Texas A&M University College of Dentistry  
Caruth School of Dental Hygiene

Course Number and Name: DDHS 4320 Perspectives in Dental Hygiene

Course Type: Lecture  Laboratory  Clinical  Seminar  Selective

Academic Year/Semester Offered: 2017-2018  Fall  X  Spring  ___  Summer Session

Course Director: Patricia R. Campbell, RDH, MS

Other Participating Faculty:

Course Description:
In addition to preparing the student for private practice dental hygiene positions, this course introduces other potential career options including hospital/clinic administration, sales, consulting, public health, insurance and education. The importance of the dental team concept, résumé writing and interviewing skills will be discussed. Legal, ethical and professional issues involving record keeping, licensing, informed consent, sexual harassment and the standard of care will be explored. The business aspects of dental hygiene, personal financial planning, and insurance options will also be addressed. In addition, this course will prepare students for the Texas Jurisprudence Exam required for state licensure.

Course Objectives:
Upon completion of this course, the student will be able to:
1. Facilitate transition from school to private practice.
2. Expose senior dental hygiene students to a variety of career opportunities for baccalaureate dental hygienists.
3. Provide strategies and techniques that will enable students to become contributing members of a dental health team.
4. Familiarize students with professional, ethical and jurisprudence issues facing dental health professionals.
5. Prepare students to take and pass the Texas Jurisprudence Exam.
7. Prepare students for the professional interview process.
8. Introduce students to financial planning, retirement and insurance needs.

Learning Outcomes/Related Competencies:
1.1 Apply ethical reasoning to dental hygiene and practice with professional integrity.
1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene.
2.2 Commit to self-assessment and lifelong learning in order to provide contemporary clinical care.
2.4 Employ the principles of scientific writing.

Prepared by Patricia R. Campbell Jan 3 2018
3.1 Prepare for career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.

**Evaluation Criteria/Methods:**
Conscientious attention to deadlines, course meeting times, completion of reading and written assignments, and active participation in all class activities can favorably impact your learning, as well as that of your classmates.

**Grading:**
- Jurisprudence Exam: 25%
- DEJ #1: 10%
- DEJ #2: 10%
- DEJ #3: 10%
- Observation Self: 10%
- Dentist: 10%
- Resume: 10%
- Cover Letter: 10%
- Financial Management Exam: 5%
- TOTAL: 100%

**Grading Scale:**
- A = 90-100
- B = 80-89
- C = 75-79
- D = 70-74
- F = <70

**Course Requirements and Assignment Descriptions:**

**Student Responsibilities**
1. Honesty and integrity are two important characteristics that describe a professional. Students must familiarize themselves with all school policies and in particular the Academic and Disciplinary Due Process for Students Document. Lying, cheating, collusion, plagiarism and turning in work that is not your own effort will not be tolerated. At a minimum, any suspicion or evidence that a student engaged in this type of conduct will result in an automatic failure on the particular exam or assignment involved and an automatic lowering of the course grade by one full letter grade. A second occurrence will result in failure of the course. Any violations of the Code of Conduct will also be reported to the Associate Dean for Academic Services.
   A. Students are responsible for completing and protecting their own work.
   B. Students are responsible for obtaining and learning material missed during any absence from class.
   C. Students must not offer work prepared by another person as work of their own, whether written or other work. When the ideas of another author are incorporated into any work to be submitted for academic credit, those ideas must be properly acknowledged with a footnote.
   D. Students must not commit any action that is dishonest, unethical, or in violation of College policies or procedures.

2. **Double Entry Journals: Due Dates:** February 5, 2018, March 05, 2018, April 2, 2018 by 10:00 AM. The purpose of the double entry journal is to encourage development of critical
thinking and reflective analysis skills. Making entries is a way for you to take notes from the reading, reflect upon what you read and prepare you to discuss the topic in an informed matter. **E-mail** a copy of your DEJ to me **before or on** the due date/time as a Word document. Your DEJ should be saved by using **your name** and the **type of assignment**, i.e., Smith, Mary DEJ #1.doc or .docx.

