The mission of the programs in dental education is to be a leader in providing high quality education and clinical experiences to undergraduate students for future roles as oral health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.
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Mission Statement

The mission of the programs in dental education is to be a leader in providing high quality education and clinical experiences to undergraduate students for future roles as oral health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.

FERPA: Family Education Rights and Privacy Act – What are the basic rules?
As a student you and your family need to be informed about this law. For more information about this law please go to https://www.iusb.edu/registrar/ferpaweb.php.

NOTICE OF OPPORTUNITY AND PROCEDURE TO FILE COMPLAINTS WITH THE COMMISSION ON DENTAL ACCREDITATION

The Commission on Dental Accreditation will review complaints 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 Commission’s policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, Illinois 60611 or by calling 1-800-621-8099 extension 2719.

Policy on Complaints Directed at CDA-Accredited Educational Programs

Students, faculty, constituent dental societies, state boards of dentistry, and other interested parties may submit an appropriate, signed complaint to the Commission on Dental Accreditation (CDA) regarding any CDA-accredited dental, allied dental or advanced dental education program, or a program which has an application for initial accreditation pending. The Commission is interested in the continued improvement and sustained quality of dental and dental-related education programs but does not intervene on behalf of individuals or account as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

An appropriate complaint is defined as one alleging that 1) Commission-accredited educational program, or a program which has an application for initial accreditation pending, may not be in substantial compliance with Commission standards or required accreditation procedures and 2) the practice, condition or situation is of a continuing and pervasive nature, as opposed to an unfair or arbitrary act of an individual or isolated nature.

In accord with its responsibilities to determine compliance with accreditation standards and require policies, the Commission does not intervene in complaints as a mediator but maintains, at all times, an investigative role. This investigative approach to complaints does not require that the complaint be identified to the program.
I. INTRODUCTION TO DENTAL HYGIENE

Undergraduate Dental Hygiene at Indiana University South Bend

The IU South Bend campus offers the Bachelor of Science in Dental Hygiene (BSDH), entry level for those new to the field and completion for those holding a previous dental hygiene degree and license. The Bachelor of Science in Dental Hygiene degree program is accredited by the Commission on Dental Accreditation. The Dental Hygiene Program is an agency member of the American Dental Educator’s Association and the American Dental Association.

The BSDH program strives to offer a creative curriculum for meeting the current and future oral health needs of society. The curriculum prepares a generalist in professional dental hygiene and serves as a basis for graduate study. The purpose of the bachelor’s program is to produce graduates who think critically, are culturally, ethically, and legally competent; are effective, politically aware, communicators and coordinators of community resources; and are competent providers of health care, professional role models, and responsible managers. The curriculum focuses on health and wellness as well as alterations in states of wellness and viewing persons as part of their environments.

Bachelor’s Program Outcomes

Program Goals:
At the completion of the dental hygiene program students will be able to:
1. Exhibit the highest level of professionalism.
2. Deliver high quality patient care by the use of sound judgment, critical thinking skills, and evidence based decision making.
3. Emphasize the role of the dental hygienist as a patient educator involved in community health engagement activities related to health promotion and disease prevention.

Program Objectives:
To be able to fulfill the requirements of a Bachelor Degree in Dental Hygiene and promote the overall program goals, graduates of the Department in Dental Hygiene at Indiana University South Bend will be able to:
1. Apply didactic information through patient care.
2. Demonstrate critical thinking through writing, speaking, and listening.
3. Adhere to the ethical, legal and professional codes of conduct expected of the dental hygiene practitioner.
4. Evaluate the different career roles of the dental hygienist.
5. Design oral health community events that provide solutions to access to care and health education.

Competencies for the dental hygiene graduate define and organize the knowledge, skills and professional values of an individual ready for beginning dental hygiene practice in clinical and alternative settings. These flow directly from the program goals. They are stated in terms of what a student must be able to do to be considered competent by the profession after the completion of the Dental Hygiene curriculum. “Competency” implies performance at a clinically acceptable level.
These competencies will serve to:

1. Define the core content of the curriculum by:
   a. Providing a method of stating what the graduate must know at the end of each semester, as well as what the graduate must be able to do after completing the Dental Hygiene Program.
   b. Establishing a basis for the content of all courses.
   c. Giving guidance in decision making related to pedagogy and course sequencing.

2. Assess outcomes by:
   a. Having methods in place to measure the degree to which a student has acquired and can demonstrate the competencies needed to care for patients and enter the profession.
   b. Serving as benchmarks as students are promoted from one semester to the next leading to graduation and licensure.

The competencies should be viewed as standards, and serve as a guide for the dental hygiene curriculum. This educational plan needs regular review for continual improvement. The degree to which the curriculum is relevant, complete, educationally sound and organized will be a reflection of this educational plan.

**ORGANIZATION:**
The competencies are organized into five objectives or major competencies based on the program’s goals:

I. Core Competencies
II. Health Promotion and Disease Prevention
III. Community Involvement
IV. Patient Care
V. Professional Growth and Development

Within each core objective there are supporting competencies. Each supporting competency has foundational knowledge, skills and values that are linked to individual courses. The supporting competencies are used as benchmarks in student, course, and program assessment. The supporting competencies are categorized through each course as Introductory, Developmental, and Competent to show the level of progression.

**Major competencies:**
The major competencies are defined as the ability to perform and provide a particular, but complex, service or task. The complexity of the service or task suggests that multiple and more specific abilities are required to support the performance of any major competency.

**Supporting Competencies:**
The more specific abilities are considered subdivisions of the major competencies. The acquisition and demonstration of a “Major Competency” requires a level of mastery of all supporting competencies related to that particular service or task.
CHAPTER I: INTRODUCTION TO THE PROGRAMS IN DENTAL EDUCATION

INDIANA UNIVERSITY SOUTH BEND DENTAL HYGIENE STUDENT COMPETENCIES:

I. Core Competencies

Reflect the ethics, values, skills and knowledge integral to all aspects of each of the allied dental professions. These core competencies are foundational to the specific roles of each allied dental professional.

C.1 Apply the ADHA code of ethics in all professional endeavors.
C.2 Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
C.3 Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
C.4 Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
C.5 Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
C.6 Continuously perform self-assessment for lifelong learning and professional growth.
C.7 Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.
C.8 Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
C.9 Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
C.10 Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
C.11 Record accurate, consistent, and complete documentation of oral health services provided.
C.12 Initiate collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
C.13 Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
C.14 Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training or knowledge.

II. Health Promotion and Disease Prevention

Key component of health care. Changes within the health care environment require the allied dental professional to have a general knowledge of wellness, health determinants, and characteristics of various patient communities.

HP.1 Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
HP.2 Respect the goals, values, beliefs and preferences of all patients.
CHAPTER I: INTRODUCTION TO THE PROGRAMS IN DENTAL EDUCATION

HP.3 Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
HP.4 Identify individual and population risk factors, and develop strategies that promote health-related quality of life.
HP.5 Evaluate factors that can be used to promote patient adherence to disease prevention or health maintenance strategies.
HP.6 Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.

III. Community Involvement
Allied dental professionals must appreciate their roles as health professionals at the local, state, and national levels. While the scope of these roles will vary depending on their discipline, the allied dental professional must be prepared to influence others to facilitate access to care and services.

CM.1 Assess the oral health needs and services of the community to determine the action plans and availability of resources to meet the health care needs.
CM.2 Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
CM.3 Provide community oral health services in a variety of settings.
CM.4 Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.
CM.5 Evaluate reimbursement mechanisms and their impact on the patient’s access to oral health care.
CM.6 Evaluate the outcomes of community-based programs, and plan for future activities.
CM.7 Advocate for effective oral health care for underserved populations.

IV. Patient Care
Allied dental professionals have different roles regarding patient care. These are reflected in the competencies presented for each discipline. The roles of the allied dental disciplines in patient care are ever-changing, yet central to the maintenance of health. Allied dental graduates must use their skills following a defined process of care in the provision of patient care services and treatment modalities. Allied dental personnel must be appropriately educated in an accredited program and credentialed for the patient care services they provide; these requirements vary by individual jurisdiction.

Assessment:
PC.1 Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
PC.2 Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
PC.3 Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
PC.4 Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.
CHAPTER I: INTRODUCTION TO THE PROGRAMS IN DENTAL EDUCATION

Dental Hygiene Diagnosis:
PC.5 Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.

Planning:
PC.6 Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
PC.7 Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
PC.8 Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
PC.9 Obtain the patient’s informed consent based on a thorough case presentation.

Implementation:
PC.10 Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

Evaluation:
PC.11 Evaluate the effectiveness of the provided services, and modify care plans as needed.
PC.12 Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
PC.13 Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.

V. Professional Growth and Development
Reflect opportunities that may increase patients’ access to the oral health care system or may offer ways to influence the profession and the changing health care environment. The allied dental professional must possess transferrable skills (e.g. in communication, problem-solving, and critical thinking) to take advantage of these opportunities.

PGD.1 Pursue career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.
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.
Dental Hygiene Technical Standards
Entry-Level Dental Hygiene Program at Indiana University South Bend

The following technical standards and essential functions are reasonable expectations of a student in a dental hygiene program for the performance of common functions. In the interest of the student's personal safety and the safety of the IU South Bend patients, there are significant requirements that must be met before your admission to the program is finalized. The attendance requirements and stamina demands on the dental hygiene student require students to be in good physical and mental health.

Applicants to the program must possess the following general qualities:

Communication- speech, reading, writing
**Be able to:**
- Establish rapport with patients, families and classmates
- Have proficient use of the English language in speech, reading and writing
- Communicate abilities for effective interaction in verbal, non-verbal and written form
- Obtain and disseminate information relevant to patient care and work duties
- Respect cultural diversity

Visual and Perceptual Skills
**Be able to:**
- Use binocular vision with discrimination/perception to read anesthesia vials and medication labels
- Have visual acuity corrected to 20/40 or better with the ability to accommodate at a distance of 10-20 feet
- Document color vision deficiencies- limited to a single color
- Have visual skills necessary to detect signs and symptoms, body language and infections
- Reading computer screens, documents with small printing and hand written notations

Hearing and Auditory Abilities
**Be able to:**
- Have auditory abilities necessary to monitor and assess patient health needs
- Monitor vital signs and auscultation with the use of a stethoscope
- Recognize sounds of alarms and emergency signals
- Correctly interpret Dentist orders, patient needs or complaints, faculty instructions

Motor Skills- physical ability, coordination, dexterity
**Be able to:**
- Have normal tactile feeling. Sensitivity to heat, cold, pain, pressure, etc.
- Have extremely fine motor control with correspondingly hand-eye coordination- hand functions should include rotation, squeezing, and repetitive movements
- Full manual dexterity which includes the function of both arms, both wrists, both hands and fingers
- Have motor function to elicit information such as palpitation, extension, twisting, bending, stooping, pushing, pulling and lifting
• Physically move to a position to enable them to provide dental care and cardio pulmonary procedures
• Possess the strength to assist a patient in transferring themselves to and from a dental chair

Emotional Stability and Personal Temperament

**Be able to:**
• Have high levels of mental and emotional stability to provide a safe dental environment
• Provide all compliant and non-compliant patients with emotional support and maintain a consistent professional attitude and appearance
• Deal with stress of the program didactic and clinical demands, while performing multiple tasks concurrently
• Focus in an environment with multiple interruptions, noises, distractions, and unexpected patient needs

Intellectual and Critical Thinking Skills

**Be able to:**
• Use critical thinking skills necessary for sufficient clinical judgment
• Have the abilities to measure, assess, calculate, reason, analyze, and integrate information
• Identify cause/effect relationships
• Develop treatment dental care plans
• Problem solve, prioritize, evaluating outcomes and synthesis data for documentation
• Comprehend focus and process information
• Utilize long and short term memory skills

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate’s professional dental hygiene practice. This is based on the Commission on Dental Accreditation Standard 2-14. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation and lab experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional dental hygienist. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

*Fully endorsed by the IU South Bend Dental Education program and faculty.*

**BSDH Program Clinical Journey**

**Junior Year:**
Students begin the clinical program in their junior year. Clinical experiences first focus on health assessments with individuals in “well settings.” Clinical hours start with simulation and lab practice on campus. Assessment skills are taught and practiced in the lab on mannequins and student partners. Limited patient care responsibility begins under supervision and students begin to adapt newly learned assessment skills and medical history taking skills to clients in the dental
hygiene clinic during their second semester in the program. This year looks at the oral health of individuals and has a strong emphasis on healthy patients and patients in a maintained disease state.

Students will be in clinic an average of 8-12 hours per week treating patients.

Outside activities in this semester may include health fairs (examples include assisting the senior students in community outreach), hygiene association meetings, and assisting in other promotional activities for the program.

**Senior Year:**

This year focuses on care of patients with alterations in oral health who are in an active disease state. Students provide care for patients an average of 12-16 hours a week beginning in the summer semester between the junior and senior year.

In the spring semester of the senior year, the student will assess, plan, implement and evaluate a community health event. There are typically four events and students will work in teams. This is also the semester students are attempting to find clinical board patients (part of the Commission on Dental Competency Assessment - CDCA), Computer Simulated Clinical Examination (CSCE), and taking their National Board of Dental Hygiene Examination (NBDHE). NBDHE preparation and review are important in this semester and students are assisted through the licensure, graduation/job selection process.

This semester can have many outside obligations as the student’s professional responsibilities grow. These are individualized to personal interest and the opportunities available. Attending professional organization meetings is an expectation of the professional student dental hygienist.

**Program Organizations and Committees Relevant To Student Success at IU South Bend Dental Hygiene Program**

**ADHA Student Member**

The Student American Dental Hygiene Association (SADHA) is the only group dedicated to students enrolled in dental hygiene. The ADHA is an excellent way for students who are in all phases of the dental hygiene program to network with others in the field. By attending meetings, students can learn about many topics of interest to students and Registered Dental Hygienists. By becoming professionally involved in the ADHA, students have the opportunity to shape their future as dental hygienists. ADHA dues are very reasonable and a very good value. Contact the ADHA for further information either through the program or through the website at [http://www.adha.org/students-type](http://www.adha.org/students-type)

**PEER MENTORS**

Peer mentors provide ongoing assistance and service to students in a variety of ways through orientation, registration process, freshmen contacts, U100 Threshold Seminars and through personal interaction. Peer mentors provide a personal resource for students when they have questions or problems that they prefer to discuss with another student. Peer mentors collaborate with fellow mentors, faculty, advisors, and staff within their respective schools and colleges to help
incoming freshmen and continuing students learn about IU South Bend and about college life in general. They can also answer questions regarding major and clinical experiences.

The College of Health Sciences typically has two peer mentors for the academic year. The peer mentor office is located in Northside Hall room 478.

Hoosier Hygienists
The Hoosier Hygienists is the only club dedicated to dental hygiene students in the professional program. It serves as a mechanism for interaction between junior and senior hygiene students, as well as being utilized for fund-raising and community outreach.

IU SOUTH BEND HEALTH AND WELLNESS CENTER
The IU South Bend Health and Wellness Center, located in the Student Activities Center (SAC), center level, offers free or reduced rate services to IU South Bend students, faculty and staff. Services for a nominal fee include physical exams, assessment of minor injuries and illness, routine health monitoring such as taking blood pressure, and answering health related questions. For a reasonable fee, lab services including Pap smears and cholesterol testing are offered. Hours vary by semester. Watch IU South Bend mass e-mail or the Bulletin Board for announcements of health and wellness activities offered by the Center.

ADMISSION, PROGRESSION AND GRADUATION (APG) COMMITTEE, IU SOUTH BEND DENTAL HYGIENE FACULTY
Comprised of dental hygiene faculty, the Admission, Progression, and Graduation (APG) Committee addresses student concerns and issues related to admission, progression through, and graduation from the programs offered by the Programs in Dental Education.

ASSESSMENT COMMITTEE OF THE IU SOUTH BEND DENTAL HYGIENE FACULTY
The Assessment Committee in the Programs in Dental Education is a standing committee of the South Bend Dental Hygiene Faculty. The members are comprised of two to three faculty members and a student representative. The purpose of the committee is to oversee the evaluation of the hygiene program with a goal of improving the hygiene program and student outcomes. In order to carry out these purposes the committee plans, evaluates and revises assessment activities and reports the results to the faculty, administration and other interested parties (such as the Office of Information Technologies and the Library).

Several of the activities included in the evaluation plan rely on student input. Examples of such activities include:

- Clinical evaluations
- Patient satisfaction survey
- Skill assessments
- Exit survey and NBDHE assessment activities
- Random collection of selected student work
- Explorance Blue evaluation data

Each of the activities is aimed at looking at students as an aggregate and not as individuals. Students are not asked to identify themselves on any surveys. The data received from the NBDHE activity are reported in the aggregate. It is essential that students take these assessment activities very seriously. Student input is invaluable in our efforts to improve our program.
Since the assessment plan does undergo revision, the plan may change. However, the purpose of the activities remains the same, as does the committee interest in a “big” picture and not the evaluation of an individual student or faculty. Students who have concerns about the assessment process may bring them to the attention of the director of the program.

