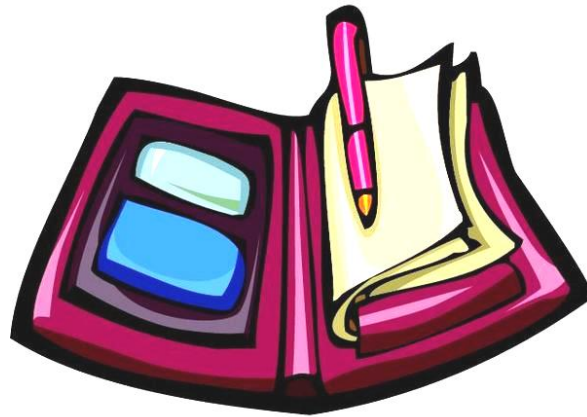




SIAST

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

Dental Hygiene Program Guide for the Application Portfolio



March 2012

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Dental Hygiene Applicant Selection Process

I. Introduction and Overview of the Selection Process

During phase 1 of the selection process, your application for the Dental Hygiene program is received and if it meets the admission requirements, it will be academically ranked according to overall average. A given number of the top ranked applicants will then enter into **phase 2 of the selection process**. These applicants with the highest academic averages will be asked to submit a portfolio and will be assessed on their previous post-secondary education. The portfolio and relevant post-secondary education will be evaluated by a selection committee comprised of program staff and may include representation from the dental hygiene profession.

In the phase 2 selection process, all applicants will be ranked according to the following criteria:

- | | |
|--|-----|
| 1. Admission requirements course average | 70% |
| 2. Relevant/related post-secondary education * | 10% |
| 3. Applicant's portfolio | 20% |

* Relevant post-secondary education would include courses, certificates, diplomas or degrees in the health field, biological/human sciences, sociology, psychology or communications. Relevant post-secondary education demonstrates your ability to achieve success in a post-secondary program. All transcripts submitted in support of your application must be sent directly from the institution to Registration Services **prior to the phase 1, February 28 or 29, deadline date**.

A portfolio is a unique collection of materials with reflections that provide evidence of your knowledge, skills and competencies gained from education, work and life experiences. It exhibits evidence of your efforts, achievements and progress over a period of time. Portfolio evidence tells the Dental Hygiene Program Selection Committee who you are (attitudes and behaviours), demonstrates what you know (knowledge) and reveals what you can do (skills).

Once you have completed your application portfolio, the selection committee will have a better understanding of you and you will also have a better grasp of your strengths and talents.

This guide is designed to offer a practical, step-by-step process to portfolio development for applicants to the Dental Hygiene program at SIAST. It will demonstrate that you have the skills, attitudes and motivation to be successful both in the SIAST Dental Hygiene program and the profession of dental hygiene. It should provide critical information about you that a résumé alone will not.

II. Specific Information for Creating your Dental Hygiene Portfolio

Note: Portfolio must be received by April 15 to:

Denise Wong
Dental Hygiene Program
SIAST Wascana Campus
PO Box 556
Regina, SK S4P 3A3

A. Materials Required

You will need:

- A binder (**one-inch maximum**) with a sleeve on its front cover to house your portfolio cover page.
- Dividers with tabs that will be used to separate the sections of your portfolio.

Important Note:

- **Do not submit any original certificates, documents or awards.**
- **If you would like your portfolio mailed back to you, please include a stamped, self-addressed envelope. Please advise us (306-775-7557) if you will be picking up your portfolio in person.**
- **Unclaimed portfolios will be destroyed after 6 months after the selection process is completed.**

B. Contents of Portfolio

1. **A cover and a title page:** Please refer to [Appendix A](#) for a sample.
2. **A table of contents:** A table of contents will allow the committee to easily peruse your portfolio. Please paginate contents of the portfolio.
3. **Employment history:** This consists of your detailed résumé, including both paid and unpaid (volunteer) work experience. You should include: where you worked; a position title and description; and the dates of employment for each position. All work experiences completed within the past five years should be validated by a letter from the employer, agency, etc. A form letter for the validation has been included in [Appendix B](#). The program may contact employers to verify information submitted on the validation form. All validation forms/letters should be arranged in the same order as the work experiences appear in the resume.
4. **A reflective autobiographical essay:** This essay will allow you to communicate your skills, abilities, strengths and qualities that will make you a successful dental hygienist. It will assist the selection committee in determining your suitability and motivation for entering the Dental Hygiene program. Try to express what makes you unique and why you think you will make an excellent dental hygienist. In other words, what physical and behavioural skills do you possess that will enrich your career as a dental hygienist. The essay should be no more than 500 words; typed and double spaced; and the top, left, right and bottom margins should be 1 to 1 ½ inches.
Please submit a hard copy within the portfolio and an electronic copy by email to wongd@siast.sk.ca.