In addition, please provide a hard copy of the DEJ to me at the beginning of class when it is due. Attach a copy of the journal article or reading you selected with your DEJ hard copy. See Appendix A for **Directions** and **General Guidelines**, Appendix B for **Format** and **Grading**, and Appendix C for **Evaluation** **Criteria**. A template for the correct format can be found on Blackboard under the course name. Save it to your computer and **only use this format**. Attach a grading rubric to your paper.

4. **Private Dental Office Observation Evaluations (2)-Due:** Monday, February 19, 2018 at 10:00 AM.  
Both evaluation forms are provided in Blackboard (one from you and one from the dentist). Your feedback will be used to make this experience better for next year's class. In addition, you will learn about one type of Maintenance/Recall System as well as sterilization procedures in a private dental practice. Please answer all the questions honestly and **provide comments, especially suggestions for how this experience could be improved.** It is your **responsibility** to insure that I receive both your evaluation and the dentist's evaluation. If the dentist plans to Fax the evaluation to me, please check with Pam or me to be sure it has arrived by the due date.

5. **Résumé/Cover Letter-Due:** Monday, April 2, 2018 at 10:00 AM. Corrected resume and cover letter are due Monday, April 10, 2017 at 10:00 AM. Students should use these guidelines for completing this assignment:
   
   **A. Cover Letters** You may respond to an advertisement in the newspaper, website or a posting on the BCD Alumni Association's Web Page or an actual position that you are considering.
   1. One page maximum
   2. Good quality paper (white, cream, light pastels, or light gray – do not need to use when turning in to me)
   3. Contains introductory paragraph, how you learned of the position
   4. Second paragraph highlights personal and professional characteristics and achievements
   5. Letter includes all personal contact information
   6. Requests an opportunity for an interview
   7. States your appreciation for their time and consideration
   8. Correct spelling, grammar, and word choice
   9. **Do not copy a sample letter!** Make it personal to you and the position for which you are applying.
   10. **Put a hard copy in my mailbox and e-mail me a copy of your letter and resume.**

   **B. Résumés**
   1. Neat, professional appearance
   2. Good quality paper of the same kind/color as the cover letter
3. Contains all personal contact information, experience and education
4. Highlights special skills, job responsibilities, licenses, certifications, achievements, etc.
5. Uses action verbs to state activities, accomplishments
6. One page maximum
7. Correct spelling, grammar, punctuation and word choice
8. **Do not copy a sample resume!** Make it reflect you and not everyone else in the class.
9. *Include a separate page with 3 references listed.*
   a. Include reference's complete name, title, address, phone number and e-mail address if available.
   b. At a minimum, one reference must be a dental hygiene faculty member.
   c. Before listing any reference, you must first ask the individual if you may use their name as a reference.
   d. Other references may be a dentist for whom you have worked or other work supervisors. Do not use friends or relatives.
   e. Put all of your personal contact information on this reference sheet (full name, address, phone number, e-mail address).

7. **Jurisprudence Examination-Monday, TBA at 10:00 AM.**
   This 50-minute exam will prepare the student for the Texas State Board of Dental Examiners (TSBDE) jurisprudence exam that is required for licensure in Texas. The exam will consist of 50 multiple-choice and true/false test items on the Occupations Code and the Rules and Regulations of the TSBDE. No make-ups will be permitted.

**Learning Materials:**
1. Darby & Walsh and Wilkins text books
2. Journal articles from the Health Sciences Library
3. Texas State Board of Dental Examiners Jurisprudence Study Packet
4. [http://www.tsvde.state.tx.us/](http://www.tsvde.state.tx.us/) This is the website for the **Texas State Board of Dental Examiners.** You must access this site to obtain information about and register to take the Texas Jurisprudence Exam. The format was new last year and is currently taken online. It is available to take 24/7. To access the most current information, go to the website and click on "Read more" directly under the **SBDE Jurisprudence Requirements for Dentists and Dental Hygienists.** This page contains all of the instructions necessary to register for and take the Jurisprudence Exam. **Appendix F** also contains a hard copy of the instructions you will need.
   a. You should plan to take the Jurisprudence Exam any time after we take the exam in class.
   b. The fee to take this exam is $55.00 per person.
   c. You do not need to order study materials for the Jurisprudence exam. These materials are provided to you as part of this course.