**STUDENT AFFAIRS COMMITTEE**

The Programs in Dental Education Student Affairs Committee is comprised of dental hygiene faculty, College of Health Sciences Student Services personnel, and a hygiene student representative. The committee is responsible for coordinating activities and decision making related to student services in the IU South Bend Program in Dental Education. These duties include scholarships and awards, maintenance of the BSDH Student Policy Handbook, and consideration of non-academic policies.

**IU-EVAL**

Students are invited and encouraged to complete teacher and course evaluations (using IU-EVAL) for each course enrolled in. This information is confidentially compiled and reported. This feedback is used to improve course instruction. Your participation is highly valued.

**STUDENT SERVICES, COLLEGE OF HEALTH SCIENCES**

Student Services located on the fourth floor at Northside Hall is dedicated to assisting our growing body of pre-dental hygiene students. The advisors and staff are knowledgeable and skilled in their abilities to counsel students throughout their journey at IU South Bend. Whether it is a question regarding the admission process, course planning, scholarship and financial assistance, or graduation process, the staff and advisors are available, able and willing to assist you.

**PROGRAMS IN DENTAL EDUCATION SCHOLARSHIPS**

The Dental Hygiene Program is fortunate to have received monies from several generous donors to fund scholarships for our students. On the IU South Bend campus, the Vera Z. Dwyer, Carol D. Minichillo and Ralph Schimmele, and Alfred Fromm, DDS scholarships are available annually to reward students for their academic and clinical achievements, and to help meet their financial needs. Other scholarship monies are available from the Indiana University South Bend Financial Aid Office.

Staff attempts to e-mail students with announcements about scholarships. All students requesting scholarship monies must have a FAFSA on file at the Financial Aid office at IU South Bend.
II. PROGRAMS IN DENTAL EDUCATION POLICIES

INDIANA UNIVERSITY CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT
Each student is provided with a copy of the Indiana University Code of Student Rights, Responsibilities, and Conduct (formerly Indiana University Code of Ethics) upon admission or transfer to the Programs in Dental hygiene as a pre-dental hygiene or dental hygiene student. This document, which applies to all Indiana University students, contains the following sections: I. Student Rights and Responsibilities, II. Student Complaint Procedures, III. Student Misconduct, IV. Student Disciplinary Procedures, V. General Provisions, VI. Adoption Provisions, and VII. Appendix.

ESSENTIAL ABILITIES POLICY
The Programs in Dental Education faculty has specified essential abilities (technical standards) critical to the success of students in any dental hygiene program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations. The attendance requirements and stamina demands on the dental hygiene student require students to be in good physical and mental health.

Applicants to the program must possess the following general qualities:
Communication- speech, reading, writing
Be able to:
• Establish rapport with patients, families and classmates
• Have proficient use of the English language in speech, reading and writing
• Communicate abilities for effective interaction in verbal, non-verbal and written form
• Obtain and disseminate information relevant to patient care and work duties
• Respect cultural diversity

Visual and Perceptual Skills
Be able to:
• Use binocular vision with discrimination/perception to read anesthesia vials and medication labels
• Have visual acuity corrected to 20/40 or better with the ability to accommodate at a distance of 10-20 feet
• Document color vision deficiencies- limited to a single color
• Have visual skills necessary to detect signs and symptoms, body language and infections
• Reading computer screens, documents with small printing and hand written notations
Hearing and Auditory Abilities

Be able to:
- Have auditory abilities necessary to monitor and assess patient health needs
- Monitor vital signs and auscultation with the use of a stethoscope
- Recognize sounds of alarms and emergency signals
- Correctly interpret Dentist orders, patient needs or complaints, faculty instructions

Motor Skills - physical ability, coordination, dexterity

Be able to:
- Have normal tactile feeling. Sensitivity to heat, cold, pain, pressure, etc.
- Have extremely fine motor control with correspondingly hand-eye coordination-hand functions should include rotation, squeezing, and repetitive movements
- Full manual dexterity which includes the function of both arms, both wrists, both hands and fingers
- Have motor function to elicit information such as palpitation, extension, twisting, bending, stooping, pushing, pulling and lifting
- Physically move to a position to enable them to provide dental care and cardio pulmonary procedures
- Possess the strength to assist a patient in transferring themselves to and from a dental chair

Emotional Stability and Personal Temperament

Be able to:
- Have high levels of mental and emotional stability to provide a safe dental environment
- Provide all compliant and non-compliant patients with emotional support and maintain a consistent professional attitude and appearance
- Deal with stress of the program didactic and clinical demands, while performing multiple tasks concurrently
- Focus in an environment with multiple interruptions, noises, distractions, and unexpected patient needs

Intellectual and Critical Thinking Skills

Be able to:
- Use critical thinking skills necessary for sufficient clinical judgment
- Have the abilities to measure, assess, calculate, reason, analyze, and integrate information
- Identify cause/effect relationships
- Develop treatment dental care plans
- Problem solve, prioritize, evaluating outcomes and synthesis data for documentation
- Comprehend focus and process information
- Utilize long and short term memory skills
Procedure

1. The essential abilities criteria are incorporated into informational packets given to those demonstrating an interest in dental hygiene.

2. Applicants accepting admission in the BSDH program will be required to sign a letter of agreement that specifies the essential abilities criteria. This agreement states they have read and understand that they will be expected to meet the essential abilities. Students questioning their ability to meet these essential abilities criteria will be encouraged to address their inquiries to Student Services.

3. Faculty has the responsibility to determine whether a student has demonstrated these essential abilities. Faculty has the right to request consultation from recognized experts as deemed appropriate.

4. Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.

5. Students will be dismissed from their program of study if faculty determines that they are unable to meet these essential abilities even if reasonable accommodations are made.

6. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with Indiana University's appeal procedures.

CODE OF ETHICS FOR DENTAL HYGIENISTS
Approved and ratified by the 1995 ADHA House of Delegates.

Preamble
As dental hygienists, we are a community of professionals devoted to the prevention of disease and the promotion and improvement of the public's health. We are preventive oral health professionals who provide educational, clinical, and therapeutic services to the public. We strive to live meaningful, productive, satisfying lives that simultaneously serve us, our profession, our society, and the world. Our actions, behaviors, and attitudes are consistent with our commitment to public service. We endorse and incorporate the Code into our daily lives.

Purpose
The purpose of a professional code of ethics is to achieve high levels of ethical consciousness, decision making, and practice by the members of the profession. Specific objectives of the Dental Hygiene Code of Ethics are:
• to increase our professional and ethical consciousness and sense of ethical responsibility.
• to lead us to recognize ethical issues and choices and to guide us in making more informed ethical decisions.
• to establish a standard for professional judgment and conduct.
• to provide a statement of the ethical behavior the public can expect from us.

The Dental Hygiene Code of Ethics is meant to influence us throughout our careers. It stimulates our continuing study of ethical issues and challenges us to explore our ethical responsibilities.
Code establishes concise standards of behavior to guide the public’s expectations of our profession and supports dental hygiene practice, laws and regulations. By holding ourselves accountable to meeting the standards stated in the Code, we enhance the public’s trust on which our professional privilege and status are founded.

**Key Concepts**

Our beliefs, principles, values and ethics are concepts reflected in the Code. They are the essential elements of our comprehensive and definitive code of ethics, and are interrelated and mutually dependent.

**Basic Beliefs**

We recognize the importance of the following beliefs that guide our practice and provide context for our ethics:

- The services we provide contribute to the health and well-being of society.
- Our education and licensure qualify us to serve the public by preventing and treating oral disease and helping individuals achieve and maintain optimal health.
- Individuals have intrinsic worth, are responsible for their own health, and are entitled to make choices regarding their health.
- Dental hygiene care is an essential component of overall health care and we function interdependently with other health care providers.
- All people should have access to health care, including oral health care.
- We are individually responsible for our actions and the quality of care we provide.

**Fundamental Principles**

These fundamental principles, universal concepts and general laws of conduct provide the foundation for our ethics.

**Universality**

The principle of universality expects that, if one individual judges an action to be right or wrong in a given situation, other people considering the same action in the same situation would make the same judgment.

**Complementarity**

The principle of complementarity recognizes the existence of an obligation to justice and basic human rights. In all relationships, it requires considering the values and perspectives of others before making decisions or taking actions affecting them.

**Ethics**

Ethics are the general standards of right and wrong that guide behavior within society. As generally accepted actions, they can be judged by determining the extent to which they promote good and minimize harm. Ethics compel us to engage in health promotion/disease prevention activities.

**Community**

This principle expresses our concern for the bond between individuals, the community, and society in general. It leads us to preserve natural resources and inspires us to show concern for the global environment.
Responsibility
Responsibility is central to our ethics. We recognize that there are guidelines for making ethical choices and accept responsibility for knowing and applying them. We accept the consequences of our actions or the failure to act and are willing to make ethical choices and publicly affirm them.

Core Values
We acknowledge these values as general for our choices and actions.

Individual autonomy and respect for human beings
People have the right to be treated with respect. They have the right to informed consent prior to treatment, and they have the right to full disclosure of all relevant information so that they can make informed choices about their care.

Confidentiality
We respect the confidentiality of client information and relationships as a demonstration of the value we place on individual autonomy. We acknowledge our obligation to justify any violation of a confidence.

Societal Trust
We value client trust and understand that public trust in our profession is based on our actions and behavior.

Non-maleficence
We accept our fundamental obligation to provide services in a manner that protects all clients and minimizes harm to them and others involved in their treatment.

Beneficence
We have a primary role in promoting the well being of individuals and the public by engaging in health promotion/disease prevention activities.

Justice and Fairness
We value justice and support the fair and equitable distribution of health care resources. We believe all people should have access to high-quality, affordable oral healthcare.

Veracity
We accept our obligation to tell the truth and expect that others will do the same. We value self-knowledge and seek truth and honesty in all relationships.

Standards of Professional Responsibility
We are obligated to practice our profession in a manner that supports our purpose, beliefs, and values in accordance with the fundamental principles that support our ethics. We acknowledge the following responsibilities:

To Ourselves as Individuals...
- Avoid self-deception, and continually strive for knowledge and personal growth.
- Establish and maintain a lifestyle that supports optimal health.
- Create a safe work environment.
- Assert our own interests in ways that are fair and equitable.
- Seek the advice and counsel of others when challenged with ethical dilemmas.
• Have realistic expectations of ourselves and recognize our limitations.

To Ourselves as Professionals...
• Enhance professional competencies through continuous learning in order to practice according to high standards of care.
• Support dental hygiene peer-review systems and quality assurance measures.
• Develop collaborative professional relationships and exchange knowledge to enhance our own lifelong professional development.

To Family and Friends...
• Support the efforts of others to establish and maintain healthy lifestyles and respect the rights of friends and family.

To Clients...
• Provide oral health care utilizing high levels of professional knowledge, judgment, and skill.
• Maintain a work environment that minimizes the risk of harm.
• Serve all clients without discrimination and avoid action toward any individual or group that may be interpreted as discriminatory.
• Hold professional client relationships confidential.
• Communicate with clients in a respectful manner.
• Promote ethical behavior and high standards of care by all dental hygienists.
• Serve as an advocate for the welfare of clients.
• Provide clients with the information necessary to make informed decisions about their oral health and encourage their full participation in treatment decisions and goals.
• Refer clients to other healthcare providers when their needs are beyond our ability or scope of practice.
• Educate clients about high-quality oral health care.
• Recognize that cultural beliefs influence client decisions.

To Colleagues...
• Conduct professional activities and programs, and develop relationships in ways that are honest, responsible, and appropriately open and candid.
• Encourage a work environment that promotes individual professional growth and development.
• Collaborate with others to create a work environment that minimizes risk to the personal health and safety of our colleagues.
• Manage conflicts constructively.
• Support the efforts of other dental hygienists to communicate the dental hygiene philosophy and preventive oral care.
• Inform other health care professionals about the relationship between general and oral health.
• Promote human relationships that are mutually beneficial, including those with other health care professionals.
To Employees and Employers...
- Conduct professional activities and programs, and develop relationships in ways that are honest, responsible, open, and candid.
- Manage conflicts constructively.
- Support the right of our employees and employers to work in an environment that promotes wellness.
- Respect the employment rights of our employers and employees.

To the Dental Hygiene Profession...
- Participate in the development and advancement of our profession.
- Avoid conflicts of interest and declare them when they occur.
- Seek opportunities to increase public awareness and understanding of oral health practices.
- Act in ways that bring credit to our profession while demonstrating appropriate respect for colleagues in other professions.
- Contribute time, talent, and financial resources to support and promote our profession.
- Promote a positive image for our profession.
- Promote a framework for professional education that develops dental hygiene competencies to meet the oral and overall health needs of the public.

To the Community and Society...
- Recognize and uphold the laws and regulations governing our profession.
- Document and report inappropriate, inadequate, or substandard care and/or illegal activities by a health care provider, to the responsible authorities.
- Use peer review as a mechanism for identifying inappropriate, inadequate, or substandard care provided by dental hygienists.
- Comply with local, state, and federal statutes that promote public health and safety.
- Develop support systems and quality-assurance programs in the workplace to assist dental hygienists in providing the appropriate standard of care.
- Promote access to dental hygiene services for all, supporting justice and fairness in the distribution of healthcare resources.
- Act consistently with the ethics of the global scientific community of which our profession is a part.
- Create a healthful workplace ecosystem to support a healthy environment.
- Recognize and uphold our obligation to provide pro bono service.

To Scientific Investigation...
We accept responsibility for conducting research according to the fundamental principles underlying our ethical beliefs in compliance with universal codes, governmental standards, and professional guidelines for the care and management of experimental subjects.

We acknowledge our ethical obligations to the scientific community:
- Conduct research that contributes knowledge that is valid and useful to our clients and society.
- Use research methods that meet accepted scientific standards.
- Use research resources appropriately.
- Systematically review and justify research in progress to insure the most favorable benefit-to-risk ratio to research subjects.
- Submit all proposals involving human subjects to an appropriate human subject review committee.
• Secure appropriate institutional committee approval for the conduct of research involving animals.
• Obtain informed consent from human subjects participating in research that is based on specification published in Title 21 Code of Federal Regulations Part 46.
• Respect the confidentiality and privacy of data.
• Seek opportunities to advance dental hygiene knowledge through research by providing financial, human, and technical resources whenever possible.
• Report research results in a timely manner.
• Report research findings completely and honestly, drawing only those conclusions that are supported by the data presented.
• Report the names of investigators fairly and accurately.
• Interpret the research and the research of others accurately and objectively, drawing conclusions that are supported by the data presented and seeking clarity when uncertain.
• Critically evaluate research methods and results before applying new theory and technology in practice.
• Be knowledgeable concerning currently accepted preventive and therapeutic methods, products, and technology and their application to our practice.

The Indiana University South Bend Dental Hygiene Program strictly adheres to the American Dental Hygienists’ Association Ethical Code for Dental Hygienists. Each student is expected to consistently uphold these standards.
COMPONENTS OF PROFESSIONAL BEHAVIOR
Approved by the Faculty of the Dental Hygiene Program Fall Semester 1994, revised 2014

The Dental Hygiene Faculty at IUSB has specified the components critical to the development of professionalism expected of our students. Students must demonstrate the behaviors and uphold the standards and values outlined in addition to meeting all other program criteria.

I. CLINICAL EXPECTATIONS
   A. Uses accepted instrumentation techniques
   B. Is able to safely treat patients
   C. Follows accepted protocols in treatment

II. ACADEMIC EXPECTATIONS
   A. Respects fellow classmates and faculty
   B. Follows policies according to the course syllabus
   C. Maintain academic standards on all assignments, quizzes, and tests

III. PROFESSIONAL DEVELOPMENT
   A. Attends clinic and classes as scheduled; arrives on time and leaves when dismissed or as scheduled
   B. Respects patients:
      - Utilizes clinic time appropriately for patient treatment
      - Confirms patient appointments
      - Keeps patient’s appointments
      - Talks in quiet tones to patients to protect patient confidentiality and privacy
      - Does not interrupt classmates who are treating patients
      - Focuses conversation on patient
      - Addresses patient concerns and needs
   C. Communicates effectively with patients and their families
   D. Provides care without discrimination
   E. Works cooperatively with faculty:
      - Listens to their feedback; accepts constructive criticism
      - Pays attention while being checked in and out
      - Has paper work completed at check in and by the end of clinic
   F. Is honest and has integrity in communication and behavior with classmates, patients, and faculty
   G. Fulfills role as clinic assistant: is effective, cooperative, and efficient
   H. Uses sound judgment to solve problems
   I. Practices ethically
   J. Has professional appearance:
      - Neat, with clean clothing and shoes (follows guidelines)
      - Models exemplary oral and personal hygiene
   K. Consistently follows program policies and procedures
   L. Maintains professional environment

I, ___________________________, have read the Components of Professional Behavior, Essential Abilities, and ADHA Code of Ethics above and I understand I will be expected to meet all of these while enrolled in the Dental Hygiene Program. I am able to meet all the Components of Professional Behavior, Essential Abilities, and ADHA Code of Ethics. Failure to meet one or more of any of these may hinder progress or result in dismissal from the Dental Hygiene Program.

