.

Program Administration

Director	<i>Vickie J. Kimbrough, RDH, MBA, Ph.D.</i>
Full-time Faculty	<i>Eric Hershkowitz, D.D.S. Diana Champion, RDH, B.S. Christi Adriano, RDH, BS</i>
Program Staff	<i>Michele Matthews – Clinic Technician Alex Omega - Program Technician</i>
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Dental Hygiene
Program Overview and General Information

Philosophy and Framework

TAFT COLLEGE Mission Statement

West Kern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services. The District provides educational opportunities in the following areas:

- associate degree and certificate programs
- transfer
- professional, technical, and career advancement
- basic skills
- personal enrichment
- non-credit adult education
- community services
- economic, workforce, and community development

We promote student learning and success by committing to continuous improvement that includes assessment, planning, implementation, and evaluation.

Dental Hygiene Program Mission

To educate students who will influence the total health of the community by positively impacting the oral health status of individuals.

Dental Hygiene Philosophy

We believe that the program provides a foundation for each student to reach his/her greatest potential in the profession of dental hygiene so that he/she may achieve a sense of dignity, value and personal worth in the community and in the work-world.

Program Goals (2018)

1. Provide the highest quality of instruction and educational experience culminating in a license to practice dental hygiene.
2. Provide a foundation of knowledge in dental hygiene ethics and law applicable to the scope of practice in California.
3. Provide inter/intra professional experiences with community partners.

4. Provide opportunities to network with allied health professionals and organizations leading to advanced education and career growth.

Accreditation Notice

The TAFT COLLEGE Dental Hygiene Program is currently a two-year Associate Degree Program. Accreditation has been granted by the American Dental Association Commission on Dental Accreditation (CODA), 211 East Chicago Ave., Chicago, IL 60611; (312) 440-4653. Accreditation occurs every seven years.

The next accreditation - Spring 2023.

Commission on Dental Accreditation Complaint Policy

THIRD PARTY COMMENTS

REQUIRED NOTICE OF OPPORTUNITY AND PROCEDURE TO FILE COMPLAINTS WITH THE COMMISSION

The Commission on Dental Accreditation will review complaints (See Third Party Complaint Form <http://www.ada.org/ada/dentprac/default.aspx>) that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at:

Anonymous comments/complaints determined to be unrelated to an Accreditation Standard or CODA policies and procedures, or those that do not provide sufficient evidence of probable cause of noncompliance with the standard(s) or required accreditation policy(ies), or procedure(s) to proceed, will be added to the respective program's file for evaluation during the program's next scheduled accreditation site visit. At the time of the site visit, the program and site visit team will be informed of the anonymous comment/complaint. The program will have an opportunity to respond to the anonymous comment/complaint; the response will be considered during the site visit evaluation. Anonymous comments/complaints will be assessed to determine trends in compliance with Commission standards, policies, and procedures. The assessment of findings related to the anonymous comments/complaint will be documented in the site visit report.

Commission on Dental Accreditation

211 East Chicago Avenue
Chicago, IL 60611-2678

Student Success

The Dental Hygiene Program is rigorous in nature, yet leads to a rewarding career. In the course of the program, students have many class and clinical objectives to fulfill in order to be successful.

A variety of learning activities is recommended to fulfill course expectations and homework assignments that will require extra hours outside of the instructional setting.

Students will want to prioritize and organize time appropriately. It is recommended students share their schedule with family members, as family is a support system for academic success. Commitment to attaining success in the program relies on many factors and includes attendance, submission of assignments, successful test scores, completing clinical requirements/competencies, and gaining entry level technical skills.

The faculty recognize that some students must work a job while attending classes. Obligations of employment may impede student success. If possible, it is recommended students limit employment to less than 20 hours per week since class-meeting time generally ranges between 18 and 25 hours per week. The student must have time for studying course material.

Success in the Taft College Dental Hygiene Program requires:

1. Commitment by the student to make education a priority;
2. Willingness to seek assistance as necessary and;
3. Responsibility for learning: reading in advance, preparing for quizzes/tests, practicing technical skills.

Faculty is committed to the success of every student. Please seek assistance from any faculty member to help meet academic and / or clinic goals.

Program Student Learning Outcomes

- **Legal and Ethical Principles.** The graduate will be competent in the ethical and legal aspects of the dental hygiene profession.
- **Dental Hygiene Diagnosis and Process of Care.** The graduate will be competent in providing preventive and therapeutic dental hygiene services to patients of all ages, ethnicity, and socioeconomic levels.

- **Community Awareness.** The graduate will have participated in various community health activities that focus on improving the oral health of individuals, families, and community groups.
- **Life Long Learning.** The graduate will apply experience, skills, and knowledge to develop and implement a plan for professional growth.
- **Infection Control.** The graduate will be competent in all aspects of proper infection control procedures and hazardous waste management.
- **Critical Thinking.** The graduate will be competent in problem solving strategies related to comprehensive oral health care and management of patients.

Teaching Philosophy

The Taft College Dental Hygiene (TCDH) Program is proud to be the only program in Kern County. An Associates' of Science Dental Hygiene degree involves a higher level of education with strong emphasis on the sciences. At TCDH, faculty seek to strike a balance between specialized training aimed at preparing students for a professional career and education focused on insuring a common cultural heritage and preparation for life.

Faculty believe the curriculum better prepares the student for problem solving, decision-making, communication skills, autonomy, and the ability to adapt to change. TCDH offers a strong and integrated association of the arts and sciences needed to move beyond training and provide an education for students based upon adaptability, understanding, and life-long learning. In addition, the program advocates students to begin consideration of attaining higher degrees.

The core of the TCDH program is dedicated to assisting individuals and groups in the progress toward optimum oral health. To this endeavor, dental hygiene students are taught to provide comprehensive care. This care includes assessment, planning, implementation, evaluation, and documentation. Throughout the dental hygiene curriculum, these aspects are emphasized. Students draw from general education, and dental science backgrounds and use communication skills to assist patients in achieving optimum oral health goals. Advancement in the program is dependent upon the attainment of competence in all of these areas.

Dental Hygiene Code of Conduct

Dental hygiene faculty and staff foster an environment of mutual respect by:

Committing to each other:

- Supporting faculty and staff in a team environment
- Following appropriate steps in dealing with faculty and staff misconduct:
 1. Approaching the person directly
 2. Discussing issues with the clinic lead
 3. Reporting to the program director

Committing to students by:

- Exhibiting cultural sensitivity and supporting diversity of students
- Role modeling professionalism/professional socialization
- Facilitating the learning process
- Providing prompt, honest, constructive feedback utilizing effective teaching techniques
- Adhering to program policies/procedures in all labs and clinics
- Evaluating student work based on course criteria
- Maintaining respectful communication between faculty and staff regarding students
- Displaying professional integrity in relationships with students

Committing to the community by:

- Being an advocate for the patient while advancing the skills of the student

Program Core Competencies and Student Learning Outcomes

Taft College Dental Hygiene has adopted competencies from those established by the American Dental Education Association (2004) and adapted them to meet the needs of TAFT COLLEGE DH graduates and the communities served.

Table 1. Core Competencies

CORE COMPETENCIES (C)
<p>C.1 Apply a professional code of ethics in all endeavors.</p> <p>C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of dental hygiene care.</p> <p>C.3 Provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice.</p> <p>C.4 Use evidence-based decision making to evaluate and incorporate emerging treatment modalities founded on accepted scientific theories and research and standard of care.</p> <p>C.5 Continuously perform self-assessment for lifelong learning and professional growth.</p> <p>C.6 Promote the profession through service activities and affiliations with professional organizations.</p> <p>C.7 Communicate effectively with individuals and groups from diverse populations.</p> <p>C.8 Provide accurate, consistent, and complete assessment, diagnosis, planning, implementation, documentation, and evaluation of dental hygiene services.</p> <p>C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.</p> <p>C.10 Communicate effectively with diverse individuals and groups,</p>
HEALTH PROMOTION AND DISEASE PREVENTION (HP)

- HP.1** Promote the values of oral and general health and wellness to the public and organizations within and outside the profession.
- HP.2** Respect the goals, values, beliefs, and preferences of the patient/client while promotion optimal oral and general health.
- HP.3** Identify individual and population risk factors and develop strategies that promote health related quality of life.
- HP.4** Refer patients/clients who may have a physiologic, psychological, and/or social problem for comprehensive patient/client evaluation.
- HP.5** Evaluate and utilize methods to ensure the health and safety of the patient/client and the dental hygienist in the delivery of dental hygiene.

COMMUNITY INVOLVEMENT (CM)

- CM.1** Assess the oral health needs of a community and the quality and availability of resources and services.
- CM.2** Provide oral health, referral, and educational services in a variety of settings that allow clients to access resources of the health care system.
- CM.3** Facilitate client access to oral health services by influencing individuals and/or organizations for the provision of oral health care.
- CM.4** Evaluate the outcomes of community-based programs and their impact on the patient's/client's access to oral health care and plan for future activities.

PATIENT/CLIENT CARE (PC)

PC.1 Assessment

Systematically collect, analyze, and record data on the general, oral, and psychosocial health status of a variety of patients/clients using methods consistent with medico-legal principles.

PC.2 Diagnosis

Use critical decision making skills to reach conclusions about the patient's/client's dental hygiene needs based on all available assessment data.

PC.3 Planning

Collaborate with the patient/client, and/or other health professionals, to formulate a comprehensive dental hygiene care plan that is patient/client-centered and based on current scientific evidence.

PC.4. Implementation

Provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health. Assist in achieving oral health goals formulated in collaboration with the patient/client. Completely and accurately, record all documentation relevant to patient care.

PC.5 Evaluation

Evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.

PC. 6 Documentation

Complete and accurate recording of all documentation relevant to patient care.

PROFESSIONAL GROWTH AND DEVELOPMENT (PGD)

PGD.1 Identify career options within health care, industry, education, and research and evaluate the feasibility of pursuing dental hygiene opportunities.

PGD.2 Develop practice management and marketing strategies to be used in the delivery of oral health care.

PGD.3 Access professional and social networks to pursue professional goals.

Adapted from ADEA Competencies for Entry into the Allied Dental Professions (2011)

TCDH Faculty Review 7/2019

Major Curriculum Threads Based on Core Competencies Program Learning Outcomes

	CORE COMPETENCIES (C)			
Semester	Communicate effectively with individuals and groups from diverse populations.	Apply a professional code of ethics in all endeavors.	Use evidence-based decision making to evaluate and incorporate emerging treatment modalities founded on accepted scientific theories and research and standard of care.	Continuously perform self-assessment for lifelong learning and professional growth.
End of 1 st	Define and explain	Define	Recognize and explain	Recognize and describe
End of 2 nd	Integrate	Explain	Apply	Demonstrate and apply
End of 3 rd	Implement	Implement and analyze	Demonstrate	Implement and evaluate
End of 4 th	Analyze	Internalize and integrate	Summarize	Internalize and integrate
	HEALTH PROMOTION AND DISEASE PREVENTION (HP)			
	Identify individual and population risk factors and develop strategies that	Promote the values of oral and general health and wellness to the public and		

Semester	promote health related quality of life.		organizations within and outside the profession.	
End of 1 st	Describe and explain		Recognize and explain	
End of 2 nd	Develop and implement		Develop and implement	
End of 3 rd	Analyze		Interpret and summarize	
End of 4 th	Summarize and modify		Internalize and integrate	
	PATIENT/CLIENT CARE (PC)			
Semester	Systematically collect, analyze, and record data on the general, oral, and psychosocial health status of a variety of patients/clients using methods consistent with medico-legal principles	Collaborate with the patient/client, and/or other health professionals, to formulate a comprehensive dental hygiene care plan that is patient/client-centered and based on current scientific evidence.	Provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health. Assist in achieving oral health goals formulated in collaboration with the patient/client. Completely and accurately, record all documentation relevant to patient care.	Evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.
End of 1 st	Recognize and collect	Identify and discuss	Recognize	Identify
End of 2 nd	Interpret	Develop and implement	Develop and implement	Discuss
End of 3 rd	Assess and analyze	Interpret and analyze	Evaluate and modify	Analyze and modify
End of 4 th	Implement	Internalize and integrate	Summarize	Integrate

COMPETENCY-BASED EDUCATION

In order to qualify for a license, an individual must pass a written National Board examination and demonstrate sound professional judgment and clinical competence on a state or regional board examination.