**Remediation Policy:**
If a student fails the course, it must be taken the next time the course is offered.
**Attendance and Make-up Policy:**
For university excused absences, refer to Student Rule 7 for details (http://student-rules.tamu.edu/rule07). For an excused absence, a missed exam or assignment must be made up within 1 week of the excused absence. Attendance will be taken at the beginning of class. Late arrivals (1-10 minutes) will result in a 1-point reduction in your final grade. This includes arriving back from breaks after class has resumed. **If you arrive more than 10 minutes late or if you fail to stay for the entire class session, you will be marked absent for that day.**

**Laboratory/Clinic Policies and Procedures:**
N/A

**Special Accommodation for Persons with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Charles Dechow, Associate Dean for Academic Affairs, Room 514, or call 214-828-8208 for additional information.

**Academic Integrity Statement and Policy:**

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the honor Code, to accept responsibility, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

http://aggiehonor.tamu.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tbody>
<tr>
<td>1/08</td>
<td>Course Introduction</td>
<td>Campbell</td>
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<td>Cover Letters, Resumes &amp; Interviewing</td>
<td>Noel Garcia</td>
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<tr>
<td>1/15</td>
<td>Martin Luther King, Jr. Day</td>
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<td>1/22</td>
<td>Private Practice Employment – the Real World</td>
<td>Laurie Inglis, BSDH (BCD ’02) Randi Martin-Peters, BSDH (BCD ’98)</td>
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<td>1/29</td>
<td>Texas Dental Practice Act</td>
<td>Campbell</td>
</tr>
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<td>2/05</td>
<td>Temp Agencies</td>
<td>Panel of Agencies</td>
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<td>2/12</td>
<td>Private Practice Observation</td>
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<td>2/19</td>
<td>Jurisprudence Exam</td>
<td>Campbell</td>
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<td>2/26</td>
<td>Alternative Careers</td>
<td>Panel of Agencies</td>
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<td>3/05</td>
<td>Financial Management</td>
<td>TBA</td>
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<tr>
<td>3/12</td>
<td>Legal Considerations</td>
<td>Vernon Krueger, DDS, JD</td>
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<tr>
<td>3/19</td>
<td>SPRING BREAK</td>
<td>ENJOY!</td>
</tr>
<tr>
<td>03/26</td>
<td>NATIONAL BOARDS</td>
<td>GOOD LUCK</td>
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<tr>
<td>3/30</td>
<td>Working Abroad</td>
<td>Garcia</td>
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<td>Employer Expectations of New Graduates</td>
<td>Panel of Dentists</td>
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<td>2017 Grads</td>
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<td>04/02</td>
<td>TBA</td>
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<td>4/10</td>
<td>Financial Management Exam</td>
<td>Campbell</td>
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<tr>
<td>4/16</td>
<td>Texas Licensure/WREB exam</td>
<td>Wyatt/Vu</td>
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Lecture Objectives:

Cover Letters, Resumes & Interviewing
At the completion of the classroom presentation and discussion, the dental hygiene student will be able to:

1. Describe the purpose, audience, content, and format of a cover letter.
2. Demonstrate how to construct an effective cover letter.
3. Differentiate between effective and ineffective cover letters.
4. Analyze the differences between effective and ineffective resumes.
5. Design a personal resume that emphasizes accomplishments, skills, and experience.
7. Identify proper dress attire and grooming for an interview.
8. Recognize questions that are illegal for an employer to ask.
9. Conduct an interview in a professional, courteous manner using non-verbal feedback.
10. Appraise the office environment and philosophy according to personal priorities.
11. Write a thank-you note and use follow-up procedures.

Domestic Abuse
At the completion of the classroom presentation, discussion and videotape, the dental hygiene student will be able to:

1. Identify the four population groups where abuse and neglect occurs most frequently.
2. Compare the characteristics, similarities and differences among these four population groups.
3. Describe the various signs and symptoms of family violence and neglect that are observable during the course of a dental visit.
4. Identify the characteristics of abusers.
5. Examine the dental hygienist’s role in
   A. recognizing and reporting suspected abuse or neglect.
   B. interviewing the victim
   C. collecting and documenting evidence
   D. providing support to the victim.