In the essay you should include:

- the skills, attitudes, knowledge and strengths you feel you possess
- a description of where, when and how you developed these attributes
- reflection on how your attributes are meaningful and related to the role of a dental hygienist
- explanation of the evidence that confirms you possess each of the attributes you have cited. Please refer to the subsequent section for detailed information on submission of evidence.

The skills, knowledge and attitudes required to be a successful dental hygienist are documented in many places. Please refer to **Appendix C** for a list of essential work skills that you could use to determine your strengths. Another source of information is the Canadian Dental Hygienists Association web site www.cdha.ca.

The following questions may help you with this section:

- What are your strongest skills?
- What are your major accomplishments?
- What are your greatest strengths and challenges?
- How do your skills and strengths relate to dental hygiene?
- What are three words that best describe you?
- What sparked your interest in dental hygiene?

III. Detailed Information for Collection of Evidence

You must include evidence in your portfolio to validate the statements you make in the autobiographical essay. This evidence will allow the selection committee to gain a clear picture of your strengths and to form an accurate assessment of your potential as a student in the Dental Hygiene program. By using the portfolio method you have an opportunity to demonstrate why you are right for this profession. **Remember, quantity of evidence is not as important as quality of evidence.** Be discriminating and only submit evidence that clearly demonstrates skills, knowledge or attitudes. Be succinct!

A. Types of Evidence

There are a variety of types of evidence that you might submit in your portfolio.

- Work and school products such as reports, memos, proposals and activity plans
- Papers, projects, reports, presentations and assignments tests/examinations that you completed personally or completed as a team member for work/learning purposes
- Photographs of **relevant** hobbies and interests, i.e., evidence of manual dexterity
- Certificates of education/training programs
- Letters and expressions of appreciation
- Certificates of attendance from workshops and training sessions
- Employment reports and evaluations
- Notification letters of scholarships, awards, etc.
- Descriptions of work-based learning
- Documentation of volunteer activities

B. Labeling Evidence

- Identify what the evidence is. For example, explain that the certificate is an award you got for demonstrating leadership in a sporting or volunteer activity.
- Provide the date you received the award and the time frame in which you demonstrated these leadership abilities.

C. Labeling Referencing

Each attribute discussed in your essay must be referenced to a piece of evidence included in your portfolio. Use a method of referencing that is clear enough so the reader can easily locate the evidence.

D. Final Checklist of Evidence

Important: Once you have organized and compiled your evidence file, you may want to have a knowledgeable friend check it and provide objective feedback.

- Is my binder the correct size?
- Have I included a stamped self-addressed envelope for the portfolio to be returned?
- Have I included the best samples of my skills and knowledge?
- Have I included any confidential material or included any names? If I have, have I received written permission and taken precautions to protect identities?
- Have I checked my grammar and spelling with a word processor or had another person edit for mistakes?
- Have I made sure that each piece of evidence is necessary, labelled and referenced?
- Have I included validation of work and volunteer experiences?
- Have I arranged all the validation forms/letters in the same order as the experiences appear in the resume?
- Are all pages numbered?

IV. Portfolio Assessment

The selection committee will evaluate your portfolio using the rubrics included in Appendix D. Using the criteria included in each of the rubrics as a guide will help you to create a portfolio that will meet the expected standards.

APPENDIX A

A. Sample Personal Identification Page

Application Portfolio for the SIAST Dental Hygiene Program

Jillian Simmons
3344 Main St.
North Battleford SK S7N 5B5
Phone: (306) 251-7878
Fax: (306) 251-8113
E-mail: jsimmons@sasktel.sk.ca

Purpose of this Portfolio:

Program Application Requirement for
The Dental Hygiene Program
SIAST, Wascana Campus

Date:

Signature:

APPENDIX B

VALIDATION OF WORK/VOLUNTEER EXPERIENCES

To: SIAST Dental Hygiene Program

Re (applicant's name): _____

This is to verify that _____ was
employed/volunteered from (start date) _____ until (end date)
_____ in the position of _____.

While employed she/he worked an average of _____ hours per week.

Signature of Validator

Date

Contact Information

Name of Validator: _____

Job Title: _____

Employer/Organization/Agency name:

Telephone: _____

Fax: _____

E-Mail: _____

APPENDIX C

Employability Skills 2000+

The employability skills list below was developed by the Conference Board of Canada after surveying hundreds of employers across Canada. These are the skills the employers identified as those needed to enter, stay in and progress in the world of work – whether you work on your own or as a part of a team.