The dental hygiene pre-clinic and clinical courses use a **competency-based** clinical evaluation system. This type of evaluation system measures the students’ performance against pre-established standards or criteria (Rubric).

- Standards for patient care are established for each individual procedure involved in providing dental hygiene treatment.
- These criteria are designed to assist students in attaining entry-level skill competence.
- Criteria for each treatment procedure are found in the TAFT COLLEGE DH Clinical Manual and found on each competency form.

***Competence (or competency)** is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation, and development of the behaviors in individual.*

“Competence” is a combination of knowledge, skills and behavior used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role as a dental hygiene provider. <http://en.wikipedia.org/wiki/Competence>

When a dental hygiene student is **consistently** able to transfer didactic knowledge to patient care and perform a particular treatment procedure in a manner that meets entry-level performance standards, he or she is said to be “competent” in the procedure(s) or “to have attained competence in that procedure.”

The various dental hygiene clinical courses and treatment procedures differ in difficulty; thus, the time needed by any single student to attain competency varies. Learners can easily attain competence in some treatment procedures in several months of clinical experience. Other procedures may take some students over a year to perform in a competent manner. In rare situations, students may not achieve competency within the time frame of any given semester or academic year.

In each of the clinical courses, dental hygiene procedures are specified as *clinic procedures and competencies (CEs)*. **Competency must be achieved** in these procedures before a student is ready to attempt more difficult treatment procedures in subsequent clinic courses. Skill in each clinic course is built from the previous clinic course.

EXAMPLE: Student experiences in Clinic I will provide opportunities to become competent in treatment to patients with little to no calculus and mild to no periodontal involvement. Experiences in Clinic II and III provide opportunities to become competent in treatment procedures with varying degrees of complexity in patient cases that include higher levels of calculus and periodontal conditions.

In order to assess skill level and competence, faculty observe and evaluate student performance and/or results of specific treatment procedures. The majority of patient treatment will be evaluated in each clinic session and provide students increasing opportunity to practice and improve each procedure.

IMPORTANT NOTE: Students are hereby notified that attaining course requirements are only one mechanism to gaining competence. **Completion of course requirements does not imply that competence is attained** and should not be interpreted as such. Faculty evaluate ability to transfer didactic knowledge to clinical application for patient care in addition to clinical requirements through direct observation/evaluation and pre-established rubrics.

Dental Hygiene Curriculum Sequence

<u>First Semester</u>		Units	Lec Hrs	Lab Hrs	Clinic Hrs
DNTL 1510	Oral Biology	4	4	0	0
DNTL 1511	Oral Radiology	2	2	2	0
DNTL 1512	Head & Neck Anatomy	3	3	0	0
DNTL 1513	Dental Health Ed/Seminar	2	2	0	0
DNTL 1514	Introduction to Clinic	5.5	3	0	8
Total		16.5	15	2	8

<u>Second Semester</u>		Units	Lec Hrs	Lab Hrs	Clinic Hrs
DNTL 2020	Local Anesthesia	2	1	3	0
DNTL 2021	General & Oral Pathology	4	4	0	0
DNTL 2025	Patient Mgmt/Geriatrics	2	2	0	0
DNTL 2024	Clinical Practice I	4	1	0	9
DNTL 2026	Nutrition	1	1	0	0

Total		13	9	3	9
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Third Semester

DNTL 2130	Periodontics I	3	3	0	0
DNTL 2131	Pharmacology	2	2	0	0
DNTL 2132	Dental Materials	2	2	1	0
DNTL 2133	Advanced Clinical Topics	2	2	0	0
DNTL 2134	Clinical Practice II	5	1	0	12
DNTL 2135	Community Dental Health I	2	2	0	0
Total		16	12	1	12

Fourth Semester

DNTL 2240	Periodontics II	1.5	1.5	0	0
DNTL 2241	Practice Management	1	1	0	0
DNTL 2243	Clinical Practice III	6	1	0	16
DNTL 2244	Community Oral Health II	2	2	0	0
DNTL 2245	Ethics & Jurisprudence	2	2	0	0
Total		12.5	7.5	0	16

TOTAL PROGRAM UNITS: 58

ESTIMATED COSTS TO STUDENTS

First Year	Fall	Spring
<i>Units @ \$46</i>	<i>16.5</i>	<i>14.5</i>
Enrollment fees	\$759	\$667
Books	\$1,300	\$650
Program expenses	\$300	\$300
Parking	-0-	
ASB card (optional)	\$30	
Instruments and supplies	\$5,000	
Uniforms	\$200	
Name tag	\$20	
SCDHA dues	\$50	
Malpractice insurance	\$22	
Loupes (recommended)	--	\$1,500
Miscellaneous expenses	\$200	\$125

Second Year	Fall	Spring
<i>Units @ \$46</i>	<i>14</i>	<i>12.5</i>
Enrollment fees	\$644	\$575
Books	\$400	\$400
Program expenses	\$300	\$300
Instruments and supplies	\$200	\$200
Parking	-0-	
ASB card (optional)	\$30	
SADHA dues	\$100	
Malpractice insurance	\$22	
Miscellaneous expenses	\$150	\$125
<i>Ultrasonic Unit</i>		\$1,100
<i>**See below for additional board exam expenses**</i>		

TOTAL ESTIMATED TWO-YEAR COST \$14,000+

Program Cost does not include living and transportation

****4th Semester Students Only****

- **National Board Review (four days)** **\$425**
 - Plus hotel and food expense
- **National Board Exam** **\$415**

****Graduates Only****

- **WREB Exam (Clinical)** **\$1,300**
 - www.wreb.org
 - Plus hotel, food, and patient expenses
- **CRDTS Exam (Clinical)** **\$1,250**
 - www.crdts.org
 - Plus hotel, food, and patient expenses
- **DHCC Application** **\$200**
- **Ethics and Law exam** **\$30**
- **Livescan** **\$70**

Technical Standards for Dental Hygiene

The Dental Hygiene Program, as part of the Taft Community College District, is committed to the principle of equal opportunity. The Dental Hygiene Program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran, or Vietnam era veteran status. In that spirit, admission to the Dental Hygiene Program is open to all qualified individuals and complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

As an accredited Dental Hygiene Program, Taft College adheres to the standards promulgated by the American Dental Association, Commission on Dental Accreditation. *Technical standards are not requirements of admission into the program.* Those interested in applying for admission to the program may review these standards to develop a better understanding of the physical abilities and behavioral characteristics necessary to complete the program. When requested, the College will provide reasonable accommodations to otherwise qualified students with properly verified disabilities.

Education of a dental hygienist requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for independent and appropriate decisions required in dental hygiene practice.

The Dental Hygiene Program has the responsibility to the public to assure graduates are fully competent dental hygienists, capable of delivering quality care in a timely manner and preserving the health and well-being of the patients they serve.

Thus, it is important that persons admitted, retained, and graduated possess the intelligence; integrity; respect for patient rights, privileges, and property of others; compassion; humanitarian concern; and physical and emotional capacity necessary to practice dental hygiene.

Retention decisions are based on satisfactory academic achievement and non-academic factors that serve to ensure that the candidate can complete the technical standards of the program required for graduation.

Technical standards, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required of all students at graduation.

With these principles in mind, students must be able to meet the following technical standards, without accommodation, or with reasonable accommodation. The use of a trained intermediary is not acceptable in clinical situations. A student's judgments and skills may not be mediated or relied upon another person's power of selection and observation, or clinical ability.

Fundamental Program Requirements

Taft College (The College) recognizes the award of an Associate of Science (A.S.) in Dental Hygiene degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dental hygiene. The A.S. degree implies the graduate is eligible for national, state, and regional examination leading to licensure, which allows the practice of dental hygiene.

This requires that the student acquire didactic knowledge, skills, and attitudes essential to the profession and agreed upon by the faculty as requisite for graduation.

Essential Functions

The College is mindful of the unique nature of the dental hygiene curriculum. Applicants must possess the skills and abilities that will allow successful completion of their course of study and receive the full benefit of the education. In the process, the student is required to perform treatment on patients accepted into the Dental Hygiene Clinic. The Dental Hygiene Program has the responsibility of ensuring the safety of the patients. This includes the safe completion of treatment within an acceptable amount of time. With this in mind, the student must be able to meet the following technical standards with or without accommodation.

1. Motor Skills

General: Students ordinarily should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and treatment to patients.

Specific: It is required that a student possess the motor skills necessary to directly perform palpation, percussion, auscultation, and other diagnostic maneuvers, basic laboratory tests, and diagnostic procedures. Such actions required coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of touch and vision.

Specific: A student must be able to perform basic life support (including CPR), transfer and position disabled patients, physically restrain adults who lack motor control, and position and reposition self around patient and chair in a sitting or

standing position. The student must be able to operate foot controls utilizing fine movements, operate handpieces requiring controlled dental movements of less than one millimeter, and utilize hand instrumentation.

2. Sensory/Observation

General: A student must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and dental sciences.

Specific: This includes but is not limited to information conveyed through physiologic and pharmacological demonstrations through microbiological cultures and microscopic images of microorganisms and tissues in normal and pathologic states. A student must be able to acquire information from written documents and to visualize information presented in images from paper, films, slides, or video. A student must interpret x-ray and other graphic images, with or without the use of assistive devices. A student must have functional use of visual, auditory, and somatic sensation while being enhanced by the functional use of sensory modalities.

General: A student must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate nonverbal communications when performing dental procedures or administering medications.

Specific: A student must be able to perform visual and tactile dental hygiene examinations and treatment including use of visual acuity, accommodation, and color vision to discern differences and variation in color, shape, and general

appearance between normal and abnormal, soft and hard tissues. Use of tactile senses may be either direct palpation or indirect through instrumentation. A student must also possess the visual acuity to read charts, records, small print and handwritten notation, and distinguish colors intra and extra orally.

3. Communication

General: A student must be able to communicate effectively and sensitively with patients; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. Communication includes speech and writing. The student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Specific: A student must have sufficient facility with English: to retrieve information from tests and lectures and communicate concepts on written exams and patient charts; elicit patient backgrounds; describe patient changes in moods, activity, and posture; and coordinate patient care with all members of the health care team.

Specific: In any case, where a student's ability to communicate through these sensory modalities is compromised, the student must demonstrate alternative means and/or ability to acquire and demonstrate the essential information conveyed in this fashion.

This policy has been modified from the American Dental Educators' Association to meet the needs of the TAFT COLLEGE Dental Hygiene Program.

4. Cognitive

General: A student must be able to measure, calculate, reason, analyze, integrate, and synthesize."

Specific: In addition, a student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem-solving, a critical skill demanded of dental hygienists, requires all of these intellectual abilities. A student must be able to perform these problem-solving skills in a timely fashion.

5. Behavioral

General: A student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

Specific: A student must be able to tolerate physically taxing workloads and to function effectively under stress. He or she must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical care of patients. Compassion, integrity, concern for others, interpersonal skills, interests, and motivation, are all personal qualities that will be assessed during the educational process. Further, a student must be able to manage apprehensive patients with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them. A student must reasonably be expected to accept criticism and respond by appropriate modification of behavior.

California Dental Practice Act and the Practice of Dental Hygiene

The following information provides students with an overview of the scope of dental hygiene practice and supervision requirements. Complete information can be found on the websites of the Dental Hygiene Board of California (www.dhcc.ca.gov) and the Dental Board of California (www.dbc.ca.gov).

Business and Professions Code

Excerpts from:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=bpc&group=01001-02000&file=1900-1966.6>

1908.

- (a) The practice of dental hygiene includes dental hygiene assessment and development, planning, and implementation of a dental hygiene care plan. It also includes oral health education, counseling, and health screenings.
- (b) The practice of dental hygiene does not include any of the following procedures:
- (1) Diagnosis and comprehensive treatment planning.
 - (2) Placing, condensing, carving, or removal of permanent restorations.
 - (3) Surgery or cutting on hard and soft tissue including, but not limited to, the removal of teeth and the cutting and suturing of soft tissue.
 - (4) Prescribing medication.
 - (5) Administering local or general anesthesia or oral or parenteral conscious sedation, except for the administration of nitrous oxide and oxygen, whether administered alone or in combination with each other, or local anesthesia pursuant to Section 1909.

1909.

A registered dental hygienist is authorized to perform the following procedures under direct supervision of a licensed dentist, after submitting to the committee evidence of satisfactory completion of a course of instruction, approved by the committee, in the procedures:

- (a) Soft-tissue curettage.
- (b) Administration of local anesthesia.
- (c) Administration of nitrous oxide and oxygen, whether administered alone or in combination with each other.