Legal Considerations
At the completion of the classroom presentation and discussion, the dental hygiene student will be able to:

1. Discuss the importance of patient and office confidentiality.
2. Treat a patient record as a legal document and discuss the importance of accurate and complete documentation.
3. Explain the components of good dental records.
4. Obtain informed consent when a situation deems it necessary.
5. Describe the issues of liability, malpractice, negligence and risk management.
6. Discuss the importance of malpractice insurance.

Texas Dental Practice Act
At the completion of class discussions, group activities and reading assignments, the dental hygiene student will be able to:

1. Correctly answer all test questions in the TSBDE study packet and provide rationale for the choice.
2. Identify significant aspects of the Occupations Code and the Rules and Regulations that apply to the TSBDE Jurisprudence Examination.
3. Discuss possible responses to employers requesting the hygienist or assistant to perform acts in violation of the state law.

Private Practice Observation
Upon completion of the day observing in a private dental office, the senior dental hygiene student will be able to:
1. Discuss how the interactions of all staff members contribute to efficient and effective patient treatment.
2. Discuss the responsibilities and daily routine of the dental hygienist.
3. Describe the instrument management protocol, including cleaning and sterilization of instruments, and operation of the sterilizer.
4. Describe the infection control protocol for the efficient and effective cleaning and disinfecting of the dental operatory.
5. Identify mechanisms for efficient use of appointment time during a typical dental hygiene treatment appointment.
6. Describe the recall system used and the advantages and disadvantages of that particular system.

Temporary Agencies
At the completion of the class discussion and reading assignment, the dental hygiene student will be able to:
1. Describe the services offered by temporary and permanent placement agencies.
2. Evaluate the advantages, disadvantages and benefits of various agencies and employment as a temporary dental hygienist.
3. Describe methods of reimbursement offered by temporary agencies, salary ranges and income tax laws relating to employment as a temporary worker.

Private Practice Employment – the Real World
At the completion of the classroom presentation and discussion, the dental hygiene student will be able to:
1. Identify your personal dental hygiene knowledge gaps and skill gaps in the following areas:
   a. Time Management
   b. Infection Control
   c. Comprehensive Care
   d. Jurisprudence/Nitrous Oxide
   e. Radiographic Techniques and Interpretation
   f. Ergonomics
   g. Prophy-Jet
   h. Instrument Sharpening
   i. Office Duties
   j. Office Policies
   k. Inventory Control
   l. Team Concepts
2. Develop a plan for overcoming these deficiencies prior to graduation and employment as a dental hygienist.
3. Discuss various compensation mechanisms for dental hygienists in a private practice setting.
Alternative Careers in Dentistry
Upon completion of the classroom presentation and discussion, the senior dental hygiene student will be able to:
1. Identify alternative career options for dental hygienists other than clinical practice in a private practice setting.
2. Discuss the advantages and disadvantages of each alternative career position.
3. Explore the additional educational or experience required for each position.

Working Overseas
At the completion of the class discussion, the dental hygiene student will be able to:
1. Describe the advantages and disadvantages of working overseas.
2. Identify potential problems in moving from the US for overseas employment.
3. Discuss various mechanisms for obtaining information on overseas employment.

Employer Expectations of New Graduates
At the completion of class discussion and reading assignments, the dental hygiene student will be able to:
1. Discuss expectations that dentist/employers have for new dental hygiene graduates, including:
   a. dental hygiene services, such as recall/maintenance, periodontal scaling and root planing
   b. sealants
   c. impressions
   d. bleaching
   e. identification and communication of restorative and aesthetic needs of patients
   f. amalgam polishing
   g. education of patients and communication skills
   h. radiographs (full series, bite-wings-2, 4 or 7 film series, vertical, horizontal)
   i. time for appointments
2. Discuss expectations regarding office attire, computer knowledge, staff interactions, teamwork, assisting, inventory, ordering, filing or other duties that dentist/employers have for new dental hygiene graduates.