Signature ___________________________ Date ___________________________

A copy of this signed document will be kept on file in the student’s permanent record
CONFIDENTIALITY AND PATIENT CARE
Each clinical agency has strict guidelines regarding patient information, including computer access, security and documentation, and patient confidentiality. These specific guidelines are available at each agency, and several will ask for students to sign a confidentiality statement of understanding. Violation of these guidelines can result in disciplinary action by the agency, the assignment of a failing grade for a dental hygiene course, and/or dismissal from the dental hygiene program. The following guidelines are adapted from Memorial Hospital of South Bend and the Programs in Dental hygiene Handbook and in general reflect expectations of all students in all agencies to include Sister Maura Brannick, community outreach sites, and the Dental Hygiene Clinic at IU South Bend.

1. Original patient records are not to be removed from their location.
2. Students granted record accesses are accountable for the protection of the record and its contents while in their possession.
3. Students accessing records from medical records shall follow the strict guidelines set forth by this department (including providing written requests for review, keeping the materials in the department and reviewing the records in the area specified for this purpose).
4. It is prohibited to share the medical record with family, friends, and staff not directly involved in the patient's care. When in doubt, excuse yourself and check.
5. Students are expected to keep the medical/dental records accessible at all times for medical/dental care purposes.
6. Photocopying, photographing or printing off any part of the medical/dental record for a student’s purpose is strictly prohibited. Students cannot photocopy parts of the record for their learning purposes. Data cannot be saved to portable devices or laptops.
7. When referring to patients in written work for schoolwork purposes, only initials are to be used. When possible all identifying information should be kept to a minimum.
8. Census records used for report should be properly destroyed before the student leaves the unit.
9. HIPPA guidelines are to be followed at all times as outlined by each clinical agency and federal regulations.
10. Professional standards expect that student hygienists withhold discussing any patient situations and confidences outside the professional setting. Situations may only be discussed in private, for the purpose of learning, as instructed by the clinical instructor. When discussing patients in the clinical learning situation, anonymity is to be maintained. Information is not being shared in public settings including personal e-mails, for purposes other than learning, or with family and friends.

PATIENT'S BILL OF RIGHTS (displayed in patient waiting room; students are expected to comply with the following expectations for patient care)
The students, faculty and staff at the Indiana University South Bend Dental Hygiene clinic strive to provide high quality care in a friendly atmosphere. All of our clients are entitled to:

• Considerate, respectful and confidential treatment in a clean and safe environment
• Receive treatment without discrimination as to race, color, religion, sex, national origin, disability, sexual orientation, or source of payment
• Continuity and completion of dental hygiene care that meets the professional standard of care
• Advance knowledge of the cost of dental hygiene services
• Access to complete and current information about his/her oral condition
• Receive information and an explanation of the recommended dental hygiene treatment, treatment alternatives and the expected outcome

Dental Hygiene Program Standard of Care (displayed in patient waiting room; students are expected to comply with the following expectations for patient care)
At each appointment our student clinicians will:

1. Take your blood pressure
   a. Anything higher than 140/100 and we may not be able to treat you

2. Review your medical history including your medications

3. Take necessary x-rays for proper diagnosis and treatment planning
   a. We adhere to the following guidelines established by the American Dental Association:

<table>
<thead>
<tr>
<th>Necessary Radiographs</th>
<th>Child (Primary Dentition)</th>
<th>Child (Mixed Dentition)</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Patient</td>
<td>BW</td>
<td>BW w/PAN</td>
<td>BW w/PAN or FMX</td>
</tr>
<tr>
<td>Recare Patient</td>
<td>BW q 2-3years</td>
<td>BW q 2-3 years</td>
<td>BW q 2-3years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PAN q 3-5 years</td>
<td>PAN or FMX q 5 years</td>
</tr>
<tr>
<td>Recare Patient (increased caries risk)</td>
<td>BW q year</td>
<td>BW q year</td>
<td>BW q year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PAN q 3-5 years</td>
<td>PAN or FMX q 3-5</td>
</tr>
<tr>
<td>Recare Patient (with periodontal disease)</td>
<td></td>
<td></td>
<td>BW q 1-2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(VBWX as needed)</td>
</tr>
<tr>
<td>Patient Development</td>
<td>Clinical judgment to monitor dentofacial growth</td>
<td>Clinical judgment to monitor 3rd molars</td>
<td></td>
</tr>
<tr>
<td>Prior to having cancer treatment and patients taking bisphosphonate medications should have a baseline pano</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. <strong>Without proper x-rays, we cannot treat you</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Perform an Oral Cancer Screening and let you know of the findings

5. Check your gum tissue health by measuring how it fits around your teeth (known as periodontal charting)

6. Perform a Caries Risk Assessment and Plaque Score
   a. This helps us determine whether you need fluoride and what type based on how at risk you are for getting cavities
7. Recommend home care products

8. Create a treatment plan based on mutual goals
   a. You are a PARTNER!

**FACEBOOK and Social Networking Etiquette:**
Often social networking sites are used to share personal thoughts, images, opinions, experiences and frustrations. The line between what is socially and professionally acceptable can be thin. It is considered unprofessional to share patient experiences with any specificity. Keep in mind what you might post about a patient, experience, agency, including the Programs in Dental Hygiene, and staff can be deemed inappropriate with unexpected consequences. Sometimes, even innocent remarks that label patients, groups or experiences can be considered derogatory and offensive. Dental hygiene students have obligations to behave professionally at all times in the public’s eye and social networking sites are public. Comments and images can be readily shared and the offense quickly spread. Please keep this in mind at all times.

Please refer to the National Council of State Boards of Nursing website [https://www.ncsbn.org/347.htm](https://www.ncsbn.org/347.htm) for professional standards related to social media. Guidelines and an important video can be found here. This resource for professional responsibility is invaluable.

The IU South Bend Office of Communications web page has related guidelines which should be reviewed at: [https://www.iusb.edu/ocm/branding/social-media-standards.php](https://www.iusb.edu/ocm/branding/social-media-standards.php)

**SCHEDULES & DENTAL HYGIENE CLINICAL COURSES**
Clinical dental hygiene experiences are designed to provide students with the best possible learning experiences. In order to achieve this it is often necessary to make changes from the published schedule as the clinical rotation nears. Every effort by the dental hygiene program is made to keep these changes to a minimum and to notify students as soon as the changes are known. In general, it is best to keep the following in mind:

- Clinical courses are arranged between the times of 8:00 a.m. and 8:00 p.m. on any day of the week. Students must be available for assignments between these hours.
- A three-credit-hour clinical course meets for eight hours a week, a four-credit-hour clinical course meets for 12 hours a week, and a five-credit-hour clinical course meets 16 hours a week.
- Some clinical courses are scheduled based on the total number of hours required for the semester, and therefore schedules may reflect a more concentrated presentation of hours.
- The times are subject to change on a week-by-week basis, as dictated by the learning experience.
- Clinical group sizes need to be as uniform as possible to provide students with the best learning and supervision possible. It is possible that students will be switched between clinical sections after registration in order to achieve this equity.

**APPEARANCE CODE**
The Appearance Code provides IU South Bend Dental Hygiene students with information necessary to select on-duty attire and accessories which are compatible with professionalism, infection control, employee identification, neatness, and modesty. If attire is unacceptable to the clinical
instructor, the student may be sent home and will have to makeup clinical time at their expense.

**Dental hygiene students are required to wear a regulation IU South Bend Programs in Dental Education scrub student uniform.** Uniforms must be purchased from the designated vendor. **IU South Bend student identification will be required to purchase the scrubs.**

### Article I: General Guidelines
Attire must be well fitting, clean, unstained, and ironed. Good judgment should be exercised in selecting the appropriate size of the scrubs so that it is not low cut at the neck or tight across the chest and hips. Follow guidelines for laundering colorfast clothes. Students should launder the scrub uniform prior to wearing it for the first time. The scrubs have been known to "bleed" and require colorfastness preparation to avoid an unprofessional appearance in the clinical setting. In general we recommend not washing the colored scrubs with whites!

It is encouraged that students have two sets of scrubs that are washed after each wear. If arrangements can be made, scrubs should not be worn outside of the clinical setting to prevent nosocomial infections. Street clothes should be worn in and changed once in the clinic and changed back into street clothes once they are done with their clinic. Ask your clinical instructor to see if this is an option.

Uniform accommodations may be requested for religious needs or pregnancy. Contact the BSDH Program Director.

### Article II: Name Pin
An IU South Bend dental hygiene student name badge is required to be worn and visible at all times during clinic and lab times. Name badges must be worn when participating in a professional setting; volunteering for community health programs; and as designated by the faculty in certain clinical settings.

Name badges are ordered directly from the dental hygiene program, who then places the order with a vendor.

### Article III: Shoes
Shoes need to be purchased for the exclusive use of clinicals and are ideally not worn until entering the clinic. Shoes must be nearly completely white and made of leather (small amount of trim is acceptable). Aerobic shoes are acceptable if they are made of white leather. White canvas, cotton, or nylon shoes are unacceptable. White shoelaces are required. Shoes must be clean, quiet, safe and comfortable. No open-toe shoes or clogs may be worn. Appropriate white stockings or socks must be worn at all times. "Croc"-type footwear is permitted by most agencies as long as it has a heel strap and does not have holes.

### Article IV: Lab Coats
Lab coats matching the scrub uniforms are required to be worn when the student is in clinic. Lab coats must be at least mid-thigh in length, and have cuffed, tight sleeve openings. Front button lab coats are preferable. Approved name tag on the lab coat must identify the IU South Bend student.

Attire under lab coat needs to be professional, modest, and tasteful. Metal fabrics (sequins, beads...), shorts, jeans, sweats are not acceptable. Slacks must be ankle length. Stockings or socks must be
worn in patient care areas according to state regulations. No open-toe shoes may be worn. Denim fabric is not considered acceptable business attire.

**Professional Wear for Volunteer Activities:**
When assisting with health programs and assignments outside traditional clinical settings (health fairs, ceremonies, volunteer efforts connected to the school, etc.) please check with the instructor or coordinator of the program for appropriate attire. Unless otherwise directed, either the school uniform or the guidelines for professional wear described under “lab coats” are to be followed. Also, see “other” for additional appearance requirements, which are extended, to any setting where the student is representing the Dental Hygiene Program. It is expected that student dental hygienists acting in a professional capacity dress and behave in a professional manner at all times. The dental hygiene program student nametag is to be worn for these activities regardless of attire.

**Picture ID:**
A valid IU South Bend picture ID or valid driver’s license must be carried with the student at all times. Certain agencies (i.e. Sister Maura Brannick health clinic) may require displaying of your identification as part of your uniform.

**Appearances Other:**
- Tight fitting attire is not appropriate. Discreet underwear which is not readily visible through clothing is to be worn. At no time should undergarments be visible.
- Fingernails must be neatly trimmed and clean. Nail polish, if worn, must be neutral or pastel in color and without chipping. **No artificial nails may be worn.**
- Hair and beards must be clean and neatly groomed. If hair falls below shoulder length, it must be pulled back.
- Tattoos are not to be visible.
- Only two earrings per ear are permitted. Dangling earrings are to be avoided for safety reasons. Additional exposed body piercing is not acceptable, including tongue piercing.
- Good personal hygiene is expected.
- Smelling of tobacco smoke is prohibited; it is not acceptable to leave patient care areas to smoke. IU South Bend is a smoke free environment and these policies are strictly enforced for students.
- Light cologne and simple make-up may be worn. No necklaces, watches, rings, or other types of jewelry may be worn.
- Patient gowns or isolation gowns are not acceptable as a cover-up for your uniform except when working in isolation or other restricted areas.
- Gum chewing is prohibited in direct patient/client care areas and roles

**Impaired Student Policy**

IU South Bend Programs in Dental Education policy regarding Impaired Students states:

1. The Statement of Adherence of Clinical Facility Policies and Procedures form will be signed by the student upon admission and will remain in effect while the student is matriculating in the Dental Hygiene Program.
2. The faculty or staff member who suspects impairment will request that the student immediately leave the clinical area while ensuring the student’s safety.

3. The faculty member will determine the most appropriate testing location. The student is responsible for receiving immediate testing and bears the costs involved in the testing. If the testing location is not on site, the student will bear the cost of public transportation to the site.

4. The student will be suspended from all clinical activities until the investigation into the situation is complete.

5. The IU South Bend Programs in Dental Education enforces a zero tolerance for alcohol and/or drug use.

6. Results must be submitted to the Program Director and Assistant Director of the IU South Bend Dental Hygiene Program by the testing facility.
The following form is completed upon admission and annually. While the impaired practitioner is highlighted here, students are expected to conform with all agency policies and practices.

**Indiana University Programs in Dental Education**  
**Indiana University South Bend**

**Statement of Adherence of Clinical Facility Policy and Procedures**

As a dental hygiene student at IU Programs in Dental Education, I understand that I must adhere to all policies and procedures of the clinical facilities where I have practicum experience.

I also understand that I may be required to undergo drug and/or alcohol testing at my expense if the clinical facility or the Programs in Dental hygiene requests it.

Signature

Name Printed

Date

Witnessed by (IU Faculty signature)

Date
CHAPTER II: PROGRAMS IN DENTAL EDUCATION POLICIES

REGULATORY REQUIREMENTS

1. Clinical Health and Education Requirement (Policy)

Rationale for the Policy
OSHA regulations and clinical agencies affiliated with IU South Bend require that students engaged in clinical contact with clients must provide evidence of current professional-level CPR certification (Healthcare Provider CPR through the American Heart Association, or CPR/AED for the Professional Rescuer through the American Red Cross). The professional level includes: one- and two-man CPR; adult, child and infant CPR; adult, child and infant choking; and use of the AED (automatic external defibrillator). **Heart saver certification is inadequate.** Annual TB screening, up-to-date immunization status, a health evaluation (history and physical examination), vision evaluation, and dental exam are also required. This policy is necessary so that we are in compliance with accreditation and community health agency policies.

The Programs in Dental Education must provide the community health agencies (Sister Maura Brannick) with proof that each student has completed all immunizations, (including Hepatitis B series, DT booster, MMR, and Varicella), CPR certification, and annual TB screening. The program must also have these available should they be required by the Commission on Dental Accreditation. It is the student's responsibility to update their health records and have all documentation submitted to the Programs in Dental Education, as outlined below. Documentation is due no later than September 1st prior to beginning in clinical dental hygiene courses for the fall semester.

*Failure to submit all required health documentation by the appropriate deadline will result in administrative withdrawal from all dental hygiene courses and the student will be considered out-of-progression in the dental hygiene degree program.*

Newly Admitted to the Dental Hygiene Program
When a dental hygiene student is first admitted to the clinical dental hygiene courses, the student receives information regarding the need for proper immunization verification (including Hepatitis B series, DT booster, MMR, and Varicella), a health evaluation (history and physical examination) completed by a primary care provider, current professional-level CPR certification, TB (PPD or X-ray), dental health, and vision screening. Every student must provide written verification of a history of chicken pox or a Varicella Zoster Titer before entering clinicals. Newly admitted dental hygiene students must provide written documentation of the above stated items in advance of beginning their clinicals. For students who are enrolled in clinical dental hygiene courses in the fall semester, the above materials must be filed with the Programs in Dental hygiene Student Services office by September 1st. *Failure to submit all required health documentation by the appropriate deadline will result in administrative withdrawal from all dental hygiene courses and the student will be considered out-of-progression in the dental hygiene degree program.*

Students who are admitted late to the dental hygiene program will be handled on a case-by-case basis. However, those applicants who are on a "waiting list" or "alternate list" are encouraged to begin gathering the necessary documentation so as to avoid delays. Even students who are admitted late must have all documentation on file with the Dental Hygiene program prior to beginning the clinical dental hygiene courses. Failure to do so will result in the student being automatically withdrawn from all clinical dental hygiene courses for which they are registered.
Continuing Dental hygiene Students
Dental hygiene students are responsible for making sure they receive annual TB screening (PPD or X-ray) and current professional-level CPR re-certification. In addition, immunization status must be updated as necessary. It is the student’s responsibility to monitor the status of these and to submit proper documentation to the Programs in Dental Education in a timely manner.

Documentation of annual TB screening and current professional-level CPR re-certification needs to be submitted to the Programs in Dental hygiene, department secretary's office no later than one week prior to the date they expire each year. **Heart saver certification is inadequate.** Students will be notified of upcoming expiration, but it is the student’s sole responsibility to provide documentation of updates prior to expiration. Clinical instructors will be notified, and students will be prohibited from attending clinicals if these vital documents are not submitted. These unexcused absences could lead to course failure in clinical courses.