1910.

A registered dental hygienist is authorized to perform the following procedures under general supervision:

- (a) Preventive and therapeutic interventions, including oral prophylaxis, scaling, and root planning.
- (b) Application of topical, therapeutic, and subgingival agents used for the control of caries and periodontal disease.
- (c) The taking of impressions for bleaching trays and application and activation of agents with non laser, light-curing devices.
- (d) The taking of impressions for bleaching trays and placements of in-office, tooth-whitening devices.

1911.

- (a) A registered dental hygienist may provide, without supervision, educational services, oral health training programs, and oral health screenings.
- (b) A registered dental hygienist shall refer any screened patients with possible oral abnormalities to a dentist for a comprehensive examination, diagnosis, and treatment plan.
- (c) In any public health program created by federal, state, or local law or administered by a federal, state, county, or local governmental entity, a registered dental hygienist may provide, without supervision, dental hygiene preventive services in addition to oral screenings, including, but not limited to, the application of fluorides and pit and fissure sealants. A registered dental hygienist employed as described in this subdivision may submit, or allow to be submitted, any insurance or third-party claims for patient services performed as authorized in this article.

1912.

Any procedure performed or service provided by a registered dental hygienist that does not specifically require direct supervision shall require general supervision, so long as it does not give rise to a situation in the dentist's office requiring immediate services for alleviation of severe pain, or immediate diagnosis and treatment of unforeseeable dental conditions that, if not immediately diagnosed and treated, would lead to serious disability or death.

1913.

Unless otherwise specified in this chapter, a registered dental hygienist may perform any procedure or provide any service within the scope of his or her practice in any setting, so long as the procedure is performed or the service is provided under the appropriate level of supervision required by this article.

1914.

A registered dental hygienist may use any material or device approved for use in the performance of a service or procedure within his or her scope of practice under the appropriate level of supervision, if he or she has the appropriate education and training required to use the material or device.

Student Conduct

“Professional people in health services are set apart from others by virtue of the dignity and responsibility of their work” – Esther Wilkins

Professionalism underlies the dental hygiene program. All instructors in the program are dentists and dental hygienists, some of whom are still in practice. Dental hygiene staff members are experienced with dental procedures, materials, and use of equipment. All are employees of Taft College. The Taft College Catalog has several policies addressing student conduct. Please refer to the current catalog for detailed information.

“When you choose to be a professional, you are making a commitment to be the best you can be and do the best you can do in aspects of your job, your relationships with others, and your personal development.

When you choose to be a professional, you are leaving mediocrity and apathy behind. You are embarking on a lifelong journey of continual growth and the pursuit of excellence at work and in life.

When you choose to be a professional, you are raising the bar on the ideals you set for yourself and the demands you place on yourself.

When you choose to be a professional, you are making the best choice you can possibly make to assure your self-esteem, success, and happiness.”

~James Ball

Professional conduct is essential as a health care provider. Students are expected to:

<ul style="list-style-type: none"> ○ Comply with rules regulations, program policies, and the policies and procedures of TAFT COLLEGE. ○ Uphold the ethical principles as outlined in the CDHA Code of Ethics by exhibiting high standards, integrity, and honesty. ○ Uphold the statutes, rules, and regulations governing the practice of dental hygiene as described in the California State Practice Act. ○ Comply with California Law which prohibits being under the influence of intoxicants or controlled substances without a valid medical prescription. ○ Maintain high standards of health, welfare, and safety for patients, faculty, staff, and students. ○ Work toward establishing positive rapport with clinical and college personnel. ○ Follow the chain of communication for resolution of conflicts that may occur with faculty, staff, students, or patients. 	<ul style="list-style-type: none"> ● Maintain a professional demeanor in the classroom, clinic, and lab setting. ● Attend all courses and clinic sessions as outlined in the course syllabi. ● Inform course instructors or the program director in the case of illness or unforeseen tardiness. ● Provide a medical clearance, upon request, stating no limitations for class or clinic assignments. ● Be responsible for the completion of course assignment and requirements. ● Comply with the dress code for clinic and lab courses. ● Seek assistance or clarification when needed for course assignments, clinic assignments, or program policies.
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Acts of Misconduct - Examples

<p><i>Cheating</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Copying, in part, or in whole from another student's work • Submitting work previously submitted in another course • Altering or interfering with grading • Falsification of records • Using technology for images of test materials, transferring test materials 	<p><i>Plagiarism</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Incorporating ideas, words, sentences, paragraphs, or parts of another person's writings without appropriate permission or credit (representing as your own) • Submitting a paper purchased or otherwise acquired from the internet or a service
<p><i>Other:</i></p> <ul style="list-style-type: none"> • Allowing someone to copy from your material • Allowing your work to be submitted by another • Correcting grammar, or typing a paper for another student and making corrections on their behalf and allowing them to submit the corrected version 	<p><i>Possible Consequences</i></p> <ul style="list-style-type: none"> • Failing the assignment • Lowered final course grade • Receiving a course grade of "F" (results in dismissal from program) • Probation or suspension • Expulsion

NOTICE: The TAFT COLLEGE catalog explains that instructors may exclude a student from the current class and one subsequent meeting pursuant to a misconduct. Instructors must contact the Dean or VP of Student Services after exclusion.

Students may refer to Program Errors to become familiar with the discipline process used in the program.

In addition to College policies on academic behavior and integrity, the dental hygiene program employs an **Academic Integrity Policy** and an **ERROR and Discipline Policy and Procedures** to ensure the safety of patients, faculty, students, and staff. The policy is described in detail in this manual.

Classroom Professor Responsibilities

All dental hygiene classroom professors strive to create environments of mutual respect. To foster this environment each professor pledges to:

- Start class on time.
- Give a 10-minute break each hour.
- Answer each question thoughtfully.
- Respect the knowledge brought to class by each student.
- Respect the students by not framing lectures as rote duplications of the reading assignments but as foundations for the classroom discussions.

- Provide a syllabus that establishes expectations and requirements of the course.
- Foster an open discussion of ideas and treatment modalities.
- Respect the learning style of each student.
- Bring activities to class that help apply new knowledge to clinical dental hygiene.
- Grade each assignment thoroughly and thoughtfully.

Teaching Methods and Learning Environment

Faculty employ active and participatory learning teaching methods to facilitate learning and accommodate different learning styles. Although some faculty members use the lecture method, a variety of other teaching strategies and instructional materials may be implemented. Through active participation in the educational process, the learner realizes the value of personal and professional growth.

Examples of learning strategies include: lecture; discussion; writing; reading; demonstration; observation; audio-visual aids; instructional modules; library research; role playing; simulation; problem-solving exercises; practical experiences; case studies; self-evaluation and self-learning with instructor guidance. Group learning projects and exercises are often used to teach important skills in the job market such as the value of teamwork, effective communication, cooperation, and collaborative learning.

The student is ultimately responsible for his/her own learning. For all coursework, preparation for class is critical. Learning activities in the classroom assume the student has come to class prepared ahead of time so he/she has sufficient background knowledge to gain maximum benefit from class time. **Students should expect to spend a minimum of three hours of preparation/study time for every hour in class.**

Faculty have different teaching styles in lecture, clinic and lab and provide valuable knowledge, background, and experience in all clinical and laboratory experiences. There is not one appropriate “technique” or way to perform a given service. However, psychomotor skills are taught initially with one basic approach describing specific task components. This encourages consistency of teaching and evaluation, minimizing student confusion and frustration.

To facilitate a positive learning environment, it is important for students not to compare their rate of learning with their peers. Much frustration and stress is alleviated if students recognize individual differences and work progressively towards the accomplishment of individual goals. The goal is for all students to achieve career entry-level skills at the time of graduation.

Critical Thinking

The ability to critically think is continually evaluated throughout the program's curriculum. Critical thinking is a persistent, self-governing way of thinking that requires both cognitive skills and affective dispositions or prevailing tendencies to thinking critically.

The ideal disposition or tendencies of a critical thinker include:

- Inquisitive (ask questions)
- Systematic (organized)
- Judicious (fair-minded)
- Analytical (problem solver)
- Truth-seeking (look for evidence)
- Open-minded (listens to others)
- Confident in reasoning (understand the reasoning process)

Given these dispositions, the dental hygiene faculty designed a curriculum to aid students in developing and honing critical thinking skills resulting in the development of clinical reasoning necessary to be a dental hygienist. Those skills include:

- Interpretation (find the meaning of an experience)
- Analysis (synthesis of ideas from basic to complex)
- Evaluation (judge the value of data, knowledge, and/or beliefs)
- Inference (reason from knowledge/evidence)
- Explanation (thoughts that justify the reason)
- Self-regulation (thinking for oneself)

For example, when providing dental hygiene care the dental hygienist interprets and analyzes the patient's history and needs, uses the skills of evaluation and inference to diagnose and treat while self-assessing patient care. The dental hygiene student uses the critical thinking dispositions by integrating classroom learning into ethical and evidence-based, comprehensive patient care.

Finally, no evaluation system is perfect or infallible. Many factors such as student performance, instructor individuality, and patient variability may account for what appear to be inconsistencies in evaluation scores. The process of learning psychomotor skills inevitably involves challenges for the learner. The goal of clinical evaluation is not to build barriers; but to provide sufficient feedback so students utilize problem-solving and decision-making skills to eventually work independently with confidence and skill. (*APA Definition of Critical Thinking, Facione, 1990*)

STANDARDS OF PATIENT CARE – QUALITY ASSURANCE

The dental hygiene program, faculty, students, and staff are cognizant of, and uphold the following with respect to patient care:

I. Patient Rights for

- ❖ Confidentiality and respect
- ❖ Informed Consent
- ❖ Scope of treatment including risks and benefits
- ❖ Cost and length of treatment
- ❖ Quality and timely care
- ❖ Courteous and safe care

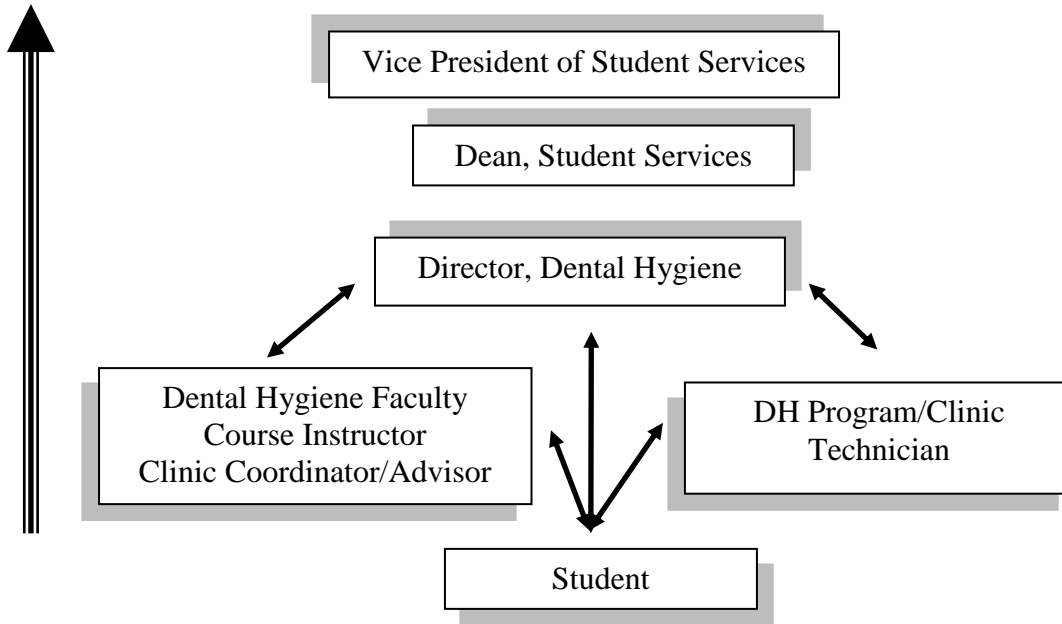
II. Dental Hygiene Code of Ethics

- ❖ *Individual Autonomy and Respect for Human Beings*
 - People have the right to be treated with respect
- ❖ *Confidentiality*
 - Respecting the privacy of client /patient information
- ❖ *Societal Trust*
 - Valuing client / patient trust
- ❖ *Nonmaleficence*
 - Providing services without harm
- ❖ *Beneficence*
 - Promote the well-being of individuals
- ❖ *Justice and Fairness*
 - Valuing justice and fairness in the distribution of healthcare
- ❖ *Veracity*
 - Accepting the obligation to tell the truth

III. Standards of Professional Responsibility

- ❖ *To ourselves as individuals and professionals*
 - Avoiding deception and continually striving for knowledge and personal growth
 - Enhancing professional competencies in order to practice high standards of care
- ❖ *To family and friends*
 - Supporting healthy lifestyles of others
- ❖ *To clients / patients*
 - Providing oral health care using the high levels of professional knowledge, judgment and skills
- ❖ *To colleagues*
 - Encouraging and supporting work environments that promote professional development
- ❖ *To employers and employees*
 - Developing relationships that are honest, responsible and open
- ❖ *To the profession*
 - Participating in the development and advancement of our profession
- ❖ *To the community and society*
 - Recognizing and upholding the laws and regulations governing our profession
- ❖ *To scientific investigation*
 - Conducting research that is valid and useful to clients / patients and society

COMMUNICATION GUIDELINES



Students are encouraged to follow this guideline when seeking assistance with courses or conflicts that may occur during the program. All issues concerns must be communicated to the program director

Protocol for Resolution of Student Concerns

In the event a student has a concern with a dental hygiene faculty member, the following protocol must be followed:

- The student must make an appointment with the faculty member during their posted office hours and discuss their concern/s;
- If after the appointment with the faculty the student feels the concern has not been adequately addressed, the student must email program Director requesting to meet with the faculty member about the concern/s;
- The program director will meet with the faculty, she/he will provide the student an opportunity to meet with both the faculty and her/himself to discuss and resolve the concern/s.