2016 Graduates
At the completion of the class discussion, the dental hygiene student will be able to:
1. Describe a variety of private practice settings, the responsibilities of the dental hygienist in each practice, and the advantages and disadvantages of each position.
2. Identify potential knowledge gaps in approaching the first employment interview or dental hygiene position following graduation.
3. Discuss various mechanisms for reimbursement and salary ranges in the DFW Metroplex.
4. Examine various benefit packages and hours of employment for the average dental hygiene private practice position.
5. Evaluate and employ relevant advice and information provided by the alumni panel for completing Spring Semester and the first six months post-graduation.

Financial Management
At the completion of the classroom presentations and discussions, the dental hygiene student will be able to:
1. Discuss the importance of savings in personal financial planning.

Prepared by Patricia R. Campbell Jan 3 2018
2. Describe the major aspects, advantages and disadvantages, and tax implications of the following retirement savings plans:
   a. 401(k) plans
   b. 403(b) plans
   c. traditional Individual Retirement Accounts (IRA)
   d. Roth IRA's

3. Describe the major aspects and differences, advantages and disadvantages, and tax implications of the following college savings plans:
   A. Educational IRA's
   B. 529 Plans

4. Describe the major aspects, advantages and disadvantages, and tax implications of the following investment plans:
   A. Mutual Funds
   B. Stocks
   C. Bonds
   D. Savings Accounts
   E. Certificates of Deposit (CD's)
   F. Money Market Accounts

5. Discuss the importance of insurance as a foundation in personal financial planning and risk management.

6. Describe the purpose, major aspects, advantages, tax implications and the importance of the following kinds of insurance:
   A. Life Insurance
   B. Disability Income Insurance
   C. Health Insurance
   D. Long Term Care Insurance

7. Discuss the decision making process for selecting insurance for the protection of yourself, your income, and your family and loved ones.
Appendix A

Double Entry Journal

The purpose of the double entry journal is to develop your critical thinking skills. Making entries is a way for you to reflect upon what you have read, connect it to dental hygiene practice or knowledge you have gained from other courses and prepare you for entry into the real world. It is also a way to encourage you to explore, question or verify information through outside sources.

1. Put your student number at the top right corner of the page. Do not put your name.
2. The left hand column is used to record your findings. Include: a full summary of the article, a list of 3 critical points or thought provoking quotes; a question that might promote a good class discussion
3. For each quote or point, include the page number of the reference. Page numbers are not necessary for the summary or the question.
4. The right hand column is used to record notes about those entries, comments, reactions, objections, feelings, new ideas generated, etc. (See sample format with directions in Appendix B.)
5. The paper must be typed using MS Word. You can access the template to use by going to Blackboard. Copy this to your computer and use for each DEJ.
6. E-mail a copy to me. This is in addition to the hard copy you turn in.
7. Staple or paper clip a grade sheet to the back of your assignment. Please do not put your name anywhere on the grade sheet or paper in order to reduce bias in grading. Grade sheets will also be located in Blackboard.

Grading:

- Read the criteria on the following pages.
- Late assignments will result in a one-point reduction per day for each day it is late.
- To get the maximum number of points the thoughts/reactions/questions must be reflective of college level academic work. To be considered satisfactory, papers must earn a minimum of 15 points out of a possible 20.

General Guidelines

1. Skim the entire article, and watch for particular areas that you would like to further analyze. Read article again in its entirety.
2. When reading, ask yourself some questions: “How does this fit in with my experience, expectations?”, “What do I not understand?”, “Do I agree/disagree with the author?”, “How would this affect the way I practice dental hygiene?”, “How does this information fit in with my prior knowledge?”, “Where have my ideas been challenged, changed, confirmed?”
3. Explore the why rather than the what.
4. Go back to the beginning and make your journal entries.
# Appendix B