Some community agencies require more recent verification of TB screening before they will allow our students to see clients. Therefore, students may be required to submit this documentation just prior to beginning a semester even if it is not yet expired. Students will be informed if this is required.

For students enrolled in clinical dental hygiene courses during the summer sessions, TB screening, immunizations, and CPR certification must be valid through the final day of the summer session in which the student is enrolled.

For students who are finishing an “Incomplete” grade in a dental hygiene course with a clinical component, the CPR re-certification, immunizations, and TB screening must be valid until the course requirements are completed.

2. Criminal Background Checks

**Indiana University South Bend Programs in Dental Education Criminal Background Checks Policy for Undergraduate Students**

**Objective**
Criminal history background checks are required of all dental hygiene students in compliance with state and federal regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors. Licensure is also contingent upon the absence of most felony and some misdemeanor charges (see graduation section on licensure).

**Rationale**
A past criminal history may become a significant barrier to or have a negative impact on a dental hygiene graduate’s ability to obtain a license to practice dental hygiene. In addition, current Indiana law states that individuals who have been convicted of certain crimes may not be employed by or operate a home health facility or work in the Indiana public school system. While a conviction of a crime does not automatically disqualify a student from participation in community-based clinical sites, a criminal history may be grounds for denying progression depending on the facts and circumstances surrounding each individual case. An updated check for an enrolled student might have a bearing on the clinical site in which the student will be placed.

**Policy**
1. Individuals must register and submit a criminal background history check with www.backgroundcheck.com at their own expense (~$18) upon application to any BSDH clinical program on the South Bend campus. [https://consumer.backgroundchecks.com/Affiliates/indianauniversity.html](https://consumer.backgroundchecks.com/Affiliates/indianauniversity.html)
You must submit checks for any county you have lived in for the last 7 years and additional charges apply for extra counties.

2. Students will be asked to complete a Criminal Disclosure form upon entering the program.

3. Individuals requesting transfer from any campus other than IUPUI, IUB, or IUPUC must submit a completed criminal history check prior to transfer.

4. The Office of Dental Hygiene on the South Bend campus is responsible for maintaining updated documentation of criminal background histories for IU South Bend students enrolled in the dental hygiene undergraduate program on the South Bend campus. The student recorder will notify the director when a criminal conviction is noted on a student’s criminal background check.

5. Students may be asked to provide a more current check at any point in the program, based on a clinical agency’s request or if they have been out of progression.

**Criminal History Information Sheet** (General Guidelines Used by the Programs in Dental Education)

The following offenses will prohibit admittance & continuation in the dental hygiene program:

- Felony that involves the intent to cause death or serious impairment of a bodily function, that result in death or serious impairment of the bodily function that involves the use of force or violence or that involves the threat or the use of force or violence. This includes:
  - Homicide
  - Assault and infliction of serious injury
  - Assault with intent to commit murder
  - Assault with intent to do great bodily harm less than murder
  - Assault with intent to maim
  - Attempt to murder

- Felony involving cruelty or torture.

- Felony of crime committed against "vulnerable adults" who because of age, developmental disability, mental illness or physical disability, require supervision or personal care or lack the personal and social skills required to live independently.

- Felony involving criminal sexual conduct.

- Felony involving abuse or neglect generally related to vulnerable adults or children which typically results in serious physical or mental harm to the vulnerable adult.

- Felony involving the use of a firearm or dangerous weapon.

- Felony involving the diversion or adulteration of a prescription drug or other medications.

- Misdemeanor involving the use of a firearm or dangerous weapon with the intent to injure, the use of a firearm or dangerous weapon that results in a personal injury, or a misdemeanor involving the use of force or violence or the threat of the use of force or violence.

- Misdemeanor crime committed against "vulnerable adults”.

- Misdemeanor involving criminal sexual conduct which involve instances of sexual contact with another person that does not involve sexual penetration and are typically known as “fourth degree criminal sexual conduct.”

- Misdemeanor involving cruelty or torture (usually first conviction regarding animals).

- Misdemeanor involving abuse or neglect in the third or fourth degree if the caregiver intentionally or recklessly causes “physical harm” to a vulnerable adult.

- Third Driving Under the Influence (DUI) conviction.

In order to be granted clinical privileges, 5 years must have lapsed since the individual completed all the terms and conditions of sentencing, parole and probation for conviction of the following offenses:
- Misdemeanor involving cruelty if committed by an individual who is less than 16 years of age, including cruel treatment of animals.
- Misdemeanor involving home invasion that typically is described as “breaking and entering into another person’s home.
- Misdemeanor involving embezzlement which is a person who has taken money from another person who had entrusted the money with the wrongdoer, e.g. a store cashier.
- Misdemeanor involving negligent homicide which is committed when a person engages in careless or reckless driving that causes death.
- Misdemeanor involving larceny which is legally describes as the act of stealing but it does not include shoplifting. An example would be a theft from a building of an item that is not offered for sale.
- Misdemeanor or retail fraud in the second degree which involves shoplifting property from a store that is offered for sale at a price of $200 or more but less than $1,000 or less than $200 if the person has been previously convicted of any crime or theft.
- Any other misdemeanor involving assault, fraud, theft, or the possession or delivery of a controlled substance unless otherwise provided for under other subsections.
- Misdemeanor for assault which is defined as the individual attempting or threatening to hurt another.
- Misdemeanor of retail fraud in the third degree which involved shoplifting property from a store that is offered for sale at a price of less than $200.
- Misdemeanor involving the creation, delivery or possession with intent to manufacture or deliver a controlled substance.
Criminal History Disclosure Statement Form (completed annually)

Student Name: ____________________________ Date of Birth: ____________  
(Print name)

Health facilities will be prohibited from allowing students from providing care, treatment or services if an individual has been convicted of a certain crime. These certain crimes include: rape, criminal deviate conduct; exploitation of an endangered adult; failure to report batter, neglect, or exploitation of an endangered adult, murder; or voluntary manslaughter and a third offense for DUI. (A complete list is available from Student Services)

A conviction of any of the above crimes at any time during an individual’s life prohibits entering clinical rotations. In addition, if an individual was convicted of involuntary manslaughter; felony batter; a felony offense relating to a controlled substance; or theft within five (5) years before the individual’s start of clinical rotations, the individual may not enter clinical rotations. Background checks will be completed and all convictions will be reviewed.

1. I verify that I have not been convicted of a crime or offense that prohibits me from being granted clinical privileges, in a clinical agency or to be licensed as a Registered Dental Hygienist.

   ____________________________  ____________________________  
   Signature of Student: Date:

2. I verify that I have not been convicted of certain crimes nor have committed certain acts that have been entered into the Professional Licensing Agency maintained by the Indiana State Department of Health.

   ____________________________  ____________________________  
   Signature of Student: Date:
Procedure for submitting the Criminal Background Check
Indiana University South Bend Programs in dental hygiene requires that each student purchase a background check through CertifiedBackground.com.

Backgroundcheck.com is a background check service that allows students to purchase their own background check ($18.00). The results of a background check are posted to the web site in a secure, tamper-proof environment, where the student, as well as the organizations can view the background check.

To order your background check from backgroundcheck.com, please follow the instructions below.

1. Go to https://consumer.backgroundchecks.com/Affiliates/indianauniversity.html and create a user account.
2. Complete your personal information
3. Select a method of payment: Visa, MasterCard or money order.

Once your order is submitted, you will need to log back in to view the results of your background check. The results will be available in approximately 48-72 hours. Once the check is complete, you will be able to print a certificate to provide to the Programs in Dental Education.

If any additional residences are found within the previous 7 years (from your residency history), additional county criminal searches will be performed for an additional cost.

Positive reports that “Meets IU PIC policy criteria” indicate the student been approved.

3. DENTAL HYGIENE STUDENT DRUG SCREENING POLICY

Purpose
To provide a safe working environment, area hospitals and other institutions are requiring individuals who provide care to patients to undergo drug testing. For this reason, students in the Programs in Dental Education will undergo similar testing. All students in the pre-licensure, BSDH program will undergo drug testing as a condition of admission into the program. Those admitted prior to the July 1, 2014 policy implementation will be screened prior to the Fall 2014 semester in order to allow continued participation in the dental hygiene program.

Policy
The IU South Bend Programs in Dental hygiene enforces a zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical experiences. Infringement of this policy will cancel the offer of admission, and for those admitted to the dental hygiene programs, be subject to disciplinary action up to and including academic dismissal.

1. Student admission to the dental hygiene program is contingent upon a drug screening test result indicating no evidence of drug use. A drug screening result indicating dilution of the sample will require a repeat drug test.
2. The student is responsible for the cost of the drug screening which is part of the background check conducted for admission and the screening must be completed at least three weeks prior to starting the semester.
3. In the event of a drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, student admission to the dental hygiene program will be denied. Results will be submitted to the program director or designee. **Duty to Report:** if the student is a licensed/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license).

4. Students may be permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while on duty. However, when such prescribed or over-the-counter medications affect clinical judgment, the student’s safety or the safety of others, the student will be removed from clinicals. The program Director will be consulted to determine if the student is capable of continuing to participate in academic and clinical programs. The Admission, Progression, and Graduation (APG) Committee may be consulted.

5. After admission to the dental hygiene program, at any time faculty or an administrator suspect a student is impaired due to drug or alcohol use while in the clinical, classroom, or campus areas, the student will be removed from the area and required to undergo immediate testing for drug and alcohol use at the student’s expense. Impaired students will not be permitted to drive and must bear the cost of transportation. The student will be suspended from all clinical activities until the investigation into the situation is complete.

6. In the event of medication administration/handling discrepancy (i.e., in the case of the improper documentation of narcotics) or in the event of a medical error, accident or injury, testing will be conducted.

7. Referrals for evaluation and counseling for drug and/or alcohol use will be a part of a plan for a student with a positive screening or incident related to drug or alcohol use.

8. In the event of a positive drug screening of a student currently enrolled the dental hygiene program, the student will be suspended from the program pending review by the Admission, Progression, and Graduation (APG) committee. **Duty to Report:** if the student is a licensed/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license).

9. More frequent drug testing (ex. annually) can be implemented at any time and without further notice.

   **Note:** Students currently (as of Fall 2014) enrolled in an IU-South Bend pre-licensure BSDH program will submit results of drug screening completed at least three weeks prior to the fall 2014 semester. Students will be notified by mail about time and location of drug screening. Results will be submitted to the program director or designee.

4. **Cardiopulmonary Resuscitation (CPR) Requirements**

   All students must have professional-level CPR certification (**Healthcare Provider CPR** through the American Heart Association, or **CPR/AED for the Professional Rescuer** through the American Red Cross) before they will be allowed to participate in clinical experiences. The professional level includes: one- and two man CPR; adult, child and infant CPR; adult, child and infant choking; and use of the AED (automatic external defibrillator). **Heart saver certification is inadequate.**

   *Courses fill up fast so find and register for a course early. If you have to cancel please notify them (they have a lot of problems with students who register by phone and do not show up—this is considered unprofessional behavior).*
Re-certification is required prior to expiration. The American Heart Association certification is valid for a two-year period. However, failure to re-certify prior to the expiration requires that the student complete the entire certification course. A re-certification course will only be accepted if completed prior to the expiration date.

The IU South Bend Programs in Dental Education faculty strongly encourages students to obtain their CPR certification or re-certification through the American Heart Association. It is possible for individuals previously certified through the American Red Cross to be re-certified through the American Heart Association. The American Heart Association CPR certification is valid for a two-year period.

**BLS Healthcare Provider Online Renewal Course**
The online BLS Renewal Course provides a review for healthcare professionals who have prior CPR training. This program recognizes that healthcare professionals have knowledge and skills acquired from prior CPR training and years of patient care. *Be careful, there are online programs which appear to be American Heart Association but are not—they do not require skills validation. Skills validation by an AHA instructor is required.*

Once you have completed the online portion of the course, you go to an authorized American Heart Association Training Center for the skills validation portion. After you have completed both sections of the course, you will be issued an American Heart Association BLS - Healthcare Provider card.

The cost is **$22.00** for the online portion, plus the cost of the skills check (~$40)—that varies by site. [http://www.onlineaha.org/](http://www.onlineaha.org/) See page 62 for additional information.

It is your responsibility to locate local programs for CPR Courses/Skills Validation

5. **Bio-safety Policy for the College of Health Sciences** (January 16, 2002; Revised April 21, 2003)

Health care workers (HCW) have both a professional and legal obligation to render treatment utilizing the highest standards of infection control available. Strict adherence to the principles and practices of infection control will ensure the standard of care and practice expected by both practitioner and patient.

The Indiana University South Bend Exposure/Infection Control policies and procedures are based on the concept of Standard Precautions and are in compliance with the current recommendations of the United States Public Health Service and Occupational Safety and Health Administration. Standard Precautions refers to an approach to infection control that assumes all human blood and other potentially infectious materials (OPIM's) of all patients are potentially infectious with HIV, HBV, or other bloodborne pathogens. Standard Precautions are intended to prevent healthcare workers from parenteral, mucous membrane and non-intact skin exposure to bloodborne pathogens while carrying out the tasks associated with their occupation.

**SECTION I: Objectives for the Delivery of Care**
Infectious Diseases: The College of Health Sciences has the obligation to maintain standards of healthcare and professionalism that are consistent with the public’s expectations of the health professions. The
following principles should be reflected in the education, research, and patient care divisions for all healthcare workers, students, faculty and staff:

1. All healthcare workers are ethically obligated to provide competent patient care with compassion and respect for human dignity.
2. No healthcare workers may ethically refuse to treat a patient whose condition is within their realm of competence solely because the patient is at risk of contracting, or has, an infectious disease, such as human immunodeficiency virus (HIV) infection, acquired immunodeficiency syndrome (AIDS), hepatitis B infection, or other similar diseases. These patients must not be subjected to discrimination.
3. All healthcare workers are ethically obligated to respect the rights of privacy and confidentiality of patients with infectious diseases.

Healthcare workers who pose a risk of transmitting an infectious agent should consult with appropriate healthcare professionals to determine whether continuing to provide professional services represents any material risk to the patient, and if so, should not engage in any professional activity that would create a risk of transmission of the disease to others.

SECTION II: Guidelines for the admission and progression of students who are HIV or HBV positive

Policy: Qualified individuals will not be denied admission into courses in the College of Health Sciences on the basis of HIV or HBV status.

Guidelines
1. Upon voluntary report of HIV or HBV infection by a student to any faculty member, administrator, or dean, efforts will be made to:
   a. Maintain confidentiality of the infection information.
   b. Advise the student to receive appropriate treatment and counseling from a qualified healthcare professional.
   c. Reinforce the consistent use of Standard Precautions in clinical practice.
   d. Assign responsibilities to the infected student that do not require the performance of exposure-prone invasive procedures (as outlined by the affiliated agency or office).
2. Any modifications in clinical activity will be determined by a Bloodborne Pathogen (BBP) Expert Review Panel who will take into account the nature of the clinical activity, the technical expertise of the infected student, the risks imposed by HIV or HBV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.
3. Refusal for admission to a clinical course will occur only after attempts to make reasonable accommodations result in undue hardship to the College of Health Sciences.

SECTION III: Guidelines for the Bloodborne Pathogen-Infected Healthcare Worker

Currently available data provide no basis for recommendations to restrict the practice of healthcare workers infected with HIV or HBV who perform invasive procedures not identified as exposure-prone, provided that Standard Precautions are adhered to in practice.

In order to reduce, to the greatest extent currently possible, the potential for transmission of bloodborne pathogens from the BBP-infected HCW to a patient, and to support the HCW’s efforts to practice safely, the College of Health Sciences has adopted the following guidelines.

1. All activities related to patient care by students of Indiana University South Bend will be carried out in accordance with the College’s Bio-safety Policies. The policies and procedures in this document are based upon Standard Precautions currently practiced by the faculty, staff and
students in the Indiana University South Bend College of Health Sciences and are consistent with United States Public Health Service, Indiana State Department of Health and the Indiana Occupational Health and Safety regulations.

2. All HCW’s who provide direct patient care (including faculty, staff and students) are encouraged to undergo voluntary HIV testing and to know their hepatitis B virus (HBV) immune status. HIV testing is not mandatory.

3. Any HCW involved in clinical practice that believes that he/she may be at risk of HIV or HBV infection should be voluntarily tested for confirmation.

4. Upon voluntary report of HIV or HBV infection by students, faculty or staff to their unit director or Dean of the College of Health Sciences, efforts will be made to:
   a. Maintain infection information confidential.
   b. Advise the student to receive appropriate treatment and counseling from a qualified healthcare professional.
   c. Reinforce the consistent use of Standard Precautions in clinical practice.
   d. Assign responsibilities to the infected student that do not require the performance of exposure-prone invasive procedures.