In the event a student goes to a faculty member about a concern with another faculty member, faculty will not discuss the concern with the student but rather refer the student to the program director.

E-MAIL Communication / Etiquette

Using e-mail communication has become a necessary tool and an excellent method of communication for faculty and students. Many students use e-mail to communicate with their patients while in the program, as well. For professionals, ethical conduct is expected when using e-mail as a communication resource.

Please follow the guidelines listed during the two-year program.

E-mail Addresses: Students can obtain a free e-mail account using a generic combination of your first and last name (dhstudent@gmail.com). An example of an inappropriate address would be sexybabe@hotmail.com. Once your e-mail address is established, please forward to the dental hygiene program technician. A student list is provided to all dental hygiene instructors. This e-mail address is also used for communication through CANVAS – an online program used by dental hygiene educators to post course content and learning tools.

E-Mail Messages – keep all messages to TAFT COLLEGE faculty and staff professional as related to courses and clinical assignments. Do not send ‘jokes’ or photos. Student-to-student communication that is related to group projects, club activities, etc., should follow these same guidelines.

Replying to e-mails - Students are advised to reply ONLY to the sender. “Viral” e-mail is unprofessional. Students are advised to meet in person if, and when specific issues need to be addresses or resolved.

Using CAPITAL LETTERS (CAPS) - indicates you are *yelling* at the other person in your e-mail communication. At times is can be used to emphasize certain content of the communication. Please be aware of what you are intending to communicate.

Computer Viruses / Malware – students are reminded to install and update anti-virus software. Set the program so that it scans both incoming and outgoing mail messages. Some servers such as Yahoo and Gmail already scan mail messages. Please be sure to check your SPAM inbox, so as not to miss e-mails that may come from faculty, the college, staff, or CANVAS.

Appropriate E-mail messages will include:

- ✓ Subject
- ✓ Correct spelling and grammar
- ✓ Appropriate word-choice and clarity of content

REMEMBER: An e-mail is never private. It can be forwarded to anyone, anywhere, anytime.

E-Mail Attachments

Most attachments sent by TAFT COLLEGE faculty and staff will be in MS Word format or Adobe PDF. Please make sure you have the correct/updated software to open attachments. If not, remember to use the computer labs when on campus. MS Word is either in 2003 (Windows 2003 or XP) or 2007, 2010 versions (Windows 7 or higher).

For some courses, you may be required to submit attachments. Please be sure to submit in a correct format (“.doc”; “.docx”; “.pdf”; “.rtf”).

Social Media Guidelines

Students are ambassadors of the TAFT COLLEGE Dental Hygiene Program.

Introduction: Students, whether in a private or academic capacity, may potentially be viewed on social media by patients, classmates, faculty, employers, and other personal or professional contacts. As a result, students are encouraged to be thoughtful regarding their postings and online activity because such activity can affect an individual's career as well as the Dental Hygiene profession in general. Keep in mind that inappropriate social media behavior may have negative implications related to licensure and employment opportunities.

Students are required to comply with:

- 1) TCDH Social Media Policy (below)
- 2) Information related to the use of the Taft College computing, networking and electronic message systems; and
- 3) Copyright Infringement that may prohibit use of college owned or operated networks, computing systems, logos, or storage media in any manner that violates legal safeguards provided for copyrighted and licensed works.

In order to help students understand and avoid postings viewed as inappropriate in other contexts, the following guidelines are provided to assist students in minimizing the risks of using social media.

1. **Be courteous.** Avoid personal attacks, harassment, cultural insensitivity, or discrimination in expressing opinions in a social medial setting. Social media use has been linked to cyber bullying and cyber stalking.
2. **Respect the privacy of others.** Do not disclose private information about College employees, faculty, students, clinical staff, alumni, or other members of the College community. This includes, but is not limited to, posting names, posting descriptions of situations, or the posting pictures or videos without the direct consent of any of individuals. Do not post anything about someone that you would not want said about yourself. Social networks are in the public realm and are not appropriate venues for the discussion or dissemination of private matters.
3. **Be appropriate.** Indecent exposure via social media and photos of students drinking and partying can diminish professionalism in students, the Department of Dental Hygiene, and the College. Do not post any pictures or videos that would portray oneself unprofessionally. It is not appropriate to "Friend" your professors on Facebook/Instagram/Snapchat, etc.
4. **Use good judgment.** Be thoughtful, accurate, relevant, and respectful. It is important to remember students are subject to the same laws, professional expectations, and guidelines when interacting online as they would be in person. Generally try to avoid airing grievances. Social networks are not forums for raising grievances that are better addressed in other venues or handled privately.

5. **Respect the College/Program.** Students should not post content or otherwise speak on behalf of the College or Dental Hygiene program unless expressly authorized to do so. Students must not use the TC /TCDH name, trademarks or logos.
6. **Be accurate and transparent.** Have facts and consent before posting. If an error or inaccuracy is noticed, correct the mistake quickly.
7. **Remember not all social media interactions are private so think before posting.** The internet is an unsecured, publicly accessible network. Nothing posted on the internet is truly private; therefore, users should have no expectation of privacy in the use of Social Media network sites and other Internet resources. Users should take into consideration the lack of anonymity and exercise sound judgment. Anything put online is easily shared and re-shared, and archiving systems can preserve content that was deleted after posting. Content posted openly or privately now may appear in search results for many years to come. Only post content you are comfortable sharing with the public, including current and future employers.
8. **Maximize online privacy settings.** When using social media sites regularly review settings to maximize your privacy. There is NEVER an expectation of privacy when you are on the WEB. ***Invite friends with care—who do you really want to associate with as a student member of TC Dental Hygiene Department?***
9. **Social Media Platform.** Know the terms of service of your social media platform. Be sure to understand and follow the terms of service of any platform used. Remember some social media platforms may retain postings. Therefore, even if you have closed your account and deleted your postings from your own computer, the documents may still be available through the service provider or from other individuals who accessed or received your postings.
10. **Use appropriate citations.** When using or posting online material that includes direct or paraphrased quotes, thoughts, ideas, photos, or videos, always include citations. Examples of postings viewed inappropriate and/or negatively affect employment and licensing opportunities:
 - Posing in lingerie and having photos posted to a website
 - Posing in your dental hygiene uniform, in the TCDH clinical facilities, and posting this on your Facebook site where there are other photos displayed that are inappropriate
 - Posting photos of you with alcohol, especially if you are a minor

 - Discussing other students in postings in a manner that is disparaging and/or that violates their privacy postings

DISASTER COMMUNICATION

In the event of a disaster that involved Taft College, or the Taft City area, the dental hygiene faculty will communicate via CANVAS. Students are to check the TAFT COLLEGE main website for bulletins. If internet access is not available, please listen to the local radio and television stations. Using smart phones for texting options may also be necessary.

Student Support Services

Taft College students are eligible for an array of support services designed to assist in success.

Counseling Services: The College has counseling faculty prepared to work with students on a variety of topics that include academic, personal, and career issues. Students can schedule a counseling appointment early in the first semester to develop a Student Educational Plan (SEP) that will serve as a roadmap to reaching individual career/academic goals. Mental health services for personal issues i.e., family concerns and stress management are also available for students. Please contact Student Services or the Wellness Center for information or an appointment.

Financial Aid: The Financial Aid Office helps students who might otherwise be unable to continue their education because of financial constraints. Financial aid funds are provided by the Federal Government and the State of California in the form of grants, loans, and on-campus jobs. Students interested in financial assistance to attend Taft College can contact the Student Services Office or the Financial Aid office.

Scholarships: Students are encouraged to apply for a variety of scholarships through dental and dental hygiene organizations, and the Financial Aid Office. Students may also schedule an appointment with a counselor to discuss scholarship opportunities. *Many scholarship opportunities are available through Taft College. For general scholarship information, visit the website:*
www.TaftCollegecd.edu/scholarshipapplication

Students may use the following resources to obtain information or to seek clarification regarding other dental hygiene issues:

Dental Hygiene Committee of California (DHCC) 2005 Evergreen St Suite 1050 Sacramento, CA 95815 (916) 263-1978 www.dhcc.ca.gov	American Dental Association Commission on Dental Accreditation (CODA) 211 E. Chicago Ave Chicago, IL 60611 (312) 440-2500 www.coda.ada.org
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LEARNING RESOURCES

Library Services: Library services are provided to Taft College students, staff, and faculty. Library collection information may be accessed through the Library's homepage at (<http://www.TaftCollegecd.edu/library/>). The Library subscribes to many journals and magazines for use both in paper as well as electronically.

Computers: Computers are available in the TC Library for student use.

Disability Support Services: Taft College recommends that student with disabilities or specific learning needs contact their professors during the first two weeks of class to discuss academic accommodations. If a student believes they may have a disability and would like more information, they are encouraged to contact the Disability Support Services.

Early Alert Intervention Statement

The Early Alert Intervention Report (Appendix) is intended to closely monitor the academic progress of Dental Hygiene students on a course-by-course basis. It is designed to give students feedback from faculty, letting students know how they are doing in classes over the course of the semester and giving students who need it the opportunity to get assistance to successfully complete the course.

The report is implemented by a faculty member when a student fails to achieve a passing score on an evaluated activity (exam, quiz, report, presentation, etc.) at any point throughout the semester. The reports are reviewed with the student and then forwarded to the director for signature and the student's counselor as needed. The counselor will refer the student to the appropriate campus resource(s) for assistance.

Student Evaluation of Faculty and Program

During the course of the Dental Hygiene Program at Taft College, students have the opportunity to evaluate the faculty, didactic and clinic/lab courses, and the program. Information gathered from the students is shared with faculty and administration program after each semester and used to improve and enhance the curriculum.

Additionally, graduates of the program are given the opportunity to provide feedback after graduating utilizing the "*Dental Hygiene Graduate Survey*". Graduates are also asked to distribute the "*Dental Hygiene Employer Survey*" to their current employers. This additional information is also evaluated to determine the academic preparedness of our graduates.

FEDERAL Statements

Family Educational Rights and Privacy Act

Taft College adheres to the federal government regulation entitled, "The Family Educational Rights and Privacy Act" (FERPA). FERPA provides individuals and agencies the right to inspect and review records,

regulates the release of records, and regulates the amending of the records. Students are protected from unauthorized disclosure and release of educational records under this regulation.

Federal: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Equal Opportunity Statement

Taft College does not discriminate on the basis of race, color, creed, religion, national origin, sex, pregnancy, sexual orientation, gender identity/expression, genetic information, age, marital status, families with children, protected veteran or military status, HIV or hepatitis C, status as a mother breastfeeding her child, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability, as provided for and to the extent required by state and federal laws.

No person may discriminate against another person on any of the grounds listed above when acting or speaking on behalf of Taft College.