## Format and Grading for Double Entry Journal

<table>
<thead>
<tr>
<th>Format: must be typed and include all required information. Multiple pages must be stapled or have a paper clip in the top left corner. Article must be attached to the hard copy of your DEJ. Electronic copy must be e-mailed on or before the due date and time.</th>
<th>Student ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the due date for the assignment and the Title of the article/Reading and the number of the DEJ assignment, i.e., DEJ # 1</td>
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## Reading Column

<table>
<thead>
<tr>
<th>Full summary of the article</th>
<th>Thinking Column</th>
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</thead>
<tbody>
<tr>
<td>Criteria: Using your own words, write a summary of the article that someone who hadn’t read the article could understand. This should be 200 to 300 words.</td>
<td>Address one of the following questions:</td>
</tr>
<tr>
<td>Grading will be based upon the thoroughness of the summary and must be indicative that the entire article was read.</td>
<td>1. What is your opinion of the overall content? Explain what relevance it may or may not have to your professional or personal life.</td>
</tr>
<tr>
<td>Three thought provoking points or quotes from the reading</td>
<td>2. Why do you agree or disagree with the reading? Provide rationale.</td>
</tr>
<tr>
<td>Criteria: These can be direct quotes, parts of the article you don’t understand, concepts that you agree/disagree with, procedures that you may want to incorporate into your practice or career, etc.</td>
<td>3. Discuss your thoughts on the overall content of the reading. Provide examples.</td>
</tr>
<tr>
<td>Provide the reference page number for each point.</td>
<td>4. Explain how your ideas have changed or been confirmed. Provide examples.</td>
</tr>
<tr>
<td>If it is a long sentence you don’t need to retype the entire passage. You can start the sentence followed by ……</td>
<td>5. How will this relate to your career? Provide examples.</td>
</tr>
</tbody>
</table>

## Three thought provoking points or quotes from the reading

For maximum points you will need to make connections for each point to knowledge learned from other lectures/courses, text or personal experience and use at least one outside reference from another source. Be sure to use examples.

### Suggestions:

1. Compare what you learned here to what you learned in ?
2. Explain why you agree or disagree with each point?
3. What are the implications of?
4. Discuss what annoys impresses or concerns you.
5. Discuss how this changed your understanding of this topic.
One question that is relevant to the topic and could promote class discussion. *Do not ask a question that requires a yes or no answer.*

1. Why was or wasn’t this article helpful to you? Provide rationale.
2. *Do not answer the discussion question.*
## Scoring Rubric for Double Entry Journal

(There are a total of 20 possible points. To receive a “satisfactory” grade, students must earn a minimum of 15 points.)

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<tr>
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<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
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<tr>
<td><strong>Directions followed utilizing criteria in syllabus</strong></td>
<td>Emailed copy is not received by the beginning of class or article not saved correctly.</td>
<td>Some directions are not followed</td>
<td>All directions accurately followed for format</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Summary (Left-side)</strong></td>
<td>Contains inaccurate information or Appears article not completely read</td>
<td>Core components of the reading are not addressed and/or major points are not addressed</td>
<td>Guidelines followed and good review of the core components of the reading with the major key points being accurately addressed</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Summary (Right-side)</strong></td>
<td>Depth of thought was lacking</td>
<td>N/A</td>
<td>Opinion and/or relevance was addressed but more depth of thought, critical judgment and examples could have been expanded</td>
<td>Opinion and relevance of the reading was analyzed and well-articulated</td>
</tr>
<tr>
<td><strong>Points/Quotes (Left side)</strong></td>
<td>Fewer than the maximum number of points/quotes addressed</td>
<td>Page numbers not identified for all points</td>
<td>Maximum number of points/quotes addressed with reference pages included for all</td>
<td>N/A</td>
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<tr>
<td><strong>Analytical Thinking (Right-side)</strong></td>
<td>Inadequate responses with no demonstration of depth of the thought process for most points</td>
<td>Basics of the assignment are addressed but there is little development of ideas or analysis</td>
<td>Demonstrated overall critical judgment and analytical thinking for most points but not all</td>
<td>Demonstrated overall critical judgment and analytical thinking</td>
</tr>
<tr>
<td><strong>Resource (Right-side)</strong></td>
<td>No resources included</td>
<td>References to other courses or personal experience included</td>
<td>Goes beyond the reading and references outside sources</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Discussion Question (Left-side)</strong></td>
<td>Question is not included</td>
<td>Question required a yes or no answer</td>
<td>Question is weak to promote discussion</td>
<td>Adequately provides a basis for class discussion</td>
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<tr>
<td><strong>Article/Reading Helpful (Right-side)</strong></td>
<td>Response is not included</td>
<td>Response did not provide rationale or examples</td>
<td>Response adequate but lack of analytical thinking</td>
<td>Depth of thought was exhibited in the answer</td>
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**Appendix C**