5. When a HCW who provides direct patient care is infected with a BBP and informs the administration, the Dean of the College of Health Sciences may refer the case to the BBP Expert Review Panel for review and recommendation.

   The BBP Expert Panel has the responsibility to:
   • Review each case of a BBP-infected HCW and determine if he/she may represent an increased risk for transmission of BBP infection to a patient.
   • Make a recommendation to the Dean regarding the suitability of any BBP-infected HCW to continue to fulfill his/her clinical responsibilities or requirements in a complete modified fashion or to have his/her clinical privileges suspended.
   • Develop guidelines for use in determining the needs for both temporary and permanent administrative acts including guidelines on patient notification.

   The review panel should include experts who represent a balanced perspective. Such experts might include all of the following: a) the HCW’s personal physician(s), b) an infectious disease specialist with expertise in the epidemiology of HIV and HBV transmission, c) a health professional with expertise in the procedures performed by the HCW, and d) state or local public health officials(s). If the HCW’s practice is institutionally based, the expert review panel might also include a member of the infection-control committee, preferably a hospital epidemiologist.

6. The Dean of the College of Health Sciences will, within a reasonable period of time, consider the above-mentioned recommendation and take appropriate action. This may include continuation of clinical responsibilities at the current level, modification of those responsibilities or suspension of clinical privileges.

7. Prior to receiving the Panel’s individual recommendations, the Dean may temporarily suspend or modify privileges based on guidelines developed by the Panel.

8. This protocol is subject to annual review and modification as new knowledge and recommendations from appropriate agencies become available.
CHAPTER II: PROGRAMS IN DENTAL EDUCATION POLICIES

SECTION IV: HBV Vaccination Policy

Policy:
Prior to registration in any clinical course and at the student’s expense, every full-time or part-time, graduate or undergraduate student of the College of Health Sciences must undergo HBV vaccination and vaccine response evaluation unless the student is shown to be immune, the vaccine is contraindicated for medical reasons, or a declination is signed.

Procedures:
Evidence of receipt of the HBV vaccination and vaccine response, immunity to HBV, or declination will be filed with the student’s program director/dean prior to registration in a clinical course. When the vaccine is contraindicated for medical reasons, a declination form must be signed. Evidence of the receipt of the HBV vaccination series including vaccine response should be in the form of a signed statement from the student’s healthcare professional (HCP) and evidence of declination can be submitted on the College of Health Sciences form. Evidence of immunity to HBV, medical risk from the vaccine, or receipt of a booster(s) should be in the form of a signed statement from the healthcare provider.

Students who have completed the HBV series prior to entry into any clinical course are governed by the CDC guideline on vaccine response evaluation.

CDC Guidelines for Nonresponders:
HCW should be tested for antibody to HBsAg (anti-HB’s) 1 to 2 months after completion of the 3-dose vaccination series (CDC Immunization 1997).

Persons who do not respond to the primary vaccine series should complete a second 3-dose vaccine series or be evaluated to determine if they are HBsAg-positive. Revaccinated persons should be retested at the completion of the second vaccine series. People who prove to be HBsAg-positive should be counseled regarding how to prevent HBV transmission to others and regarding the need for medical evaluation. Nonresponders to vaccination who are HBsAg negative should be considered susceptible to HBV infection and should be counseled regarding precautions to prevent HBV infection and the need to obtain HBIG prophylaxis for any known or probably parenteral exposure to HBsAg positive blood.

Declination Form should be stated as follows (source: FR Doc. 91-28886, December 6, 1991): I understand that, due to my occupational exposure to blood or other potentially infectious materials as a student in a healthcare program, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with the hepatitis B vaccine at my own expense. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupation exposures to blood or other potentially infectious materials and I want to be vaccinated with the hepatitis B vaccine, I can receive the vaccination series at my own expense.

SECTION V: Post-exposure Evaluation and Follow-up

Policy:
Any student occupationally exposed to blood or other potentially infectious material while performing in the healthcare program, will be counseled by a HCP as soon as possible after exposure and provided preventive treatment and counseling, as appropriate, at the student’s expense.

Procedures:
1. Immediate Procedures
   a. Cleanse the wound with soap and water, and apply protective covering.
   b. Flush mucous membranes with water.
   c. Report incident to supervisor, clinical coordinator, faculty dentist, or program director.

2. When there is an occupational exposure to blood or other potentially infectious material while performing as a healthcare program student, the student should be counseled to be evaluated by a HCP as soon as possible after exposure and no later than within the first 24 hours after exposure.

   **HCP should be provided an incident report, past information on student’s hepatitis B vaccination and any past exposure incidents.**

3. The HCP will determine whether treatment is indicated and develop plans for post-exposure follow-up, if indicated.
   a. Evaluation and treatment information will be discussed by the HCP with the exposed student.
   b. A record of this evaluation and treatment information will be retained by the HCP and is confidential unless written permission is granted by the exposed student for release of the information.
   c. Expenses for post-exposure evaluation and follow-up for the exposed student will be the responsibility of the student.

**SECTION VI: Latex Allergies Policy**

**Policy:**
Students with latex allergies must have documentation from a primary care provider in order to be provided accommodations. Those who experience symptoms that may indicate a latex allergy should complete an accident/exposure report form of the affiliated agency/program.

**Procedures:**
- Students with latex sensitivity will have documentation of the sensitivity placed on file with the student’s program director/dean prior to registration in a clinical course. Documentation of the sensitivity should be in the form of a signed statement from the student’s healthcare professional (HCP).
- Students should notify each clinical faculty for accommodations.
- Students are asked to provide their own latex-free gloves and bring them to all patient care and lab experiences.

**Information:** Latex allergies involve any physical reaction from the exposure to latex products (including rubber products). The symptoms may range from localized skin reactions to non-localized reactions. Symptoms may include any of the follow:
- Contact dermatitis (skin reactions) including dry, crusting, thickening, or peeling skin, scabbing sores, swelling and raised areas of skin that may be pink or blanched (white).
- Non-localized reactions such as the development of hives over parts of the body that did not come into contact with the latex, tearing, itchy eyes, swelling of the eyelids, lips or face, runny nose, cough, or wheezing.
- Increased symptoms of a non-localized reaction may include nausea, abdominal cramps, difficulty breathing, rapid heart rate, sudden decrease in blood pressure, and shock.

Anyone has the potential to be latex sensitive. However, the following seem to have an increased risk of being latex sensitive:
- Anyone who is frequently exposed to latex products, such as healthcare workers or persons with a history of several surgical or urological procedures.
Persons with chronic conditions requiring continuous or intermittent catheterization.

Persons with Myelomeningoule or Meningocele.

Persons with a history of allergies, asthma or allergies to avocados, bananas, chestnuts, kiwi, and other tropical fruits are at particularly high risk for a latex allergy.

Persons with a history of reactions to latex products (balloons, condoms, gloves).

Those who are female gender-75% with allergy are female.

Many people believe that they are allergic to powder because they have experienced problems (coughing, wheezing, skin reactions) when they are around powdered latex gloves. It is actually the latex proteins carried by the powder through the air that cause reactions in most people.

Once a person has developed a latex sensitivity of any form, it is impossible to predict if the allergy will continue to produce only localized symptoms or if a more serious reaction may occur at a later date.

7. Bloodborne Pathogens In-service: Annual In-service Training and Education on Bloodborne Pathogens: Requirement for Dental Hygiene Students

Almost any transmittable infection may occur in the community at large or within healthcare organizations and can affect both healthcare personnel and patients. The Centers for Disease Control and Prevention (CDC) has periodically issued and updated recommendations for the prevention of transmission of bloodborne pathogens in healthcare settings which provide detailed information and guidance. In 1991, Occupational Safety and Health Administration published a bloodborne pathogen standard that was based on the concept of standard precautions to prevent occupaton exposure to bloodborne pathogens (U.S. Department of Labor, 1991). See Section 4 in the IUSB Dental Hygiene Clinic Manual for more information.

The use of standard precautions (which incorporates universal precautions), including appropriate hand washing and barrier precautions, will reduce contact with blood and body fluids. Currently the CDC (198) recommends that all healthcare personnel, including but not limited to physicians, nurses, technicians, therapists, pharmacists, dental hygiene assistants, laboratory personnel, dental personnel, and students in all of these disciplines, complete an annual in-service training and education on infection control appropriate and specific for their work assignments, so that personnel can maintain accurate and up-to-date knowledge about the essential elements of infection control.

The following topics should be included:

1. Hand washing.
2. Modes of transmission of infection and importance of complying with standard and transmission-based precautions.
3. Importance of reporting certain illnesses or conditions (whether work-related or acquired outside the healthcare facility), such as generalized rash or skin lesions that are vesicular, pustular, or weeping; jaundice; illnesses that do not resolve within a designated period (e.g., cough which persists for 2 weeks, gastrointestinal illness, or febrile illness with fever of 103 F lasting 2 days), and hospitalizations resulting from febrile or other contagious diseases.
4. Tuberculosis control.
5. Importance of complying with standard precautions and reporting exposure to blood and body fluids to prevent transmission of bloodborne pathogens.
6. Importance of cooperating with infection control personnel during outbreak investigations.
7. Importance of personnel screening and immunization programs.
To remain in compliance with the CDC recommendations, Indiana University Programs in Dental Education, Indiana University South Bend, will conduct annual in-service training and education sessions for all students who enroll in courses requiring a clinical experience.


http://www.cdc.gov/ncidod/dhqp/wrkrProtect_bp.html

Additional annual in-service requirements may be added, for example, HIPAA training.
Informed Consent and Professional Risk

Student Name: ___________________________ Date of Birth: ____________
(Print name)

Dental Profession Risk Factors

The programs in Dental Education try to minimize the risk of exposure by following the Programs in Dental Education Exposure Control Plan, which comply with the Occupational Safety and Health Act (OSHA) Standards. These standards include universal precautions, which students are taught prior to beginning patient care. Even though the program makes extensive efforts to protect students enrolled in the healthcare programs from various hazards involved in working with patients, including exposure to body fluids contaminated with blood-borne pathogens such as HIV and Hepatitis, total protection from all potential hazards is not possible.

As health professionals, dental hygienists, and other dental team members are exposed to contagious diseases and are therefore at risk of becoming infected. The National Health Institute, the Centers for Disease Control and the Department of Health and Human Services all strongly recommend that health professionals at high risk have prescribed vaccinations. Dentists, their assistants and hygienists, are near the top of the list of those persons more likely to contract certain diseases than others of the health professions. The guidelines for immunizations are established in compliance with the Centers for Disease Control (CDC) and Occupational Safety and Health Act (OSHA). Therefore, it is recommended that dental health students are vaccinated against mumps, measles, rubella and hepatitis B.

Students are required to provide documentation of Tine or IPPD (tuberculin) tests and must present evidence of having the hepatitis B vaccine, or sign a declination in order to attend clinics and before treating patients in clinic.

1. I verify that I have read the above, as well as the preceding sections in this handbook.

   ___________________________ ____________
   Signature of Student: Date:

2. I understand the expectations that come with direct patient care and am aware of the risks.

   ___________________________ ___________________________
   Signature of Student: Date:
8. Immunization Information

It is imperative that students have required immunizations prior to entering the clinical portion of the program because of direct patient contact during the clinical experiences. IU South Bend Programs in Dental Education adheres to the CDC recommended adult immunizations for all healthcare workers. Due to epidemiological changes, requirements may change abruptly and those involved in clinical will need to meet the requirements. The student's primary care provider on the immunization record form must properly record the appropriate information. Students will not be allowed in the clinical areas unless all information is up-to-date and on file with the Programs in Dental Education. Due dates for all immunization and criminal check information are September 1st, for students admitted to the Fall. Students are requested to make a copy of all submitted documentation for their personal files.

THE PROGRAMS IN DENTAL HYGIENE WILL NOT PROVIDE COPIES FOR PERSONAL OR EMPLOYER REQUESTS.

The following immunizations/tests are required for entrance into clinicals:

**Tetanus Diphtheria (Tetanus/Diphtheria/Accelular Pertussis Tdap)**

All students must be immunized. Immunizations must be current within the past 10 years. If it is more than 10 years it is recommended that you receive Tdap for adults. In fall of 2005, FDA approved Tdap for adults due recent increases in pertussis outbreak among adults. The updated Tetanus/Pertussis policy states the following:

- The Advisory Committee on Immunization Practices (ACIP) has issued guidelines for tetanus toxoid, reduced diphtheria toxoid and acellular pertussis (Tdap) vaccine (Adacel) for adults. ACIP voted to recommend routine use of Tdap among adults aged 19-64 years.
- Healthcare personnel who have direct patient contact working in hospitals or ambulatory care settings should receive a single dose of Tdap as soon as possible if they have not previously received Tdap. The guidelines recommend an interval as short as 2 years from the last dose of Tdap, but shorter intervals may be used.

Dental hygiene students shall receive this new booster vaccine prior to entering the spring semester if they have been immunized in the last two years. These students may receive this booster even if they had a tetanus booster less than two years ago. It is recommended that all dental hygiene students have their tetanus updated with this booster as soon as possible. Students starting after the Fall 2007 shall have the Tdap vaccine as the required tetanus vaccine.

**Measles Mumps Rubella**

CDC for healthcare workers is 2 doses of MMR for all healthcare workers unless born prior to 1957 (June 1, 2006).

**Rubella (3 days)**

2 doses of MMR or 2 doses of ProQuad or Rubella titer of 1.10 is required.

**Rubeloa (Measles 10 days)**

2 doses of MMR after their first birthday or 2 doses of ProQuad or Rubeola titer of 1.11 is required.
Mumps
2 doses of MMR or 2 doses of ProQuad or Mumps titer of 1.10 is required.

Varicella (Chicken Pox)
Those who have had the disease may submit a written statement. If a student has not had the disease but requires vaccines will need 2 doses of varicella or 2 doses of ProQuad or Varicella titer of 1.10.

Tuberculosis
All students must have a tuberculin skin test (TST) upon admission (a PPD tuberculin skin test; a Tine or Heaf test are not acceptable) to determine if they have been infected with M. tuberculosi. Testing will also be required upon exposure or travel to high risk areas. Some community health placements and area agencies may require more frequent PPD documentation – you will be notified if you are affected.

If you have a newly positive reaction to the skin test (called a conversion), a chest x-ray is required and results recorded on the immunization care. Your patient care provider should indicate what treatment, if any, has been prescribed for you as a result of a positive skin test or chest x-ray.

Students with a history of conversion or a positive skin test and a recent negative for TB chest x-ray should be evaluated and may be able to complete the TB Questionnaire instead of a PPD Documentation of evaluation from the health care provider is required.

Any international student or student whose country of origin where TB is considered endemic must be tested at the IU South Bend Health and Wellness Center. Those testing positive will be required to have a blood test confirming their TB status.

Anyone testing positive for tuberculosis will require treatment.

IU South Bend Programs in Dental Education generally follows ACHA guidelines:

ACHA is pleased to announce and release its most recent updated ACHA Guidelines, “Tuberculosis Screening and Targeted Testing of College and University Students.” The Guidelines Statement can be found at http://www.acha.org/Publications/docs/ACHA_Tuberculosis_Screening_April2014.pdf

These updated Guidelines include TB Screening and Risk Assessment Appendices. Accordingly, those changes have been incorporated into another of our ACHA Guidelines, “Recommendations for Institutional Pre-matriculation Immunizations” (RIPI) under Part II. K, of the Sample Immunization Record. The updated RIPI can be found at http://www.acha.org/Publications/docs/ACHA_RIPI_April_2014.pdf.

ACHA provides several other position statements and recommendations. All are available to download in pdf format at http://www.acha.org/Publications/Guidelines_WhitePapers.cfm

Hepatitis B Immunization
All healthcare providers with regular exposure to blood products are required by the Occupational Safety and Health Administration, Department of Labor to have the Hepatitis B vaccinations.
Consistent with this requirement, the Hepatitis B vaccination is required for students in the Indiana University Programs in Dental Education. The series must be initiated by the immunization deadline. Evidence of the first vaccination must be in your record in the Programs in Dental hygiene by that time. The second vaccination is due 1-2 months after the first vaccination. The third vaccination is due 4-6 months after the first vaccination. Students who currently work in a health care setting may want to contact their employer regarding arrangements to receive their vaccination. You may also contact the St. Joseph County Health Department for vaccination information. The St. Joseph County Health Department requires a minimum group of 10 pre-paid for Hepatitis B.

**Flu Shots**

The CDC has identified Healthcare Workers in the high risk category in prioritizing who should receive the vaccine; therefore the Programs in Dental Education requires all students receive their annual immunization against the flu. Many clinical agencies require this of their employees to reduce the spread of this illness. If an unvaccinated student dental hygienist is exposed to a patient with the flu, the student may be removed from clinicals and required to begin treatment against the flu. The absence must be made up according to the make-up policy. The student is responsible for the costs related to the treatment against the flu.