Sexual Harassment

Sexual harassment is a form of discrimination which includes any repeated, unwelcome sexual attention. It can happen with patients, instructors, or peers. It is the policy of Taft College that sexual harassment is not tolerated. Problems of sexual harassment should be immediately brought to the attention of faculty or staff. In addition, the incident should be discussed with the clinic leads and/or department chair. TC Dental Hygiene Department follows campus policy concerning sexual harassment.

Occupational Hazard / Exposure to Bloodborne Pathogens

Dental hygiene students and all healthcare providers are at higher risk for exposure to infectious disease, bodily fluids, and bloodborne pathogens. The TAFT COLLEGE dental hygiene program follows OSHA and DHCC standards and college requirements for the prevention of exposure to infectious diseases.

If a student obtains an injury during any clinic or lab course, seek instructor assistance immediately so that the appropriate procedures are followed.

Special considerations in the clinic setting

Students must notify the clinic coordinator / instructor of any existing conditions in their health that would warrant special consideration during a clinic session, including but not limited to:

- exposed herpetic lesions
- temperature exceeding 100.2 degrees
- infectious / communicable diseases
- physical injury
- seizure activity

Upon notification, the clinic coordinator / instructor may:

1. Reassign the student to an assignment that may be more appropriate
2. Require the student to leave the clinic session for the day

The student may be asked to consult with his/her physician if health conditions appear to be impeding performance in coursework.

STUDENT DRESS CODE - Program

PURPOSE:

The general public (patients) often form a first impression based on the appearance of their clinician. As a dental hygiene student, you are an ambassador for the program and represent a high caliber of student.

It is important to patients and peers to present a positive image and qualities representative of a dental hygienist. Part of this image is reflected in personal appearance and attire.

To assist in developing an appropriate professional appearance, the following guidelines have been established and are used in the various settings of dental hygiene education.

NOTE: *Students are reminded to wear clean uniforms, socks and shoes when attending classes, clinics, and labs.*

The faculty and program reserve the right to excuse students from the classroom for inappropriate attire.

Classroom Settings

Clean uniforms - each cohort has two uniform colors. Each cohort will determine the colors worn on each day of classes/clinics. If wearing t-shirts under uniforms, they will be plain (no graphics).

NOTE: *Please be aware of exposed underclothing when bending or wearing uniforms that are too tight.*

Uniform pants must be hemmed so they do not drag on the floor.

ALL School/Professional functions should follow professional/business attire standards

Laboratory, Clinic, Radiology

1. Uniforms

- **Laboratory:** disposable PPE as necessary for labs/clinics
- **Clinic:** students wear selected scrubs/uniforms, gowns or lab coats as appropriate with name pins during all clinic sessions. Clinic sessions for patient treatment will require a barrier gown.
- In the event of cold weather, students may wear a plain turtleneck or T-shirt under the scrub top.
- **Radiology:** students wear selected scrubs/uniforms with name pins.

Shoes/Socks:

- *Laboratory/ Radiology/Clinic*
 - close-toed shoes are required to protect feet from injury if materials are dropped or spilled. No canvas shoes.

SOCKS: must be worn and cover any bare skin on the foot or ankle when seated during patient care

Personal Hygiene: Each student is a positive role model of personal health through oral hygiene and appropriate daily personal hygiene habits.

AVOID: Perfumes and scented lotions during patient care due to allergies or sensitivities.

Fingernails: well- manicured; trimmed flush to fingertip. No polish. Students are **not** to have acrylic nails or gel during the program.

Hair: Hair is to be kept clean and neat at all times. Long hair must be up and back during labs and clinic session due to infection control issues and aerosols.

Medium hair must be short enough so that it does not fall forward on the patient and/or obscure the vision of the clinician. NO 'fashion' colors/extensions: pink, blue, green, feathers, etc.

NO WET HAIR – it indicates unpreparedness.

Head coverings: For those wearing head covering due to personal reasons, please make sure they are conducive to the clinic environment, clean, and can be washed. Plain colors only.

MEN: Clean shaven / Facial hair must be neatly trimmed.
Long hair must be tied back during labs and clinic sessions.

Jewelry/Piercings

- No stones that can puncture gloves.
- A watch with a second hand, no bracelets
- Modest necklaces and/or small earrings (2 per ear – no cartilage earrings during clinic sessions)
- No facial jewelry in clinic (eyebrow, nasal)
- No tongue/ oral/ lip jewelry in clinic

Facial jewelry worn for cultural or religious purposes is considered on an individual basis.

Body Art / Tattoos: Art / Tattoos will not be visible during clinic or lab sessions. Arm coverings can be used (white or black). For tattoos on neck, hands or other areas that are difficult to cover, seek consultation with clinic coordinator.

Glasses / Shields

- Glasses (eyewear) must be worn to protect eyes from injury while working in the lab or clinic.
- Glasses or optical loupes will be worn for all intraoral procedures.

Face shields are worn for ultrasonic procedures in addition to optical loupes and other eyewear as necessary



Dental Hygiene POLICIES

NOTICE

Please be advised that this policy manual addresses the overall program and does not include specific policies and procedures that apply to the clinical setting. A separate TAFT COLLEGE Dental Hygiene Program Clinic Manual includes information specific to clinical courses in addition to course syllabi.

IMMUNIZATION Policy

Policy on Communicable Diseases, HIV/AIDS and other Bloodborne Illnesses

There are many diseases and health risks people are exposed to when dealing in health care delivery. Healthcare professionals accept this when they choose to pursue one of these careers. The Department of Dental Hygiene does not discriminate against persons who have or are suspected of having HIV/AIDS. The dental hygiene faculty is committed to the preparation of students for the practice of the profession of dental hygiene. In accordance with the Dental Hygiene Code of Ethics, we believe dental hygiene professionals have a fundamental responsibility to provide care to all patients assigned to them, and refusal to care for HIV positive /AIDS patients is contrary to the ethics of the dental hygiene profession.

Required: Proof of immunity must be documented by record of immunization or by serological evidence of immunity. College students are required to meet state/district standards of immunization prior to enrollment. The dental hygiene program has set additional standards for immunizations due to the higher exposure / contact of students with the general public as health care providers.

Accepted students are required to be immunized / titer for:

- Rubeola and Rubella Immunity Verification
- Hepatitis B Immunity Verification
- Varicella Immunity Verification
- Pertusis Immunity Verification
- Tuberculosis Screening

Students are to have completed health forms on file prior to the first day of classes.

Basic Life Support Policy / CPR

All enrolled dental hygiene students are to be certified in basic life support. A copy of the current CPR card must be on file throughout the program. The CPR/BLS course must include training for cardiopulmonary resuscitation with the AED. Recertification is required every two years. This certification is also required for dental hygiene state licensure. Upon renewals, provide proof of recertification to the administrative assistant.

All dental hygiene program faculty must be current in CPR-BLS including cardiopulmonary resuscitation (AED). Proof of current and renewal certification must be provided to the Program Technician.

POLICY on STUDENT SAFETY & CONFIDENTIALITY

The following explains the way students, staff, and faculty communicate with existing and potential patients.

These processes have been developed to improve and ensure student safety during the program. Appropriate disciplinary action ranging from a “Professional error” to a “Critical Error” will be followed upon a breach of these policies.

Nametags: All student nametags will display the student’s **first name** and **last initial**.

Telephone communication: All students, staff, and faculty will refer to students by only their first name. When two students have the same first name, the first initial of the last name will be designated the identification differential.

Example:

TAFT COLLEGE DH: “ Hello, may I help you?”

Patient: “Yes, I need to cancel my appointment for tomorrow.”

TAFT COLLEGE DH: “Who is your dental hygiene student?”

Patient: “I don’t know his/her name, it’s my first time.”

TAFT COLLEGE DH: “Okay, I see that you are scheduled with **Jane**. I will leave a message that you called, so she can contact you to reschedule.”

TAFT COLLEGE Dental Hygiene Clinic Phone: Is available for student use when contacting patients. This phone number can be given to patients who may want to leave messages for students. If any student uses the clinic phone *exclusively* for patient communication, please inform the Clinic Facilities Coordinator and be sure to come and check/retrieve messages

Student Cell Phones: Can be used for patient communication. Voice mail greetings, **should not** identify your LAST name. Example: someone calls your cell phone- your greeting would respond with: “*Hi this is JANE please leave your name and number and I will contact you as soon as possible*”. You may elect to screen your calls by allowing them to go to voice mail, then returning the caller’s message.

Home Phones: The program does not recommend students to provide patients with their home telephone number. When confirming appointments or contacting patients, cell phones and the clinic phone are recommended.

Alternatives to personal phone numbers:

GOOGLE Voice: students are encouraged to obtain a GOOGLE phone number (free) A g-mail account is required (free) then the phone number is attached to the g-mail account. When patients call, you are notified by email.

<https://www.wikihow.com/Get-a-Google-Voice-Phone-Number>

<https://voice.google.com/u/0/signup>

Clinic Communication: Students, staff, and faculty will refer to students by first names.

Student - Public Communication: When speaking to potential patients, other TAFT COLLEGE students (in general), people in the hallway, etc - refer to classmates and all enrolled students by the FIRST name ONLY.

DO NOT identify a student's last name to any unknown person (patient). Do not inform unknown people as to a students' location. Refer unknown people (patients) to the dental clinic office.

Example: Patients wander the building seeking the dental clinic. A patient asks where they can find "Rob Thomas". Students, faculty, and staff will direct the patient to the dental clinic and can then let Rob know a patient is looking for him - **do not** direct them to Rob Thomas.

Advertising for patients: All ads must be approved by the program director.

Students placing ads through Craig's List, local newspapers, campus postings, etc, will only identify themselves using their first name with the first letter of their last name (e.g., Betty B), and the clinic phone number or a cell phone number.

Night Classes: It is recommended to walk in pairs after dark, or contact the TAFT COLLEGE Campus Safety Office for an escort.

Inappropriate conversation/innuendos: Students, staff, faculty will not provide personal information about themselves or others in the program to patients. Additionally, ANY topic brought up by the patient perceived as inappropriate by the student is to be reported IMMEDIATELY to the clinic instructor, clinic coordinator and/or the program director.

Patient Chart: Students, staff, and faculty can document situations on the patient chart for further reference.

ATTENDANCE / TRANSPORTATION Policy

Attendance requirements for the Dental Hygiene Program vary from those indicated in the Taft College catalog since the attendance regulations for the program are established by outside regulatory agencies. Student success depends on attending **all** class and clinic sessions.

Students are informed of the attendance requirements for each dental hygiene course by the instructor as stated in the corresponding course syllabus.

TRANSPORTATION: Each student is responsible for his/her own transportation, parking and any other clinical enrichment assignments or community dental health assignment. Students **are NOT advised to transport patients** to clinical appointments. Exceptions may apply to family members.

FOOD and Beverages in the Classroom

Students are not allowed food in the classroom during lecture courses. All food items must be consume during breaks or lunch hours.

Beverages will be allowed during lecture courses (water, soda, coffee, etc) and **MUST** be in a container with a lid.

NO FOOD OR BEVERAGES IN THE CLINIC SETTING

ACADEMIC INTEGRITY

Any student **suspected** of cheating will be given a zero on the evaluation instrument (quiz, exam, project, assignment) and will be applied to the final course grade. A failing course grade (less than 75%) halts progression in the dental hygiene program until the course is repeated and a satisfactory grade is achieved. In addition, a student who receives a failing grade in any course due to a violation of academic integrity is required to petition the director if seeking to remain in the dental hygiene program.

GRADING Policy

The grading system employed in the Dental Hygiene Program is **higher** than those used in general education courses. The Dental Hygiene Program percentages for grades are as follows:

A	92-100%
B	83-91.9%
C	75-82.9%
D	70-74.9% (considered a failing grade)
F	69.9% and below

A grade of 75% (“C”) or better is required in all dental hygiene courses for progression in the Program and to graduate. The 75% or better standard follows that established by the Dental Hygiene National Board Examination and State or Regional clinic board examinations. Courses in the Dental Hygiene Program are *not* offered as credit/no credit.

Academic Remediation

The student is informed that an average score of 75% is required to successfully complete any dental hygiene course. Any dental hygiene student who performs below 75% while in the dental hygiene program will be issued an Early Alert informing the student of their substandard performance. The course instructor is to issue the form and make comments. The student is expected to sign the form and return it to the faculty member. The form is then given to Program Director for signature and filed in the student’s confidential file. Failure of a course could result from dismissal from the Taft College Dental Hygiene Program.