Prepared by Patricia R. Campbell Jan 3 2018
SBDE Jurisprudence Requirements for Dentists and Dental Hygienists

**EFFECTIVE NOVEMBER 1, 2006...**

Effective November 1, 2006, the State Board of Dental Examiners (SBDE) jurisprudence examination process changed to a new, on-line Jurisprudence Assessment. This new assessment can be accomplished from any computer with an internet connection and is hosted by eStrategy Solutions. A link to register for the assessment is provided below.

**Satisfying the Jurisprudence Requirement**

After November 1, 2006 the assessment can be used to satisfy the jurisprudence requirement for **ANY** of the following:

- New license applications for dentists and dental hygienists.
- Board Order mandated completion of the jurisprudence exam.
- Three-year requirement for license renewal. Note: licensees may also choose to complete this requirement by any existing approved format through 2007. Effective January 1, 2008, the on-line assessment will be required for every dental and dental hygiene licensee every three years.

**Benefits to the Online Jurisprudence Assessment**

- **Take it at Your Convenience.** The assessment is available online 24/7 for your convenience.
- **Extended Time to Complete the Assessment.** Candidates may take extended time to complete the assessment – it does not have to be completed in one sitting.
- **E-Mail Confirmation for Registering and Purchasing the Assessment.** An e-mail is sent to you upon successful registration for the purchase of the assessment. Please retain this information for future use.
- **No Cost for Duplicate Certificates.** If a Certificate of Completion is misplaced, duplicates are available at no cost. Licensees will need to log in to the assessment website and access their Jurisprudence Assessment Record. Note: Your log-in and password to access your assessment record are e-mailed to you when you register and pay for the assessment.

**Testing Structure and Fees**

The Jurisprudence Assessment is designed as an online educational tool. The fee for the assessment is $55. Payment can be made using a major credit card.

**Proof of Certification**

Upon completing the assessment you will be able to print a Certificate of Completion. **Please maintain a copy of this certificate for your records and for the following reasons as they apply to you:**

- **For Initial Licensure:** A copy of your certificate must be attached to your initial licensure application as proof of having completed the assessment.
- **For Board Order Compliance:** A copy of your certificate must be a accompanied with a letter from you stating you have completed the SBDE Board Ordered Jurisprudence Assessment and your SBDE Case Number.

Prepared by Patricia R. Campbell Jan 3 2018
• **For the Three-year Jurisprudence Assessment for Licensure Renewal**: Please maintain a copy of your Certificate of Completion for three years in the event you are audited and asked to provide a copy to the SBDE.

**VISIT THE WEBSITE LISTED BELOW TO REGISTER AND TAKE THE JURISPRUDENCE ASSESSMENT FOR TEXAS DENTISTS AND DENTAL HYGIENISTS**

WWW.TSBDE.ESTRATEGYSOLUTIONS.COM

**Have Questions?**
Contact the State Board of Dental Examiners by e-mail at: information@tsbde.state.tx.us

**Sample Assessment Format:**
When a candidate logs on to the Jurisprudence Assessment, there will be general information and instructions – when the candidate is ready to begin, question 1 appears. For example:

The sky is:  A. blue  B. red  C. green  D. orange

If the candidate selects answer D, they will be linked to whatever rule or statue spells out that the sky is blue. Once reviewed, they will be sent back to the question and allowed to answer again. If they answer A, they will move forward to question 2; if they answer C, they will be taken back to the citation again. Candidates will learn as they go, unlike the current method, which only calculates the number of correct and incorrect responses.