**Additions**

Due to frequent changes in the national standards and recommendations for adult immunizations, it may be necessary for the College of Health Sciences to request additional documentation beyond what is listed here prior to clinical admission. Students will be notified if they are affected, and it is the responsibility of the student to provide this information prior to the deadline.
III. PROGRESSION POLICIES

A. ATTENDANCE AND BEHAVIOR

Course Attendance
1. Students are expected to attend all lectures and are held responsible for content presented. In case of absence, it is the student’s responsibility to obtain the information presented from another classmate.
2. Attendance is monitored at the discretion of the instructor and will be taken into consideration when final grades are calculated.
3. All classes canceled due to snow or other unforeseen events will be rescheduled, if possible, or material will be made available.
4. When offered, students are responsible for attending scheduled examination hand-back sessions for review of their examinations. If unable to attend, arrangements must be made with faculty before the hand-back session.

Clinical Course Attendance
Clinical hours are carefully calculated to meet Indiana State Board of Dentistry and Commission on Dental Accreditation requirements. Break and lunch times are included in the posted hours when appropriate (usually for a session lasting more than three hours). Published hours can and do vary according to the clinical experience or rotation schedule.

In general, per semester or course, a three-credit-hour clinical course meets for eight hours a week, a four-credit-hour clinical course meets for 12 hours a week, and a five-credit-hour clinical course meets 16 hours a week. Orientation, pre and post conferences, service work and non-lecture course educational experiences cannot be included in these hours.

Clinical Etiquette
- Faculty need to have current information on how to reach each student during or following each clinical day. Often documentation or procedures assigned to the patient are (apparently) omitted, and the clinical faculty will attempt to contact the student for clarification. The clinical coordinator or clinic faculty member needs to be able to contact the student.
- It is unprofessional and unacceptable to use the clinical telephones or computers for personal calls/contacts. Using a unit/agency telephone should be reserved for emergencies only.
- Most clinical agencies prohibit the use of personal cell phones. Breaching these policies will be considered unprofessional and may jeopardize completion of your clinicals.
- The dental hygiene clinic has designated parking privileges for student hygienists. Parking policies are strictly enforced. All agencies prohibit students from parking in the visitors parking areas. Failure to adhere to policy jeopardizes parking privileges for all students.

Classroom Etiquette
- In order to maintain a respectful environment, collegial behavior is required. Students who do not demonstrate professional, collegial behavior will be asked to leave the classroom and must meet with the instructor prior to the next class session. Any student who continues to demonstrate intimidating and/or disruptive behavior that interferes with a respectful
environment conducive to learning may not be permitted to return to the classroom and will be referred to the Admission, Progression, and Graduation Committee of the IU South Bend Programs in Dental Education for action.

• Following IU South Bend policy, children are not permitted in the classroom, lab or clinical setting at any time.

• Lecture content is presented beyond reading assignments and not all reading assignments are covered in the lecture—please plan accordingly when studying.

• As a courtesy, students are to request permission of the instructor conducting the class to tape/digitally record the class.

• All handouts and test questions are considered to be the intellectual property of the course instructor. Students are prohibited from posting and/or sharing handouts or test questions with other students. Sharing test questions with other students is considered as cheating and will be dealt with according to IU South Bend policy.

• Often PowerPoint handouts are provided for each lecture on OnCourse. It is not mandatory for students to print out the handouts, which are provided as a courtesy to students. Students should be prepared to take detailed notes. These handouts are intended as a tool for students and should not be distributed for uses beyond the class note-taking.

Volunteering as a Representative of IU South Bend Programs in Dental Education:

Volunteering for Health Fairs and Projects: Student dental hygienists are often asked to help at health fairs and other health related activities. Students should not volunteer as an IU South Bend dental hygiene student unless the activity is a part of work with the Hoosier Hygienists, an approved experience of a course or an event endorsed by the Programs in Dental Education. Please check with faculty if you are asked to participate before committing to help.

PLAGIARISM:
Students shall complete the plagiarism tutorial during H242 Intro to Dentistry or H240 Intro to Ethics. The certificate shall be filed in the student record. Refer to the IU Code of Student Rights, Responsibilities and Conduct Part 2: Student Responsibilities.

RELIGIOUS ACCOMMODATION:
If any student will require academic accommodations for a religious observance, please provide the professor with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact the professor after class, during office hours, or by individual appointment with the professor to discuss the issue. If after discussion no consensus is reached, either party or both should seek the advice of the Dean, and again if no consensus is reached, then the advice of the Executive Vice Chancellor of Academic Affairs (EVCAA). Either the instructor or the student may appeal the EVCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

DISABILITIES STATEMENT: If you have a disability and need assistance, arrangements can be made to accommodate most needs. Contact the Disability Support Services office (Administration Building, room 113/112, telephone number 520-4832 or 4256), as soon as possible to work out the details. Once the DSS office has provided you with a letter attesting to your needs for accommodations bring the letter to me. For more information, please visit the web site for the Disability Support Services Office www.iusb.edu/disability-support/services.php

ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the
prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire Code of Student Rights, Responsibilities, and Conduct at http://www.dsa.indiana.edu/Code/. Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

**IU South Bend Student Counseling Center, (SCC)**
If you find that life stressors are interfering with your academic or personal success, you are encouraged to contact the SCC as early in the semester as possible. SCC services can help with issues that range from coping with life’s transitions to dealing with more serious emotional problems. Group counseling is available for issues such as test anxiety and ADHD. All enrolled students are eligible for personal and confidential short-term counseling services at no cost. Over 80% of students who utilize the SCC report that it helps them with their academic success. The best way to request services is by calling 520-4125. The SCC is located in the Administration Building, Room A130. Hours are generally 9:00-5:00 Monday through Friday but can vary slightly each semester. For more information: https://www.iusb.edu/student-counseling/index.php

**What you should know about sexual misconduct:** IU South Bend does not tolerate acts of sexual misconduct, including sexual violence. If you have experienced sexual violence, or know someone who has, the University can help. It is important to understand that federal regulations and University policy require faculty to immediately report complaints of sexual misconduct known to them to the IU South Bend Deputy Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. IU South Bend will work with you to protect your privacy by sharing information with only those that have a legitimate administrative or legal reason to know. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus through the Student Counseling Center. Find more information about sexual violence, including campus and community resources, at http://stopsexualviolence.iu.edu/.

**TECHNOLOGY**

**Computer Competency**
Computer competency is required in the study and practice of dental hygiene. Students in the Programs in Dental Education are required to demonstrate computer competence in the following areas:

- **Word Processing:** Students must be proficient in the use of a word processing program compatible with the IU South Bend computer system, such as Microsoft Word.
- **Internet Resources:** Students must be proficient in utilizing the Internet to locate dental hygiene resources.
- **Electronic Database Searching:** Students must be proficient in utilizing library and other database web sites to search for scholarly resources.
- **E-mail:** Students must be proficient in sending and receiving e-mail messages.
- **Power Point Presentations:** Students must be proficient in the use of power point.
- **Computer based testing is used in dental hygiene.**
The Office of Information Technologies at IU South Bend offers frequent classes/resources for students in all of the areas listed above. Students are strongly encouraged to utilize these resources.

**Canvas and E-mail**

It is the professional responsibility of the student to check email and Canvas on a regular (daily) basis. Canvas is used for course communication and content and should be checked often for announcements and changes.

E-mail is considered official communication by the University. The student is responsible to monitoring and responding as appropriate.

Students are expected to have and maintain Canvas and general word processing and computer skills. Please seek training and assistance from Information Technology if you have problems with the program or its use. Insufficient skills in using Canvas or computers are not an excuse for getting assignments in. IU South Bend provides resources and training.

**Smartphones and Personal Assistant Devices**

IU South Bend Dental Hygiene Program prohibits the use of laptops in the clinic. These should not be brought to the clinic.

Also, flash drives, thumb drives and other portable data drives are prohibited in the clinical units. These are considered breaches of patient record security.

Dental hygiene applications (apps) for smartphones can be an invaluable resource for students and hygienists. Numerous options are available. Currently we do not endorse any specific product and encourage students to select a tool which they find to be most useful and cost effective. The faculty has found that the Palm platform is the most common medium for the largest selection of software for health professionals. Applications software for smartphones are considered a RESOURCE and do not replace required textbooks or library resources recommended by faculty or coursework. Faculty has the right to limit reliance on these tools especially in testing situations.

In the past, we have attempted to provide students with useful internet sites and electronic purchase recommendations. The options are immense and we will no longer be able to supply such a list.

***Remember, anyone can develop a web site on the Internet. Always evaluate sites for their legitimacy before accepting what they say as fact. ***

**Cell Phones and Text Messaging/Image Taking**

Students may not use cell phones during class (or clinic). Cell phones must be turned to silent mode or off (in clinic). In the event of an emergency (i.e., sick child call, etc.) the instructor reserves the right to make exceptions. During exams, cell phones must be shut off and zipped inside the student’s purse or book bag.

At no time are students permitted to text message during lectures. Students found using cell phones inappropriately will be asked to leave the class and return during the next class period.
Lap Tops

In accordance with IU South Bend policy, laptops are permitted in the classroom for appropriate use only. Students found to be using laptops inappropriately (internet surfing, using social media, checking e-mail etc.) will be asked to leave the class. Laptops are required – see page 76.

B. PERFORMANCE

CLINICAL MAKE-UP POLICY AND GUIDELINES

Indiana University South Bend Programs in Dental Education Policy: *All clinical time is mandatory. All clinical absences must be made up.*

Guidelines:

- The student must be making satisfactory progress towards all course competencies before make-up can be offered.
- Clinical time includes all required experiences, pre/post conferences and observations outlined by the faculty.
- Tardiness and early departures will be noted and counted towards missed time.
- Faculty and course coordinators have the right to determine the nature of the experience that will make up the time missed.
- Students should not work night shifts (10 or 11pm to 6 or 7am) before a clinical day- this is considered unsafe and not optimal for learning.

*No more than 20% of any clinical time can be missed; missing more than 20% will result in course failure (or withdrawal if extenuating circumstances can be documented).
*Missed time is cumulative and cannot be repeatedly made up (that is if a student makes up the 20% of missed time and then has to miss again, additional time for make-up will not be awarded.)

What to do if you have to be absent or tardy:
You should not come to clinic if symptomatic with a fever, cold or flu. Most health agencies do not allow students or employees with an open cold sore (Herpes) in patient care areas. Patients are often immunocompromised and cannot afford this exposure.

If you should become ill and are unable to come to the clinic, it is your responsibility to notify both the instructor and the clinic manager, before the start of the clinical day. It is your responsibility to contact your patient and reschedule them. Failure to do this will be viewed as unprofessional behavior and subject to disciplinary action.

Do not contact faculty after 10 p.m. or before 5 a.m. unless it is a dire emergency. All office phone messaging services are date and time stamped. If you cannot call the faculty or the clinic, call the Programs in Dental Education at 574-520-4158 and leave a message including how the faculty member will be able to reach you.

You are required to be on the clinic floor at the time assigned. If you are going to be late, it is essential that you notify both the clinic coordinator and the clinic. Failure to do this will be viewed as unprofessional behavior. Clinical faculty should know how to reach you and when to expect your arrival. Chronic tardiness will result in the issuance of a learning contract. Such a contract will be forwarded to all co-coordinators and course faculty and future clinical faculty.
A student must always notify the faculty member and/or the faculty in clinic if the student leaves the clinic for any unscheduled reason.

You are expected to turn in written clinical assignments when they are due. Papers submitted late without notification of instructor will not be accepted. Consistently late papers can lead to failure in the course.

Students who are dressed inappropriately can be sent home and the missed time will be made up.

Students impaired in any way (including signs of sleep deprivation from working nights) will be sent or escorted home. See Essential Abilities Statement. Alcohol and drug impairment can result in dismissal; faculty can request testing at the student’s cost if the faculty or staff identify behaviors or signs consistent with impairment.

Inclment Weather: make-up time for clinic cancelled or delayed due to weather is determined and set by the program.

Summary of Critical Behaviors: Breach of the following critical behaviors can lead to course failure and/or appropriate academic and disciplinary actions.
1. Breech of client confidentiality.
2. Untruthfulness or misrepresentation of facts.
3. Cheating, including plagiarism.
4. Lack of professional attire and demeanor at any time in the clinical area.
5. Lack of prompt notification of appropriate persons when errors occur in the clinical area.
6. Consistent tardiness without notification of appropriate faculty and the clinical area.
7. Repeated lack of knowledge or inability to transfer knowledge from pre-requisite courses to current clinical situations.
8. Consistent demonstration of lack of respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes or the nature of the health problem.

Lab & Simulation Rules:
- Children are not allowed in the labs at any time
- Clean up after your practice or lab time, returning the lab to the state you found it in
- Sign in for practice time
- Expensive, high tech equipment is in the labs and should be cared for appropriately; assure that the doors are closed if you are the last one to leave
- Simulation sessions are treated as clinicals and require expected professional behavior
- If you do not know how to use the equipment, please seek assistance
- Simulations provide essential learning (or evaluation) and are to be taken seriously including any assigned preparation.
- Inappropriate use of the lab and equipment can result in disciplinary action

WRITING GUIDE/EXPECTATIONS
Writing Expectations (Indiana University Programs in Dental Education Standard)
Writing competency is an expected outcome of the dental hygiene program and the University. In an effort to prepare students to meet this vital competency, faculty has developed the following criteria to be used in assessing student writing:

- The writing has a focus.
- The writing is organized with an introduction, purpose, sense of audience, thesis and conclusion.
- The writing shows development, organization and detail; the writing reveals the student’s ability to develop ideas with balanced and specific arguments.
- The writing is clear.
- There is coherence within and between paragraphs.
- The writing reflects critical thinking and linking the specific to the general.
- The writing contains appropriate sentence structure, variety, punctuation and spelling; it is free from errors in grammar and punctuation.
- The writing follows APA style and format unless otherwise specified for a specific purpose.
- The writing demonstrates original work, and where ideas or materials of others are used, appropriate credit is given to original sources.

**Writing Rubric (Guidelines):**

The following grading rubric is used for most writing assignments. Faculty assigns points and may add expectations to this standard format.

The following grid explains areas of assessments and criteria:

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization (pts)</strong></td>
<td>An inviting introduction, conclusion leaves a sense of closure</td>
</tr>
<tr>
<td></td>
<td>Thoughtful transitions</td>
</tr>
<tr>
<td></td>
<td>Sequencing is logical &amp; effective</td>
</tr>
<tr>
<td></td>
<td>Pacing is well controlled</td>
</tr>
<tr>
<td></td>
<td>The title is original</td>
</tr>
<tr>
<td></td>
<td>Flows smoothly</td>
</tr>
</tbody>
</table>
CHAPTER III: PROGRESSION POLICIES

Voice ( pts)
The reader feels a strong interaction with the writer
The writer takes a risk
The tone & voice are appropriate for the purpose & audience
Strong commitment to this topic

Conventions ( pts)
Spelling is correct
Punctuation is accurate
Grammar and usage are correct
Appropriate use of technical terms
Paraphrasing tends to be sound

Presentation ( pts)
APA format is followed
Paraphrased & quoted information is referenced appropriately
The title makes it easy to access the desired information
Timely completion of assignment

Rubric ( pts)
Hands in rubric with assignment

The Indiana University Code of Student Rights, Responsibilities and Conduct outlines appropriate student academic conduct and proceedings.

GROUP WORK EXPECTATIONS

Throughout the program students are expected to work in groups. Dental hygiene is a team based profession and learning to manage and work in groups is an essential skill. The following charts can assist you in practicing best group behavior:

Group Project Grading Rubric as a guide for Group Work

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Cooperation</td>
<td>We did most of the work by ourselves, we talked a little among our group members</td>
<td>We worked together most of the time, sharing information regularly</td>
<td>We worked together so that everyone contributed to the final project</td>
<td>Everyone worked together using his or her abilities and knowledge to make the project come together</td>
</tr>
<tr>
<td>Distribution of Group Tasks</td>
<td>Some group members did not complete any of the work</td>
<td>Everyone had a job to do but some jobs were incomplete</td>
<td>We divided up and completed the work equally</td>
<td>Work was shared fairly according to the abilities and interests of the members</td>
</tr>
<tr>
<td>Group Leadership</td>
<td>We had no leader so we just did our own thing</td>
<td>No one person was a leader so we usually helped each other get the job done</td>
<td>One or more persons took a leadership role and gave good directions that kept us going</td>
<td>We had a leader who helped us organize and stay on task until the job was complete</td>
</tr>
<tr>
<td>Communication among group members</td>
<td>We only talked when we thought we needed to, but received little</td>
<td>We talked about what we were doing</td>
<td>We usually asked each other for help and showed our work to each other</td>
<td>We talked all the time and shared our work for group feedback</td>
</tr>
</tbody>
</table>
Feedback

**Individual Participation**
A few people tried very hard, but most didn’t do much.
Each person did some work and tried to do a fair share.
We all seemed to find our place and do what was needed.
Everyone did a great job, I would work with these people again.