During the academic remediation period, the student is expected to fulfill the terms of their action plan as outlined by the course instructor, faculty advisor, and program director. The terms may include any or all of the following:

1. Meetings with the course instructor.
2. Meetings with their faculty advisor.
3. Meetings with the program director.
4. Professional referrals.
5. Course/Clinic Enhancement Activity/Assignment
6. Other as indicated.

Removal from Academic Remediation will occur once the student has shown a grade improvement to 75% or above in the course.

Clinical Remediation

Students are informed that an average of 75% is required to successfully complete any dental hygiene course.

In order to improve during clinical courses, the student must meet/communicate with the clinic coordinator to establish a plan of action that will improve technical skill and/or the number of course requirements to achieve a passing grade.

Clinic remediation may include yet not be limited to:

- Regular meetings with clinic coordinator
- Enhanced oversight during patient care sessions

Any student who fails to complete the minimum designated Procedures/Competency Evaluations could earn a failing grade for the clinic course. This results in dismissal from the program with an option to return the following year in order to repeat the course.

Policy on Repeating a Dental Hygiene Course

If a student fails a course during the first semester, the student is dismissed from the Taft College Dental Hygiene Program. If the student wishes to return the following year, he/she must re-apply for acceptance providing he/she still meets the minimum requirements for admission.

If a student fails a course during the second, third, or fourth semester, the student is dismissed from the Taft College Dental Hygiene Program. If the Student wishes to return the following year, the student must submit a formal written request to return to the program. A TC Petition to Return must be submitted to the Admissions department. The program director will forward other required documents to be completed by the student. If the request is granted the student must repeat the course or courses that he/she failed in the next semester the course is offered and also audit other courses for content and technical skill maintenance, depending on the semester that he/she is repeating.

A formal plan is developed and the student will meet with the program director prior to reentering the program.

Dismissal Policy

Should any dental hygiene student fail to successfully complete a dental hygiene course they will be dismissed from the Taft College Dental Hygiene Program. A student has successfully completed a course when they have achieved a grade of "C" or better. A grade of "D" or "F", is considered failing. Should any dental hygiene student receive 3 Critical Errors in any one semester or a cumulative of 7 Critical Errors over the course of the program they will be dismissed from the Taft College Dental Hygiene Program.

See Program Errors

Appeal of Dismissal

A student who feels he/she has reason(s) to be exempt from the dismissal policy must submit a “petition for Appeal of Academic or Progress Dismissal Status”. See TC College Catalog.

Reinstatement

If a student fails a course during the first semester, the student is dismissed from the Taft College Dental Hygiene Program. If the student wishes to return the following year, he/she must re-apply for admission, providing he/she still meets the minimum requirements for admission.

If a student fails a course during the second, third or fourth semester, the student is dismissed from the Taft College Dental Hygiene Program. A student who has been dismissed may be reinstated after a lapse of one year by petitioning the Admissions and Attendance Committee. The petition must include sufficient evidence to indicate the likelihood of academic success for the reinstatement to be granted.

If the request is granted, a formal plan is developed. Reinstatement may only occur within one year of the dismissal date/semester. After one year, should the student wish to reenter the program, a new application will be required.

RETENTION POLICY

Failure to earn a 75% (“C”) or better in 2 (two) or **more Dental Hygiene courses, or within the same** course twice but after reinstatement, will result in automatic dismissal from the program with no option for readmission.

A student who fails one course may be eligible to return to the program yet cannot progress until that course is repeated and a 75% (C) or higher is achieved. An education plan will be established by the program director and faculty. The student must agree to and sign the education plan.

Since dental hygiene courses are held once per academic calendar year, a student who has been out of the program for two semesters or more will be subject to an evaluation of skills and knowledge to assess that retention of content is sufficient to ensure safe practice upon re-entry to the program. Evaluation may include written testing and/or actual clinical practice. Auditing of some courses may be necessary before readmission. Re-admittance due to failure of a course **or** voluntary withdrawal is limited to **one time** regardless of course failure or voluntary withdrawal.

Withdrawal Policy

A student considering withdrawing from the program is encouraged to make an appointment with a counselor and the Director of the program.

A student who withdraws from the program for any reason must reapply for admission. A student may withdraw and be readmitted only once.

Personal, academic, and career counseling is always available to the student.

Policy for Liability/Malpractice Insurance

Students are to have liability/malpractice insurance in effect prior to beginning the first semester and must be maintained throughout the program. A student policy can be found through www.hpsso.com

In order to verify you have met the insurance requirement, please bring a copy of your receipt for payment to the Dental Hygiene Program Technician. *The liability policy will be in effect from the first day of class.*

Latex Sensitivity and Allergy POLICY

Due to the potential for latex sensitivity among patients, students, staff, and faculty, the **dental hygiene clinic has been designated latex free**. All products used by staff and students will be non-latex based. Students purchasing their own clinic materials must purchase non-latex items for use in the clinic.

Any stored latex product has been designated for use for other events such as community dental health activities, DH club activities, health fairs, non-clinic lab activities. If unsure as to whether or not a product is non-latex, seek program staff for assistance.

Students are reminded to be aware of other items such as balloons, rubber bands, foam pillows, erasers that may be brought into the clinical setting.

Definitions

Latex – the natural sap of a rubber tree (*Hevea Brasiliensis*)

Irritant Dermatitis – a dermatitis caused by chemical irritation that does not involve the immune system.

Type IV Dermatitis – a chemical contact dermatitis caused by the chemical used in latex production and involves the immune system.

Type I Systemic Reactions – true reactions caused by protein antibodies in the latex. Type I reactions may be serious and potentially lethal. Symptoms include: anaphylaxis, dermatitis, erythema, hives, pruritus, swelling, eye/nasal itching, sneezing, coughing, laryngeal swelling, wheezing, asthma or cardiovascular collapse.

PREGNANCY Policy

The choice to declare pregnancy is completely voluntary. However, it is strongly recommended that the student inform the program director. It is recommended that the student bring a written statement from the physician acknowledging the risks involved and granting permission for the student to continue in the program regarding x-rays and anesthesia. Any restrictions should be identified by the physician in writing and submitted to the program director.

The dental hygiene curriculum is intense and has little room to make-up classroom and clinic requirements. Students who deliver during the fall/spring semesters can only be out of class for two weeks. The student may need to consider/discuss withdrawal options with the program director, once pregnancy is declared.

After delivery and prior to returning to class and clinical assignments, it is required that the student present a statement from the physician giving approval to resume activities, specifying any restrictions.

If declaring pregnancy, please meet with the clinic coordinator or program director to complete the required documentation.

If you, as the student, choose to declare your pregnancy, restriction will be placed on:

1. your receiving local anesthetic (medical clearance required)
2. administration of nitrous oxide-oxygen analgesia (medical clearance require)
3. your receiving radiographs

Protocol for safety will continue along with the following modifications:

- a. The student will be allowed to administer local anesthetic.
- b. A physician's recommendation or release is required for the student to participate with nitrous oxide sedation in lab sessions. If unable to participate or limited participation is mandated by the physician, the student and course instructor will meet with the program director to discuss potential options.
- c. The student will be allowed to expose and develop radiographs in lab and clinic sessions while wearing an x-ray exposure badge and a fetal badge (purchased by the student). Exposure will not exceed 500 millirem during the gestation period or 20 millirem per month. A lead apron with front and back panels will be worn during radiograph exposure.
- d. If the student chooses NOT to declare the pregnancy, the student and the embryo/fetus will continue to be subjected to the same protective and preventive safety protocol that apply to other students in the dental hygiene program.
- e. The clinic coordinator will review the student's clinical schedule to determine if additional alterations are required. Students must complete all laboratory and clinical requirements at 75% or better to pass the course / semester / program.
- f. If the status of the student's pregnancy changes or the student chooses to revoke the declaration of pregnancy, the student will again be subject to the same limitations as applied to other dental hygiene students in the program.

OPTIONS

- Continuing the Program without modification or interruption. This means the student would agree to attend and complete all classes, clinical assignments and competencies in a manner consistent with her peers within the guidelines set forth by individual instructors and Taft College. This would include radiographs, nitrous oxide, anesthesia and clinical enrichment activities.

Pregnant Patients: For patients identified as pregnant, care is not contraindicated in any trimester unless the patient is experiencing a complicated pregnancy. Consult with screening dentist.

POLICY for Use of Program Supplies and Equipment

Students in the dental hygiene program purchase their instruments, some personal protective equipment, and supplies needed for didactic, lab, or clinical courses.

Type of equipment may range from lab to clinical and students are required to gain permission from the clinic facilities technician, clinic coordinator, course instructor, or program director. During clinic session, students are required to 'check-out' certain pieces of equipment for use during that session.

Due to the nature of dental equipment, the expense of such equipment, and the repair fees associated, students must seek a staff member prior to using program equipment when a class is not in session.

POLICY for Use of Patient Records / Charts

Patient records are legal documents. As a result, no patient record/documents/charts may leave the clinic area. Falsification of documents is illegal.

Students working on a patient case as a class assignment may make limited copies of needed documents from the patient chart. **The patient information must be redacted.** The Clinic Technician will assist in making all copies of patient records for course assignments. The copier is located in the clinic area. Once copies are completed, the student is to file the patient chart in the correct file location.

INTRAORAL PHOTOGRAPHS: Photos of intraoral lesions or conditions are often used for course requirements, patient case presentations, and treatment documentation. Students the intraoral cameras installed and located in clinic. ALL use of patient records must comply with HIPAA regulations. Photos **cannot** have patient identification attached to the photo. Photos cannot be forwarded or displayed on the internet with expressed written permission from the patient. Students may transfer the photos to a flash drive when using photos for patient case presentations. Please consult with the clinic instructor/coordinator.

POLICY for Use of DENTRIX / DEXIS Software and Patient Records

Practice management and digital radiology software is used for portions of patient record keeping and management. Students must comply with all legal and HIPAA regulations that apply to electronic recordkeeping. Students are trained to work with these programs during the program. Please seek assistance at any time, if unsure of how to enter patient data, or computer/software issues arise.

Tape Recording POLICY

The Dental Hygiene Program instructors recognize that tape recording lectures may help the student recall and decipher course material. The students may tape record a class **with the instructor's permission after signing the "Tape Recording Agreement" form (Appendix)**. Course syllabi will also indicate any policy on tape recording.

By signing the "Tape Recording Agreement" form, the student agrees to only use the information for his/her personal studying purposes and may not to hold the instructor accountable for an incorrect statement.

STUDENT COMPLAINT Policy

Students are referred to the **COMMUNICATION GUIDELINE** as the process to resolve complaints.

A complaint is defined as any issue the dental hygiene student provides to the Director of Dental Hygiene in writing and signed. All complaints that may be about specific faculty are handled confidentially.

Minor Issues: The first step to resolving specific issues with courses or faculty is to schedule a meeting with the course instructor, your dental hygiene advisor, or clinic coordinator. If the issue is not resolved after discussion, the student may opt to meet with the program director.

Major Issues: Follow the process as explained above. If no resolution is found, submit a written complaint to the program director. The Director will review the complaint and meet with the student as well as the faculty member to investigate and gain full information of the issue. The Director will review the outcome of the issue with the student. If the student is not in agreement with the resolution, the student may seek an appointment with the Dean of Student Services.

If necessary, the student may follow the grievance process outlined in the TAFT COLLEGE Catalog.

Student Injury / Exposure POLICY

ON CAMPUS

If a student is injured on the college campus, the student will report to a clinic instructor/ program director. The clinic technician and faculty will complete a report of injury and recommend a course of action in the event that follow-up care is required.

Non-emergency situations may result in the student referral to Central Valley Occupational Clinic – Bakersfield.

IMPORTANT: Student injury from soiled instruments or inadvertent percutaneous inoculation will follow the POST-EXPOSURE protocol outlined in detail in the TAFT COLLEGE Dental Hygiene Clinic Manual. Documentation and forms must be completed by students and faculty within 24 hours of the incident.

POLICY on Student Participation in LAB Courses

Some dental hygiene courses have lab components that will require students to partner with a classmate. As a student-partner you are subjected to **student practice** in the following areas:

- Intraoral examination
- Head and neck palpation
- Intraoral instrumentation
- Evaluation of medical histories (shared health information)
- Local anesthetic injections (without vasoconstrictor)
- Nitrous Oxide Sedation
- X-ray radiation if x-rays are taken

Not all student-partner situations are listed here, yet this provides an example of student participation as a part of the learning process during the program. All student-partner situations are overseen and monitored by dental hygiene faculty.