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

SELECTION CRITERIA EVALUATION

1. Average in required high school courses 70%
2. Relevant post-secondary education 10%
3. Portfolio Evaluation 20%
 - Overall Quality – 5%
 - Employment History with validation – 5%
 - Reflective autobiographical essay with evidence– 10%

Relevant Post-secondary Education

Post-secondary education demonstrates your experience and ability to ready, think, study and achieve success in studies beyond the high-school level. Relevant post-secondary education would include courses, certificates, diplomas or degrees in the health field, biological/human sciences, sociology, psychology or communications. Applicants will receive points for each complete year of post-secondary education to a maximum of five points.

Points	Level of post-secondary education
10	A 5 year post-graduate degree.
8	4 years post secondary from a university, college, polytechnic institute or other post-secondary institution.
6	3 years post secondary from a university, college, polytechnic institute or other post-secondary institution.
4	2 years post-secondary program from a university, college, polytechnic institute or other post-secondary institution.
2	1 year post-secondary program from a university, college, polytechnic institute or other post-secondary institution. (Points are awarded for complete years (30 cu) only)

EVALUATION OF THE ELEMENTS OF THE PORTFOLIO

1. Overall Quality of Portfolio

Points	5	3	1
	Exceeds expectation	Meets expectations	Minimum success
Organization <ul style="list-style-type: none"> • Cover page • Labelled dividers - tabs attached securely • Contents clearly labelled • Pages numbered • Evidence is organized into appropriate areas • Table of Contents 	All standards of organization are present.	One of the standards of organization is missing or poorly done.	Two of the standards of organization are missing or poorly done.
Comprehensiveness <ul style="list-style-type: none"> • All critical aspects of the portfolio are included • Selection of appropriate evidence • A variety of evidence used • Reflection of evidence included. 	All standards of comprehensiveness are present.	All critical aspects are included. Some evidence: - is missing and/or - lacks variety and/or - is inappropriate. Reflection on evidence is mediocre.	One or more of the critical aspects is not included. Reflection of the evidence is poorly done. Evidence is missing and/or is inappropriate and/or lacks variety.
Professional presentation <ul style="list-style-type: none"> • Visually appealing • Neatness • Text is readable (font, size, colours) 	All standards of a professional presentation are present.	One of the standards of a professional presentation is poorly done.	Two or more standards of a professional presentation are poorly done.
Grammar <ul style="list-style-type: none"> • Grammar • Spelling • Punctuation 	0-2 errors	3-5 errors	6 or more errors

2. Employment History

NOTE: An applicant may be awarded points for both paid and unpaid (employment (volunteer experience) categories and may earn a bonus point for dental-related experience. Employment of 30 hours or more a week constitutes full-time employment; 29 hours or less a week will constitute part-time employment. A maximum of 5 points will be awarded.

The program may contact employers to verify information submitted on the validation form.

POINTS	EXPERIENCE
1	One year or less full-time employment
2	More than one-year full-time employment
1	One year or less part-time employment
2	More than one year part-time employment
1	Volunteer experience
1	Dental-related experience

3. Reflective Autobiographical Essay

	4	3	2	1
	Consistently high in quality	Generally high in quality	Work is generally weak	Work is very weak
Quality of Language and Expression	The overall writing is fluent and the diction is accurate and sophisticated.	Writing style and diction are satisfactory.	Sentence structure is generally simplistic and/or diction is weak	Sentences are poorly structured and/ or diction is weak.
Organization and Development	The essay is well developed and well organized	Development and organization are satisfactory.	Organization or development needs improvement.	Organization or development needs much improvement.
Grammar	The essay has few or no grammatical errors.	Grammar and mechanics are generally correct.	Errors in grammar and mechanics appear throughout.	Grammar problems dominate and syntax is tangled.
Content Separate qualities from the relationship piece.	Presents extensive professional and personal qualities and strengths and provides insightful discussion regarding the relationship with dental hygiene.	Presents professional and personal qualities and strengths but relationship with dental hygiene is not fully discussed or the professional and personal qualities and strengths incomplete but the discussion of the relationship is well presented.	Presentation of professional and personal qualities and strengths is weak and relationship with dental hygiene not developed or the presentation of professional and personal qualities and strengths is incomplete but the relationship is developed.	Both the presentation of professional and personal qualities and strengths, and the discussion of the relationship with dental hygiene are weak.
Evidence	Submits evidence that clearly demonstrates skills, knowledge or attitudes. Evidence is well labelled and referenced.	Evidence supplied demonstrates most skills, knowledge or attitudes and/or is missing some labelling or referencing.	Evidence lacking in several areas and/or is poorly labelled and referenced.	No evidence provided and/or is not labelled or referenced.