**Listening to other points of view**
We usually listened to what others were saying but some either did not share ideas or argued.
We usually listened to each other and tried to use what they said in the project.
We listened while others talked, we learned about different viewpoints, and used some of that information in the project.
Everyone listened to each other a lot, and used what we heard to improve our work and the whole project.

**Showing respect**
No one was courteous and opinions were not valued.
Some were courteous and some opinions were valued.
Most were courteous and most opinions were valued.
All were courteous and valued each other’s opinions.

**Rate your experience of this group project**
I would rather work alone.
I learned that group work can sometimes be helpful.
I liked learning this way and would probably try it again.
It was a valuable and realistic way to learn. My group was great.

---

**Honest evaluation of individual members performance in a group (include yourself).**

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source of Conflict</td>
<td>Participated in regular conflict that interfered with group progress. The conflict was discussed outside of the group.</td>
<td>Was the source of conflict within the group. The group sought assistance in resolution from the instructor.</td>
<td>Was minimally involved in either starting or solving conflicts.</td>
<td>Worked to minimize conflict and was effective at solving personal issues within the group.</td>
</tr>
<tr>
<td>Assistance</td>
<td>Contributions were insignificant or nonexistent</td>
<td>Contributed some toward the project</td>
<td>Contributed significantly but other members clearly contributed more</td>
<td>Completed an equal share of work and strived to maintain equity throughout the project</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Work performed was ineffective and mostly useless toward the final project</td>
<td>Work performed was incomplete and contributions were less than expected</td>
<td>Work performed was useful and contributed to the final project</td>
<td>Work performed was very useful and contributed significantly to the final project</td>
</tr>
<tr>
<td>Attitude</td>
<td>Rarely had a positive attitude toward the group and project</td>
<td>Usually had a positive attitude toward the group and project</td>
<td>Often had a positive attitude toward the group and the project</td>
<td>Always had a positive attitude toward the group and the project</td>
</tr>
<tr>
<td>Attendance &amp; Readiness</td>
<td>Rarely attended group meetings, rarely brought needed materials,</td>
<td>Sometimes attended group meetings, sometimes brought needed materials,</td>
<td>Almost always attended group meetings, almost always brought</td>
<td>Always attended group meetings, always brought needed materials,</td>
</tr>
</tbody>
</table>
CHAPTER III: PROGRESSION POLICIES

<table>
<thead>
<tr>
<th>and was rarely ready to work</th>
<th>and was sometimes ready to work</th>
<th>needed materials, and was almost always ready to work</th>
<th>and was always ready to work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on the task</strong></td>
<td>Rarely focused on the task and what needed to be done. Let others do the work.</td>
<td>Focused on the task and what needed to be done some of the time. Other group members sometimes had to nag, prod, and remind to keep this member on task.</td>
<td>Consistently stayed focused on the task and what needed to be done. Other group members could count on this person all of the time.</td>
</tr>
</tbody>
</table>

C. EVALUATION

**Grading Scale** All lecture courses in the Indiana University Programs in Dental hygiene in South Bend utilize the following grading scale in dental hygiene courses. *An attainment of at least a C, or 75%, is required to successfully pass a lecture course.* Failure to receive a final grade of “C” will require the student to retake the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The official grade code of Indiana University includes quality points for the purpose of determining the cumulative grade point average. Quality points are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

If a student is unsuccessful in a course, refer to the IU South Bend Bulletin for progression guidelines. It is recommended that the student meet with the faculty member first. Advisors are available to assist students with the procedures. Before repeating a course, it is recommended that the student carefully examine and rectify study/class habits that may have led to difficulties in the course; this may include counseling for text anxiety and time management. Students will be asked to submit a plan for success before repeating a course.

**Calculating GPA**
Your SIS transcript shows your semester and cumulative GPA. You can also use the GPA calculator found at: [www.iusb.edu/registrar/gpacalculation.php](http://www.iusb.edu/registrar/gpacalculation.php)

**Grade Grievances**
If a student disputes their final course grade, the student must discuss the matter with the faculty member assigning the grade. Further information regarding grade grievances can be found in the current IU South Bend Bulletin and Code of Student Rights, Responsibilities, and Conduct. Assistance may also be obtained from a Student Services Advisor.

**Mid-Term Advisory Reports**
Mid-term advisory reports are issued to students who are having difficulty in a course. In a mid-term advisory report, the faculty member identifies problem areas that need to be addressed in order for the students to be successful in the course. Students who receive a mid-term advisory report are expected to make an appointment to meet with their professor to address the areas of concern and develop a plan for success. If a student has a grade less than C in a didactic course, a mid-term advisory report will be issued.

Test Taking and Make-Up
The only acceptable excuses for missing an exam are serious illness or death of a close family member. The student must call the faculty secretary at (574) 520-4158 or contact the faculty member directly, no later than one hour before the exam is to be given. The student must leave their name and phone number. Failure to notify the secretary or faculty member will result in a “0” for that exam. Faculty will decide on the type of examination to be given to the student who is unable to take the original examination. The Dental Hygiene Program DOES NOT accept late work without penalty. For every day an assignment, quiz, or exam is turned in or taken late 10% will be deducted from the final score.

These test taking policies are being updated to include computer testing using ExamSoft. In the meantime consider the all points outlined here as applicable and adaptable where appropriate to the computer testing environment. Exam proctors will address specific computer related policies prior to the exam.

1. Examinations will be scheduled, and all students are required to take all examinations.

2. The proctor of the examinations will:
   - Distribute the exam and answer sheet; or, with computer based exams, ensure students have logged in properly and received passwords.
   - Give any instructions and corrections verbally prior to commencement of the exam.
   - Write corrections on the chalkboard.
   - Not answer any questions during exam time regarding exam questions nor define any terms.

3. The student(s) taking the examinations will:
   - Arrive at the designated room on time.
   - Be the only persons allowed in the classroom.
   - Leave all books, coats, purses, etc., securely under the desk or area designated by proctor. This policy also applies to exam hand-back sessions. Note taking is not permitted during exam hand-back sessions.
   - Turn cell phones off and place securely in backpack or purse.
   - Remove hats, hoodies, and jackets with large pockets.
   - If calculators are permitted, only freestanding pocket calculators are allowed. Cell phones cannot be used as a calculator. In computer based exams, calculator is embedded within the software.
CHAPTER III: PROGRESSION POLICIES

- Refrain from suspicious behaviors such as talking, looking around the room, looking at another student, raising your paper for others to view or glancing at other computer screens.

- Place yourself in a position or space in the test room to avoid the appearance of cheating. Often seating assignments will be made for exams.

- Keep answer sheets covered and refrain from looking at other's computer screens.

- Refrain from opening any computer program other than the one to take the exam; this includes e-mail, internet, cell phones. ExamSoft locks down other programs.

- Your exam will be removed and you will receive a zero “0” if suspected of cheating.

- Report any misconduct or annoying behavior to the proctor during the exam so appropriate action may be taken.

- Accept responsibility for transposing answers from test form to the computer answer sheet. Credit will not be given for any answer erroneously transposed. ExamSoft is able to track changes. Make sure the upload function completed before closing laptop.

- Place your name and student identification number on the answer sheet and the test booklet when paper is used.

4. Return the exam and answer sheet as directed. Make sure your answers are uploaded in ExamSoft.

5. The student will refrain from discussing exam content with class members. Most faculty will provide an opportunity to review exams when all students have taken the exam.

6. Those students coming late will:

   - Wait until all initial directions are given and questions answered.
   - Be given the exam and answer sheet or passwords by the proctor.
   - Be given no additional verbal directions.
   - Be given no extension beyond the time allotted for the exam.

7. Questions about test content will not be answered during an exam. If you have some other difficulty, raise your hand and a proctor will come to your seat.

8. ExamSoft is to be stopped or will expire after the allotted time. All papers will be collected at the end of the class session. Both the test booklet and the answer sheet must be returned. Check your answer sheet before turning it in for completeness and accuracy! Avoid erasures.

9. Cheating****:

   - If you display any of the following behaviors: looking around the room, looking at another computer in a computer lab, looking at another student’s paper, not covering your answer sheet, raising your paper, you will be suspected of cheating, YOUR PAPER OR COMPUTER WILL BE TAKEN FROM YOU (or your exam blocked on the computer) AND YOU WILL BE GIVEN A “0” FOR THE EXAM. If you have any problems with the above stated behaviors, you need to move to the front of the room at the beginning of the test session.
   - Disclosure of exam material including its nature or content during or after the exam is prohibited and will be considered cheating.
   - Faculty has the right to determine if behavior appears to be cheating. The student Code of Conduct is followed for reporting and discipline.
• Exams are essential measures of competence and knowledge in order to provide safe patient care and cheating is not only prohibited by the university but is considered unsafe behavior in preparation for professional practice.

10. Accommodations for testing are only provided with written documentation from the Office of Student Disabilities.

• Test anxiety should be addressed with assistance from the Student Counseling Center.
• The only acceptable method to avoid distractions, are ear plugs.

11. Policy for make-up tests is as follows:

• Make-up exams are possible, but are the exception. They may be given for such circumstances as personal illness/injury, hospitalization of student’s own child, or death in the family.
• The prerequisite to this is that the student must call the instructor in advance of the test to explain the absence (illness, for example, unless the student is involved in a traffic accident on the way to the test). Documentation may be required.
• Make-up tests may be the same test or essentially the same test given to the entire class. It should be given on the next work day following the original test date unless extenuating circumstances (such as a continuing illness, death of an immediate family member or funeral out of town) prevent the student from taking the test within 24 hours or the next day. Documentation may be required. [Immediate family member meaning, mother, father, wife, husband, sister, brother or children]
• For each day the examination is made up late, 10% will be taken from the final examination score.

12. Final exams. The published exam schedule as provided by the Registrar’s Office for the IU South Bend campus is followed and adhered to by the Programs in Dental Education unless otherwise noted. A final examination schedule will be emailed to students well in advance of finals week.

13. Reporting of Exam Results:

• Faculty requires a minimum of 24-hours to review exam results including item analysis. It is inappropriate and unprofessional to argue with faculty regarding exam questions. Course faculty are the experts on their course content and will provide guidelines for students who identify questions they believe need additional review. How faculty handle this is up to the individual faculty or course and will be announced.

• Examination scores will be posted to Oncourse within a week of the exam. Please do not call or e-mail faculty or the secretary regarding exam grades. Results will not be called or e-mailed.
• Students will refrain from coming to faculty offices or congregating in hallways awaiting results following the exam. Faculty will release results of exam via Oncourse grade book or in manner deemed appropriate by course faculty.
• Exam hand-back sessions are scheduled at the discretion of the faculty. Note-taking is not permitted during these review sessions unless directed by faculty.
• Final exams are not subject to exam review unless deemed appropriate by faculty.

*****Also see PLAGIARISM on page 36.
D. Academic Policies/Program in Dental Hygiene  Revised August 2013

All universities establish academic requirements that must be met before a degree is conferred. These regulations concern such things as curricula and courses, the requirements for majors and minors, and university procedures and policies. Each student is individually responsible for fulfilling them. Advisors and faculty are available to advise students on how to meet these requirements. If the requirements have not been satisfied, the degree will be withheld pending satisfactory fulfillment. For this reason, it is important for each student to be knowledgeable of all of the requirements described in the IUSB Undergraduate Bulletin and the Program in Dental Hygiene Academic Handbook.

Students are expected to comply with the:
- Academic Regulations and Policies of Indiana University
- Professional Codes of Conduct of the American Dental Hygienists’ Association
- Standards of Practice of the American Dental Hygienists’ Association
- Components of Professional Behavior of the IUSB Dental Hygiene Program
- Dental Hygiene Program Handbook and Clinic Manual

Academic Policies
- Students must earn a grade of C or better in all required courses, including general education courses, and maintain a semester and overall GPA of at least 2.0. A student who does not meet the academic regulations of the University and the Dental Hygiene Program is placed on probation.

- Students must follow the Dental Hygiene course sequence as outlined in the IUSB Bulletin. Failure to follow the sequence can result in delayed/denied admission to the next course sequence.

- If a student does not pass one of the clinical practice courses (DHYG H218, DHYG H219, DHYG-H221, DHYG-H222, DHYG H300, DHYG H301, DHYG H302) or one of the radiology courses (DHYG H303, DHYG H305, DHYG H306, DHYG H307, DHYG H312) with a grade of C or better, the student will not be eligible to continue in the clinical practice course sequence and his or her status will be changed to out-of-sequence. Out-of-sequence students must follow the policies and procedures regarding reinstatement in order to complete the program.

- A student will be dismissed from the program if any two clinical, didactic, radiology courses or a combination of these courses are not passed with a grade of C or better. There are no options for reassessment or reinstatement.

- Dental Hygiene courses, other than clinical practice and radiology courses, that are not passed must be retaken and passed with a grade of C or better the next time they are offered. It is the student’s responsibility to enroll in the failed course in the proper semester.

- Procedural Management Violations: Procedural Management Violations may be issued in the clinic or classroom for violations inconsistent with program expectations. Violations will be issued by supervising faculty at the time of the violation, with planned remediation and follow-up by 1st or 2nd year coordinators.

- Academic and/or Clinical Alert (Problem area assessment form): Alerts within the
A professional program will be given to inform students if their academic progress is not consistent with program expectations and are at risk for failure in a course/s. Information will be provided on the deficiency noted and recommendations for remediation will be made by faculty issuing the alert. Failure to remediate and make acceptable progress will result in reevaluation of academic standing and progression within the program. At the issuance of the second alert, the student will be issued a Learning Contract and Professional Improvement Plan outlining the issue, the necessary remediation, and the outcome if the student is not successful at the end of remediation. Two or more academic alerts within a semester or program may be grounds for dismissal from the program. Students may not appeal Academic and/or Clinical Alerts.

- **Learning Contract and Professional Improvement Plan**: Learning contracts are designed to help students succeed in a course when the student has been experiencing difficulties. It is not intended to be punitive but it is a serious effort to identify ways to avoid failure in a clinical. A learning contract will include competencies not being achieved, description of problem behaviors, goals to achieve in order to be successful in the course, and a mutually developed plan. This plan will include deadlines by which these goals must be achieved. The student is expected to fully participate in developing and implementing the plan for improvement, and to communicate the plan to all relevant faculty members as long as the contract is in effect. If a student is unable to meet the terms of their learning contract, it may become grounds for failure of the course or dismissal from the program.

- When a Learning Contract is issued a Professional Improvement Plan will be implemented and the student will have a formal conference with the faculty and Director. The issues leading to the alerts will be discussed; recommendations will be made for remediation with specific due dates and requirements along with the outcome if the student is not successful during the plan. Should the student not be successful, dismissal from the program will occur with or without the option of reinstatement. Once dismissed, the student has a right to appeal the dismissal following the appeal procedures outlined in this handbook.
**PROCEDURAL MANAGEMENT VIOLATION**

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<thead>
<tr>
<th>Student:</th>
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<td>Date:</td>
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<tr>
<th>CLINICAL COURSE:</th>
<th>H218</th>
<th>H219</th>
<th>H300</th>
<th>H301</th>
<th>H302</th>
<th>H305</th>
<th>H307</th>
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**Detailed description of violation(s):**

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**Recommended Remediation:**

**Date Remediation Completed:**

**Student signature:**

**Supervising faculty signature:**

**Penalty Assessed:**

1st Violation = Informal conference with mentor/coordinator
2nd Violation = 2 point deduction off of final course grade
3rd Violation = 2 point deduction off of final course grade

More than 2 violations will result in an alert and/or learning contract being issued. Multiple violations in any one course or any one semester may result in a failing course grade and halt progression in the dental hygiene program.

*Copies of this form should be given to the student, given to their 1st or 2nd year coordinator, and placed in the student file.*
PROBLEM AREA ASSESSMENT FORM/ACADEMIC AND CLINIC ALERT
Faculty members use the Problem Area Assessment Form to identify specific problems a student may be facing in their course(s).