If any student is unable to participate as a student partner, a written notice from the physician or appropriate agency may be required by the course instructor and/or the program director.

If any student requires antibiotic premedication prior to invasive dental procedures, please consult with the course instructor or program director.

Policy on PROGRAM ERRORS and Disciplinary Procedures

GENERAL Information

All students at Taft College are responsible for following policies established by the College community. TAFT COLLEGE outlines guidelines and policies related to student conduct, discipline, and academic integrity along with several other student policies. Dental hygiene students can review these policies on the TAFT COLLEGE website or the current college catalog.

DENTAL HYGIENE PROGRAM

Because of the unique nature of dental hygiene education, there are additional policies established for students during the program. Professional standards and issues related to patients' health and safety are the primary reasons for additional policies and procedures. These policies and procedures may be more stringent in some areas than District procedures.

It is recognized that students are learning proper techniques and professional behaviors, therefore are expected to err as they begin then progress to little or no errors as they matriculate through the Dental Hygiene Program. It is neither the intent of any dental hygiene instructor nor the program to impede the success of students. Additionally, dental hygiene students must respect each other, faculty, staff, and patients while working to reach educational and career goals.

Dental hygiene faculty reserves the right to determine the nature of the error and its consequences. Consultation with the program director and or administration may be necessary

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Additionally, dental hygiene students must respect each other, faculty, staff, and patients while working to reach educational and career goals.

Dental hygiene faculty reserves the right to determine the nature of the error and its consequences. Consultation with the program director and/ or administration may be necessary. Faculty has the discretion to employ informal or formal sanctions on students who may breach academic integrity. Formal sanctions will result in the submission of the Student Misconduct Form to the Dean of Student Services.

Professionalism Errors (applies to all dental hygiene courses and instructional settings)

Errors in this category are not to be given or taken lightly. Errors in this category include **yet may not be limited** to:

- Unprofessional behavior or breach of student conduct in classroom, lab, or clinic settings (see Taft catalog for more complete list).
- Academic dishonesty, which includes cheating and plagiarism; *it is the prerogative of the faculty member whether to pursue formal sanctions related to violations of academic integrity.*
- Alteration of patient records (paper or electronic)
- Removal of patient records from the clinic facility
- Unauthorized use of clinic/program equipment
- Unauthorized use of program computers/software
- Breach of program and or clinic policies/dress code

Professionalism errors are limited to a maximum of one written warning, two (2) each in a single semester and three (3) throughout the two year program. Multiple errors may result in dismissal from the program.

Other Program Errors

It is recognized that students are learning proper techniques and professional behaviors, inherent to dental hygiene practice. The learning process includes mistakes and as students progress in the program, it is expected that they will improve and err less.

Because of the potential for serious risks to patients' health and safety associated with errors, students are informed and instructed in proper patient care and use of equipment. It is critical that students have a clear understanding of the policies and regulations associated with all courses in the program and consequences that may be applicable should errors occur.

Program Expectations of Students

1. Students are expected to demonstrate growth in clinical practice through application of knowledge and skills from previous and concurrent courses.
2. Students are expected to demonstrate growth in clinical practice as they progress through courses and to meet clinical expectations outlined in the syllabi, and program manuals/handbook.
3. Students are expected to be prepared for clinical practice in order to provide safe and competent care. Preparation expectations are detailed in course syllabi and program manuals.

Clinical/Lab

Clinical errors may occur when the student demonstrates **unsafe clinical practice** or does not meet expected standard of care practices. Unsafe clinical practice places patients, peers, faculty, or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm that may result in damage to the patient's or another person's health. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the patient, peer, faculty, or staff at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving risks that are deemed unacceptable for the practice of dental hygiene.

Error Categories

Each category has specific consequences that are **cumulative** throughout the program.

A. Semi-Critical Errors: Semi-critical errors are not to be given or taken lightly. Errors include *yet may not be limited to* treatment that is below the expected standard of care; less threatening than the CRITICAL error to patient, peer, staff, faculty and/or student

1. Errors or behaviors that might jeopardize personal, patient, peer, faculty/staff health and safety. Examples include, **yet are not limited to:**

- negligence in asepsis and safety, such as failure to use overgloves or utility gloves, safety glasses for self and patient, dosimetry badge, lead apron, cross-contamination/touching of surfaces
- continued lack of knowledge application that interferes with delivery of patient care at the competency level expected for the clinic in which the student is enrolled

2. Breaches of integrity. Examples include, **yet are not limited to:**

- defiance of authority of staff or faculty
- deceitful actions and/or comments toward patients, staff, faculty, or fellow students
- including or excluding treatment appropriate for the patients' needs, for personal gain
- decision-making and actions which result in personal gain or completion of course requirements, at the expense or the best interests of patients, staff, faculty, or fellow students
- lack of knowledge or application of knowledge that jeopardizes health and safety of patients, peers, faculty, or staff

Faculty has the discretion to employ informal or formal sanctions on students who may breach academic integrity. Formal sanctions will result in the submission of the Student Misconduct Form to the Dean of Student Services.

Multiple errors may result in dismissal from the program. Maximum of one (1) warning and two cumulative semi-critical errors throughout program).

B. Critical Errors: Critical errors include, yet may not be limited to gross negligence, incompetence, or errors that put the patient, peer, staff, faculty and/or student in physical or emotional jeopardy; serious breaches of infection control; disregard for radiation protocol.

1. Gross negligence, incompetence, errors or behaviors that jeopardize personal, patient, peer, faculty/staff health and safety. Examples include, **yet are not limited to:**

- failure to discover and/or take appropriate action related to items in patient's medical or dental history, such as hypertension, pre-medication, allergies
- failure to apply appropriate protocol prior to and when using local anesthetics
- failure to obtain medical clearance as warranted by medical history
- breach of asepsis that threatens the health and safety of patients, peers, student, faculty or staff
- gross trauma and/or negligence related to patient care
- irresponsible behavior related to mental state, drug or alcohol use, other illegal

behavior, or anything else that impairs judgment, safety, or ability to function effectively in the clinic setting

- intentional harm to patients, peers, faculty, or staff
- continued lack of knowledge or application of knowledge that jeopardizes health and safety of patients, peers, faculty, or staff

2. *Breaches of integrity (applicable to all program courses). Examples include, **yet are not limited to:***

- lack of honesty and/or truthfulness, cheating, stealing
- falsifying student or patient records
- breach of confidentiality of patients, peers, faculty and staff,

Critical errors are considered rare and the most serious violation of standards (Maximum of one (1) warning and two critical errors throughout program). The second critical error results in dismissal from the program.

Faculty has the discretion to employ informal or formal sanctions on students who may breach academic integrity. Formal sanctions will result in the submission of the Student Misconduct Form to the Dean of Student Services.

Faculty Responsibilities and Timelines

Faculty are responsible for submitting written warnings, error forms, performance reviews, and other paperwork, within specified time frames, to the student and clinic coordinator for tracking throughout the program for each student.

1. Written warnings, notice of errors and clinical enhancement assignments must occur within 7 days after error occurred or was discovered.
2. Meetings with the student, Clinic Coordinator and/Faculty must occur within 7 days of the receipt of the Error.
3. Student action plans must be presented within 7 days of meeting with the Clinic Coordinator and Faculty.

Action plan completion timelines are determined by the faculty member implementing the error. Consultation with the clinic coordinator or program director may be necessary. Timelines for completion will be reasonable based on the nature of the error and action plan.

PROCEDURE FOR IMPLEMENTING ERRORS/ Consequences

PROFESSIONALISM ERRORS

Infraction	Description of Procedure
<p>Professionalism <u>Written Warning</u></p>	<p>A Student Warning Form will be completed by the instructor within 7 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the warning form is given to the student and to the Clinic Coordinator.</p> <p>When necessary, the instructor may give the student a <i>Clinical Enhancement</i> assignment directly related to the type of error. The assignment is due within one week. The instructor reserves the right to determine whether the assignment was completed as required, determine if further action is necessary, and may consult with the clinic coordinator.</p>
<p>Professionalism Error #1 and #2</p>	<p>An Error form will be completed by the instructor within 7 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the form is given to the student, the clinical coordinator, and the program director.</p> <p>A <i>Student Performance Action Plan</i> is presented to the student by the faculty member and the clinic coordinator, and signed within five class days of meeting with the clinic coordinator and Program Director.</p> <p>Multiple infractions (over two) will result in a semi critical error.</p>
<p>After Error #2</p>	<p>Upon faculty observation of additional errors AFTER the student has received two errors in this category, the student receives the FIRST semi-critical error.</p> <p>NOTE: Depending upon the nature and frequency of errors in this category, the faculty/program may refer the student to the Program Director for disciplinary actions in accordance with the Taft College policy and procedure. Dismissal from the Dental Hygiene Program and possible suspension from Taft College may be the result of the Due Process procedure.</p>
<p>Grade reduction</p>	<p>Warning = 0 Infraction 1 = 0.5% Infraction 2 = 1.0%</p>

Maximum of two Student Performance Action Plans are allowed in the professionalism category.

SEMI - CRITICAL ERRORS

Infractions	Description of Procedure
Semi-Critical Written Warning	A Student Warning Form will be completed by the instructor within 7 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the warning form is given to the student and to the Clinic Coordinator.
Semi-Critical Error # 1	<p>An Error/semi-critical error form will be completed by the clinical instructor within 7 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the form is given to the student, the clinical coordinator, and the program director.</p> <p>The instructor will give the student a <i>Clinical Enhancement</i> assignment directly related to the type of error. The assignment is due within one week. The instructor reserves the right to determine whether the assignment was completed as required, determine if further action is necessary, and may consult with the clinic coordinator.</p> <p>Multiple Infractions (over two) may result in a Critical Error #1</p>
Semi-Critical Error # 2	<p>An Error/semi-critical error form will be completed by the clinical instructor within 7 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the form is given to the student, the clinical coordinator, and the program director.</p> <p>A <i>Student Performance Action Plan</i> is presented to the student by the faculty member and the clinic coordinator, and signed within 7 days of meeting with the clinic coordinator and Program Director. The assignment is due in one week.</p> <p>The faculty member, Clinic Coordinator and Program Director will meet with the student for a Review of Performance at predetermined intervals. The student will be informed of the next conference date if applicable.</p> <p>NOTE: Depending upon the nature and frequency of errors in this category, the faculty/program may refer the student to the Program Director for disciplinary actions in accordance with the Taft College policy and procedure. Dismissal from the Dental Hygiene Program and possible suspension from Taft College may be the result of the Due Process procedure.</p>
Grade Reduction	Warning = .5% Infraction 1 = 1.0% Infraction 2 = 1.5%

Maximum of one Student Performance Action Plan is allowed in the semi-critical category.

CRITICAL ERRORS (Maximum of two errors for this category within the two year program)

Infractions	Description of Procedure
<p>Critical Error <u>Written Warning</u></p>	<p>A Student Warning Form will be completed by the instructor within 14 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the warning form is given to the student and to the Clinic Coordinator.</p> <p>A Student Performance Action Plan directly related to the type of error is given to the student. The assignment is due within one week. The instructor reserves the right to determine whether the assignment was completed as required, determine if further action is necessary, and may consult with the clinic coordinator.</p>
<p>Critical Error #1</p>	<p>An Error/semi-critical error form will be completed by the clinical instructor within 14 days after the error occurs or is discovered. The faculty member will discuss the error with the student. A signed copy of the form is given to the student, the clinical coordinator, and the program director.</p> <p>The faculty member, Clinic Coordinator and Program Director will meet with the student for a Review of Performance at predetermined intervals. The student will be informed of the next conference date if applicable.</p> <p>The student's final cumulative course score, at the end of the semester for the clinical course in which he/she is enrolled when the critical error occurs will be reduced by 5%.</p>
<p>Critical Error #2 Dismissal</p>	<p>A Critical Error form available in the clinic will be completed by the instructor within 14 days after the error occurs or is discovered.</p> <p>The student must meet with the faculty member, the clinic coordinator and program director within 14 days of the error. Upon verification of the facts substantiating the error, <u>steps will be taken to dismiss</u> the student from the Dental Hygiene Program, following the Due Process procedure in accordance with the Taft Community College District's policy and procedure.</p> <p>The student may be referred to the Dean of the Higher Education Center at National City and/or the Dean of Student Activities for disciplinary actions in accordance with the Taft Community College District's policy and procedure.</p>
	<p>Infraction 1 = 5% Infraction 2 = Dismissal</p>

Maximum of one (1) Student Performance Action Plan is allowed in the Critical Error Category

Maximum of four (3) Student Performance Action Plans for ALL types of errors are allowed throughout the program.

DEFINITIONS/Descriptions

Written warning: For professionalism errors, faculty members complete the Dental Hygiene Program Student Warning Form as outlined in the Program Errors Procedure.

Clinical Enhancement Assignments: The faculty member completes a Clinical Enhancement Form and may assign research, a review of text material, practice skills, tutoring, a written assignment, or similar tasks in order to allow students to improve and perform at the expected level. Students are expected to utilize didactic information in their clinical experiences and are expected to perform skills at a competency level indicated for each clinical course. Failure to demonstrate adequate knowledge and skill will result in a Clinical Enhancement assignment. The student must complete the assignment in the specified period of time, typically one week, and report back to the faculty member. *Failure to follow through may result in a subsequent error.*

Student Performance Action Plan: The faculty member determines a Student Performance Action Plan in collaboration with the Clinic Coordinator according depending on the nature and number of errors that have occurred. Expected actions and outcomes are written so the student has a clear understanding of how to improve to meet the expected standards. The faculty implementing the error and the Clinic Coordinator meet with the student. A specific period of time is noted for the student to demonstrate the improved behaviors and techniques.

Performance Review: After a Student Performance Action Plan has been implemented, the recommended behaviors and techniques stated therein are evaluated to determine whether the student is achieving the expected actions and outcomes. The faculty member and the Clinic Coordinator meet with the student at predetermined intervals specified in the Action Plan. Progress toward the expected outcomes and suggestions for improvement are documented. The review is written, signed, and dated, with copies given to the student, faculty member, Clinic Coordinator, and Program Director.

Class day: A class day is defined as a normally scheduled Taft College school day during which classes are held from Monday through Friday. This term is used to describe time periods for scheduling meetings and submitting assignments.

Class periods: A day and time that a specific class is scheduled in the semester. For example, if a class meets three days a week, two class periods would be defined as two of the three days that specific class meets during that week.

TAFT COLLEGE Dental Hygiene Program Clinical Error Tally Form

Student Name: _____ First Yr Second Yr

To Faculty:

This form is designed to track errors accumulated by students throughout the two-year program. If/when a student is given a Professional/Semi-Critical/Critical error, the faculty member must enter the information on this form. Ensure that originals or copies, of the critical error form are provided to the appropriate advisor/coordinator or program director.

<p>Professionalism</p> <p>Date: _____ Warning (describe) _____ _____</p> <p>Clinical Enhancement Y N</p> <p>*****</p> <p>Date: _____ #2 Error describe) _____ _____</p> <p>Required: Action Plan</p> <p>*****</p> <p>Date: _____ #3 Error describe) _____ _____</p> <p>Required: Action Plan</p> <p>*****</p> <p>MOVE TO SEMI-CRITICAL Begin with Error #2 A maximum of two (2) action plans can be given in this category.</p>	<p>Semi-Critical</p> <p>Date: _____ Warning (describe) _____ _____</p> <p>*****</p> <p>Date: _____ #2 Error describe) _____ _____</p> <p>Clinical Enhancement Y N</p> <p>*****</p> <p>Date: _____ #3 Error describe) _____ _____</p> <p>Required: Action Plan</p> <p>*****</p> <p>MOVE TO CRITICAL Begin with Error #2 A maximum of one (1) action plan can be given in this category.</p>
<p>CRITICAL A maximum of 1 warning and 2 errors can be given in this category throughout the two-year program. The second error of a critical nature results in dismissal from the program.</p> <p>Date: _____ Warning (describe) _____</p> <p>Required: ACTION PLAN</p> <p>*****</p> <p>Date: _____ # 1 Critical ERROR Date: _____ # 2 ERROR/Dismissal Meet with Program Director</p>	



APPENDIX

Written Assignments

Students are advised to consult with course instructor regarding criteria for any written assignment.

RESOURCES

Publication Manuals of the American Psychological Association (www.apastyle.org)

OWL (<http://owl.english.purdue.edu/>)

Grammar Girl (<http://grammar.quickanddirtytips.com/>)

TAFT COLLEGE Canvas

Perrla (www.perrla.com/pages/1/2.aspx)

Turnitin (www.turnitin.com)

Editorial style consists of rules or guidelines that publishers observe to ensure clear and consistent presentation of written material. These elements include:

- Punctuation and abbreviations
- Construction of tables and figures
- Selection of headings
- Use of citations and references
- Presentation of statistics

And many other items used in the health care field.

DENTAL HYGIENE STUDENT PERFORMANCE ACTION PLAN/CONTRACT
(Confidential Information)

Student _____

Action Plan # 1 2 3 4

Related to: Professionalism Error Semi-Critical Error Critical Error

COURSE - DH _____

Clinic Coordinator/Faculty Member _____

Beginning Date	Ending Date	Comments
Brief description of the problem(s)		
Problem(s) <input type="checkbox"/> Low test scores <input type="checkbox"/> Low performance on written assignments <input type="checkbox"/> Low performance on homework assignments <input type="checkbox"/> In ability to submit assignments / timely <input type="checkbox"/> Absenteeism / Tardiness <input type="checkbox"/> Unpreparedness for class/clinic <input type="checkbox"/> Unsafe clinical practice (lack of basic skills) <input type="checkbox"/> Noncompliance with dress code <input type="checkbox"/> Unprofessionalism Other:	Recommendations to overcome problem(s) <input type="checkbox"/> Improve test scores <input type="checkbox"/> Improve study habits / join study group <input type="checkbox"/> Seek counseling for academic/personal issues <input type="checkbox"/> Reduce outside employment hours <input type="checkbox"/> Improve writing skills <input type="checkbox"/> Referral to Tutoring /Reading center <input type="checkbox"/> Referral to DSS _____ <input type="checkbox"/> Seek stress management/relaxation workshop <input type="checkbox"/> Skills lab referral for _____ _____ _____ _____ Other:	Contractual limitations/obligations <input type="checkbox"/> Must participate in class/clinic/post conferences <input type="checkbox"/> May not be late or absent for class/clinic/lab without written medical excuse <input type="checkbox"/> Must comply with dress code <input type="checkbox"/> Must complete academic recommendations <input type="checkbox"/> Must attend counseling sessions as recommended Other General Requirements:

Potential Consequences for incomplete action plan/ contract / probation:

- a. Additional ERROR (Professional/Semi-Critical/Critical)
- b. Continuation of Action plan/Contract
- c. Course Failure
- d. Dismissal from program

	Signature	Date Initiated (2 week intervals)
Student		
Clinic Coordinator/Faculty		
Program Director		

Termination of Action Plan/Contract/Probation

	Signature	Date Ended
Student		
Clinic Coordinator/Faculty		
Program Director		

Introduction

Community college districts are required by law to adopt standards of student conduct along with applicable penalties for violation. (Education Code Section 66300) The purpose of this policy is to provide uniform procedures to assure due process when a student is charged with violation of these standards.

STANDARDS OF STUDENT CONDUCT VIOLATIONS

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to District property or to private property on campus.
6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
8. Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
9. Committing sexual harassment as defined by law or by District policies and procedures.
10. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
11. Engaging in intimidation conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying, which is bullying conduct engaged in by electronic means.
12. Willful misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
13. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse, of college personnel.
14. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by the District.

15. Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
16. Unauthorized entry upon or use of college facilities.
17. Lewd, indecent or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions.
18. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
19. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
20. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.
21. Violations of District regulations or procedures concerning the use of District technology resources, District regulations concerning student organizations, and/or the use of District facilities.
22. Failure to comply with directions of District personnel acting in the performance of their duties, or failure to identify oneself for just cause when requested to do so by District personnel acting in the performance of their duties.

REPORT OF STUDENT MISCONDUCT
Complete and file with the Dean of Student Services

Student Name _____ TAFT COLLEGE ID No. _____

_____ Last First Middle Initial
Course (Subject and Number) _____

Date of incident _____ Location _____

Issue: See back of this form for a list of all violations.

- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty
- Disruptive behavior, willful disobedience or the open and persistent defiance of the authority, or persistent abuse of college personnel which may or may not include habitual profanity or vulgarity.
- Assault or battery upon another person or causing, attempting to cause, or threatening to cause physical injury to another person
- Unlawful possession, use, sale, offer to sell, furnishing, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind; or unlawful possession of, offering, arranging or negotiating the sale of any drug paraphernalia
- Dishonesty, forgery, alteration or misuse of college documents, records or identification, or knowingly furnishing false information to the District.
- Engaging in expression which is obscene, libelous, or slanderous; or threats of violence which may or may not incites student as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District
- Violation of college regulation or State law

Nature of Issue (please describe the specific problem(s)). **Please attach on separate sheet**

Suspected or Confirmed Discussed with Student: Yes No

What action resulted: _____ Witness(es) _____

College Staff Name (please print): _____ College Staff Signature _____

Division/Department _____ Campus Extension _____ Date: _____

Student Information

Name: _____

Student ID: _____

Semester: _____

Course Number: _____

Course Title: _____

Grade earned to date: _____

Attendance:

Attends class?	Yes	No	Number of classes missed _____
----------------	-----	----	--------------------------------

Please check all areas of concern:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Tests | <input type="checkbox"/> Project(s) |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Paper(s) |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Other (specify) |

Please check all areas you feel the student needs help:

- | | | |
|--|---|---|
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Counseling | <input type="checkbox"/> Test Taking Skills |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Writing Papers | <input type="checkbox"/> Textbook Reading |
| <input type="checkbox"/> Class Participation | <input type="checkbox"/> Note taking | <input type="checkbox"/> Other (specify) |

Instructor Comments:

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Program Director's Signature: _____ Date: _____

Tape Recording Agreement

I, _____, request permission to tape record
Print Name

lectures and class discussion of _____.
Indicate Course Number and Name

My signature on this form indicates that I have read, understand, and agree to abide by the “Tape Recording Policy,” which states that I will only use the information for my personal studying purposes and not to hold the instructor accountable for an incorrect statement. I also agree to erase/destroy all recorded information upon completion of the course.

Student Signature Date

Instructor Signature Date

STUDENT – PATIENT COMMUNICATION RECOMMENDATIONS and OPTIONS For Clinical Courses and Patient Scheduling

To increase and improve student safety during clinical courses, the following information is provided to students as they work with patients in scheduling clinic appointments. Students tend to use their cell phones during the program, which may increase the potential for less privacy.

However, there has been a dramatic increase in patient complaints due to the lack of communication by students with their patients or potential patients. Many complaints indicate that patients are NOT contacted, or their phone calls are NOT returned once they leave a message on the student's cell phone.

The program considers this unprofessional, and students must communicate with patients more effectively. The following information is designed to assist in better student-patient communication.

FIRST APPOINTMENT WITH A PATIENT (Screening or in Clinic)

IF you tell the patient that you will be contacting them for an appointment- **TELL THEM WHEN**. Make sure you have the **BEST** contact number for the patient.

OPTION 1

Students electing to use their cell phone:

- Are recommended to inform the patient that **ALL** your calls go directly to voice mail
- You **will return** voice messages **within** (24 or 48 hours). Your voice greeting to callers should also indicate the time you will return calls.

IMPORTANT: PRIOR to dialing a phone number for a patient, **DIAL #67** – then the patient's number #67 **BLOCKS** your phone number so the patient cannot see it.

OPTION 2

Obtain a GOOGLE phone number for clinic patients:

- Join/Create a GMAIL account (free)
- SEARCH Google for Google VOICE.
- Set up a GOOGLE phone number
 - Use the GOOGLE number to give to your patients

Inform the patient that **ALL** your calls go directly to voice mail and that your voice mail alerts you when you get a message

- You **will return** voice messages **within** (24 or 48 hours).

IMPORTANT: You CANNOT return the message USING the GOOGLE number unless you replace your cell number with it SO – **PRIOR** to dialing a phone number for a patient, **DIAL #67** – then the patient's number #67 **BLOCKS** your phone number so the patient cannot see it – if the cell number is not blocked the patient may end up calling your cell number directly.

OPTION 3 – Use the TCDH clinic phone for your contact number. You must check for messages each day you are on campus.

Inappropriate behavior by a patient is to be reported to the clinic coordinator, immediately.