### IUSB Programs in Dental hygiene—Problem Area Assessment Form

<table>
<thead>
<tr>
<th>Problem Areas</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Behavior</td>
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<tr>
<td>Accountability</td>
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<tr>
<td>Late Assignments</td>
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<td>Tardiness</td>
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<tr>
<td>Absenteeism</td>
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<td>Incomplete assignments</td>
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<td>Professional Behavior</td>
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<tr>
<td>Attitude</td>
<td></td>
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<tr>
<td>Language</td>
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<tr>
<td>Lack of preparation</td>
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<tr>
<td>Difficulty following appropriate chain of command</td>
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<tr>
<td>Inappropriate dress</td>
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<td>Failure to follow uniform policy</td>
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<td>Difficulty functioning independently</td>
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<td>Difficulty controlling anxiety</td>
<td></td>
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<tr>
<td>Difficulty accepting constructive criticism</td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
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<tr>
<td>Inappropriate interaction</td>
<td></td>
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<tr>
<td>Lacks assertiveness</td>
<td></td>
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<tr>
<td>Difficulty expressing self</td>
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<tr>
<td>Inappropriate/incomplete documentation</td>
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<tr>
<td>Difficulty with written work</td>
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<tr>
<td>Difficulty following directions</td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td></td>
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<tr>
<td>Difficulty applying previously learned knowledge and skills</td>
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<tr>
<td>Difficulty problem solving</td>
<td></td>
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<tr>
<td>Difficulty assessing client needs</td>
<td></td>
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<tr>
<td>Difficulty evaluating self realistically</td>
<td></td>
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<tr>
<td>Difficulty demonstrating logical thought processes</td>
<td></td>
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<tr>
<td>Difficulty evaluating consequences of own actions</td>
<td></td>
</tr>
</tbody>
</table>

Faculty signature ____________________________ Date __________

I have read and understand the identified problem areas. I also understand that this information will be placed in a confidential file for the purpose of tracking my progress.
throughout the remainder of the program. Repeated receipt of this form by a student may lead to a learning contract or other consequences.

Student signature_________________________________________________________ Date_______________

Good Standing
To remain in good standing, a student must:
• Maintain a grade of C (2.0) or better in each required course.
• Not repeat any course more than once.
• Maintain an overall GPA of 2.0 or above.
• Demonstrate ethical and professional behavior.
• Follow the required course sequence.

Clinical Promotion
In addition to the general academic policies, students must meet the following requirements to be promoted through the clinical course sequences:
• Students will be promoted to the H219 Clinical Practice I upon successful completion of:
  o H218 Fundamentals of Dental Hygiene
  o H303 Radiology Lecture

• Students will be promoted to H300 Clinical Practice II upon successful completion of:
  o H219 Clinical Practice I
  o H221 Clinical Dental Hygiene Procedures
  o H305 Radiology Lab I
  o H205 Medical and Dental Emergencies

• Students will be promoted to H301 Clinical Practice II upon successful completion of:
  o H300 Clinical Practice II

• Students will be promoted to H302 Clinical Practice III upon successful completion of:
  o H301 Clinical Practice II
  o H222 Advanced Clinical Dental Hygiene Procedures
  o H306 Radiology Lab II

Academic Probation
A student will be placed on academic probation for the duration of the next regular semester or summer session following the one in which they failed to meet the conditions for clinical promotion and/or failed to abide by the Indiana University Code of Student Rights, Responsibilities, and Conduct.

Dismissal
A student will be dismissed from the program when there is a lack of progress toward the degree. Lack of progress will include, but will not be limited to:
• Failure to achieve a cumulative GPA of 2.0 in any two consecutive semesters.
• Failure to complete all required courses with a minimum grade of C by the second completed attempt.
• Failure to retake and pass with a grade of C or better dental hygiene courses offered once a year.
• Failure to meet the stipulations of probation.
• Failure to meet the criteria Components of the Professional Behavior Contract.
• Failure to remediate following the issuance of an Academic or Clinical Alert, 2 or more alerts
occurring within the program, or failure to meet the components of a Learning Contract or Professional Improvement Plan.

- Failure to meet all the requirements for reinstatement.

Dismissal may occur without prior probation.

**Appeals**

Student may appeal an academic recommendation by the Dental Education Admission, Promotion, and Graduation Committee (APG) for probation or dismissal.

Grade appeals are handled with the faculty instructor according to the grade grievance policy for IU South Bend: [https://www.iusb.edu/registrar/grievance.php](https://www.iusb.edu/registrar/grievance.php)

**Appeal Process**

Students who wish to appeal the APG committee’s probation or dismissal decision must appeal to the Assistant Dean of the College. The appeal must be in writing (email) and include the reason for the appeal. The Assistant Dean will set up a meeting with the student and Program Director to discuss the issue. A separate meeting will be scheduled with the student and Assistant Dean of the Dwyer College Student Success Center.

**Withdrawal**

- See General Academic Regulations for all campuses in the IUSB Bulletin for policies regarding withdrawal from a class.
- Withdrawal from the university.
- A grade lower than a C is not a valid reason for withdrawal from a course.

**Withdrawal from the Dental Hygiene Program**

Students who withdraw from the dental hygiene program can apply for reinstatement. Students who withdraw a second time will not be readmitted or eligible for reinstatement.

Students who are administratively withdrawn from the program are not eligible for reinstatement.

**Leave of Absence**

Students must submit in writing a request for a leave of absence to the Director of Dental Education. Requests for leave of absence will be evaluated and approved on the basis of academic standing and potential for progress toward the degree.

Students granted a leave of absence delaying the clinical course sequence changes their status within the program to out-of-sequence. Therefore, the policies and procedures for reinstatement will apply to them. Reinstatement will be granted depending upon the availability of clinical spaces and satisfactory completion of any condition and/or faculty recommendations existing at the time of leave. Reinstatement to the Programs in Dental Education is not guaranteed.

**Reinstatement Policy and Procedures**

All out-of-sequence students must apply for reinstatement.

**Reinstatement Procedures:**

**Step 1: Written Request**

- Students who wish to be reinstated must submit a completed “Request For Change in Academic Standing” to the Director of Dental Education by:
CHAPTER III: PROGRESSION POLICIES 2015/2016

• The request requires:
  o An explanation of the extenuating circumstance that may have hindered academic performance.
  o Personal action plan for student's success.
  o A list of the specific course(s) in which the student must enroll to complete the program.

• All requests for reinstatement will be evaluated on the basis of successful completion of any requirements or faculty recommendations and available clinical slots.

• Students who are reinstated must adhere to the academic policies in effect at the time of reinstatement.

Step 2: Validation of Theory and Clinical Competencies

All theory and skill competencies must be validated as outlined below before a student can re-enroll and begin clinical course work.

• Skill validations required for each clinical sequence are as follows:
  o Validation for H219 Clinical Practice I:
    ▪ Retake and pass with grade of C or better H218 Fundamentals of Dental Hygiene.
  o Validation for H300 Clinical Practice II-Summer:
    ▪ Retake and pass with a grade of C or better H219 Clinical Practice I and H305 Radiology Lab I.
  o Validation for H301 Clinical Practice II:
    ▪ Retake and pass with grade of C or better H300.
  o Validation for H302 Clinical Practice III:
    ▪ Retake and pass with grade of C or better H301 Clinical Practice II and H306 Radiology II.
  o Students must maintain radiology clinical competency when retaking a clinical practice course. To do this, students are required to meet, at a passing level, the radiography requirements for the clinical semester.

• Validation Policies
  o In the event the student fails the validation clinical course, the student will be dismissed from the program.

Step 3: Reinstatement

Upon successful demonstration of academic and clinical competencies within the designated time, the student will be reinstated into the Dental Hygiene Program. The student may re-enroll in the sequential course when it is offered in the curriculum.

E. Dental Hygiene Honors and Awards

Dean's List

All IU South Bend students who complete at least 6 credit hours of graded course work in a semester will be eligible for an academic unit’s Dean’s List. If they complete at least 12 credit hours of graded course work in a semester they will be placed on the Dean’s List if they have a grade point
average of 3.5 or greater in that semester. If they have completed between 6 and 11 credit hours of graded course working a semester they will be placed on the Dean's List if they have a grade point average of 3.5 or greater and they have a cumulative grade point average of 3.24 or greater.

Graduation with Distinction
The dental hygiene program follows the university policies for graduating with distinction. Graduates who have a minimum grade point average (GPA) of 3.9 and who complete at least 60 credit hours at IU South Bend graduate with highest distinction.

Those who have a minimum GPA of 3.8 and who complete at least 60 credit hours at IU South Bend graduate with high distinction.

Those who have a minimum GPA of 3.65 and who complete at least 60 credit hours at IU South Bend graduate with distinction.

Students graduating with distinction will wear fourragère on their gowns at graduation. Students graduating with distinction wear crimson fourragère, with high distinction wear crimson and with highest distinction with cream and crimson.

Program Awards
Students receiving these awards are recognized prior to commencement in the spring semester.

- **Excellence in Dental Hygiene**
  This award is given by the administration of IUSB to the most outstanding, all-around graduating dental hygiene student.

- **Dorothy Fromm Preventive Dentistry Award**
  This award is given to the second year student who has excelled in patient education.

- **Colgate S.T.A.R. Award**
  This award is given to a graduating student who has achieved overall excellence.

- **The A. Rebekah Fisk Award**
  The Fisk Award is given to the outstanding graduating clinician who is a student member of ADHA. The recipient is recognized by the Indiana Dental Hygienists’ Association.

- **SBDDHA Award**
  This award is given to a graduating student who has shown leadership potential by being a student member of ADHA while in the dental hygiene program, and demonstrated behavior consistent with the ADHA Code of Ethics.

- **ADHA Participation and Leadership Award**
  This award is given to a graduating student who is a Student Member of ADHA, has shown leadership qualities in the Student Member organization, participated in most Student Member activities, attended component meetings, and attended IDHA Annual Session.

- **Golden Scaler**
This award sponsored by Hu-Friedy is given to a graduating student who has exhibited professionalism, quality treatment, sound clinical knowledge and judgment, and cooperation with faculty and staff.

Indiana University South Bend
Dental Hygiene Program
REQUEST
FOR
CHANGE IN ACADEMIC STANDING

Leave of Absence from the Dental Hygiene Program
Students should make copies of this to submit as needed.

Name______________________________________________ Date_______________

Provide a typed detailed explanation of your request for a change in academic standing. You may request an electronic version of this form.

I. Explanation of extenuating circumstances that lead to your out-of-sequence status or need for leave of absence.

II. Personal Plan: What will you do to successfully complete the program?

III. Academic Plan: Outline of courses and their sequence to finish program.

<table>
<thead>
<tr>
<th>Academic Semester</th>
<th>Fall Semester Courses</th>
<th>Spring Semester Courses</th>
<th>Summer Courses</th>
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<tbody>
<tr>
<td>Fall 20___</td>
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<tr>
<td>Spring 20___</td>
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</tbody>
</table>
REQUEST FOR REINSTATEMENT
Students should make copies of this to submit as needed.

REQUEST FOR REINSTATEMENT (must be submitted by June 1 prior to the fall semester of request for re-admittance)

Name_________________________________ Date___________

Provide a typed detailed explanation of your request for reinstatement. You may request an electronic version of this form.

I. Explanation of when and how the leave of absence circumstances have been resolved.

II. Academic Plan: Outline of courses and their sequence to finish the program

<table>
<thead>
<tr>
<th>Academic Semester</th>
<th>Fall Semester Courses</th>
<th>Spring Semester Courses</th>
<th>Summer Courses</th>
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<tbody>
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<td>Fall 20___</td>
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IV. Graduation, Licensure Examination, and Licensure Policies

NBDHE and CDCA DIAGNOSTIC ASSESSMENT
All students in the IU South Bend Programs in Dental Education are required to take one or more National Board of Dental Hygiene Examination (NBDHE) and The Commission for Dental Competency Assessments (CDCA/ADEX) mock examinations before taking the examinations and prior to graduation. These tests help us to counsel students on necessary preparation to succeed in passing their written and clinical examinations.

GRADUATION RELATED ACTIVITIES
Additional graduation activities include but are not limited to:

- Photographing. Photos are required for NBDHE, CDCA, and licensure examinations. Cost begins at $32.00 and includes the cost of the Class Composite for the Programs in Dental Education and a smaller unframed version for each graduate.
- Rental of Caps and Gowns for Commencement. (Approximately $50.00)
- Awarding of Indiana University Academic Distinction (based on IU undergraduate study).
- NBDHE Review Course. (Approximately $400.)
- NBDHE EXAM (Approximately $400.)
- CDCA EXAM (Approximately $1,000.)
- CDCA Local Anesthesia EXAM (Approximately $140.)
- CDCA Site Fee ($100.)
- Indiana Dental Hygiene Licensure Fees ($100)
- Indiana Criminal Background Check Fee (Approximately $50)
- Indiana Local Anesthesia License Fee (Approximately $25)

REVIEW COURSES
The Programs in Dental hygiene highly recommends that all graduating students take an NBDHE review course prior to taking their written national board examination. Participating in a structured review course prepares the student for not only the content of the exam, but for the unique computer format of the testing. These courses also address the common problem of test anxiety that many students experience before their national boards, and teach specific techniques, which significantly improve a student’s probability of success. Review course participation is especially critical for students who are identified as high risk due to results of diagnostic testing, mock national exams and/or consistent problems in course testing throughout the curriculum.

The Programs in Dental Education will provide all graduating students with information on national board review courses that become available in our area each semester, including any review course sponsored by the Programs in Dental Education. It is the responsibility of the individual student to register and pay for a review course of their choice.
APPLICATION FOR GRADUATION:

Graduation Application Form

PROGRAMS IN DENTAL HYGIENE

APPLICATION FOR A DEGREE

Step 1: Complete form. Your name on your diploma comes from One Start. If you wish to change your name, you MUST change your One Start settings.

Name: ____________________________________________________________________

First     Middle (or initial)                          Last

Address: ____________________________________________________________________

City                                       State                  Zip

Social Security #: _________________________

Student ID: _________________________

Telephone: _________________________

Step 2: Check appropriate Degree:

▫ Bachelor of Science in Dental Hygiene Degree (second year hygiene students)
▫ Bachelor of Science in Dental hygiene Degree (Previous ASDH grads; Degree Completion Program)

Step 3: Date and year you will complete all requirements:

▫ December
▫ May         ___ Year of Graduation
▫ June
▫ August

Step 4: Sign and date this form:

_________________________________________________________________________________

Signature                             Today's date

** If you are declaring a minor, you will have to submit an additional form for that approval.**

Commencement ceremonies occur only in May. Attendance is optional.

Students must complete form and submit it to Sue Szczypka, Dental Education Department Secretary (EA1250) by September 15 for December graduation and by January 15 for May, June, or August graduation.
PROGRAMS IN DENTAL HYGIENE
EXAMPLE APPLICATION FOR A MINOR DEGREE

Step 1: Print your name as you want it to appear on the diploma and indicate the address to which you want your diploma mailed:

Name: ____________________________________________________________________________________________________

First       Middle (or initial)       Last

Address: ______________________________________________________________________________________________________

City                                       State                  Zip

Student ID #: _________________________

Telephone: _________________________

Step 2: Date and year you will complete all requirements:

☐ December

☐ May                ____ Year of Graduation

☐ June

☐ August

Step 3: Please list any minor(s) earned and secured appropriate department approval prior to Submitting form to Student Services:

#1 _____________________________________________________________________________________________________________

Name of Minor       Department Approval

#2 _____________________________________________________________________________________________________________

Name of Minor       Department Approval

Step 4: Sign and date this form:

_________________________________________________________________________________ ______________________

Signature                             Today’s date

*Submit this for along with our application for degree to student services for processing.

COMMENCEMENT
Commencement ceremonies occur only in May. Attendance is optional although highly encouraged and requested. The student must file an application with the Programs in Dental hygiene recorder by September 1 for December graduation and by January 15 for May, June or August graduation.
WRITTEN AND CLINICAL EXAMINATIONS

All applicants for a license to practice dental hygiene in the United States are required to take the National Board of Dental Hygiene Examination (NBDHE) and a clinical examination. The Commission for Dental Competency Assessment (CDCA/ADEX) is the region to which Indiana belongs. The NBDHE is given at multiple times throughout the year and all senior hygiene students must be verified and approved by the program director prior to being eligible to take the examination. The program director will not approve students until the final semester in the program and only if the student is in good standing within the program. More information about the NBDHE can be found on the American Dental Association's website and the Joint Commission on National Dental Examinations at http://www.ada.org/en/home-ada/jcnde/examinations/national-board-dental-hygiene-examination.

The CDCA examination is also referred to as the ADEX exam. It consists of two parts, the clinical examination and the computer simulated clinical exam (CSCE). The clinical examination requires a patient for treatment and is given in late April or early May at Indiana University South Bend. The CSCE is similar in scope to the NBDHE and is a computerized test. It is given at Prometric Testing sites. For more information about the CDCA/ADEX exam see http://www.cdcaexams.org/.

INDIANA STATE BOARD OF DENTISTRY

In order to apply for dental hygiene licensure in the state of Indiana, students must graduate from an accredited dental hygiene program, pass the NBDHE, and a clinical examination. They must also apply for licensure. 75% is required to pass the examinations.

The official website address for the Indiana State Board of Dentistry is http://www.in.gov/pla/dental.htm.

There is no deadline for applying for Indiana Dental Hygiene Licensure. The application for a dental hygiene license can be found at http://www.in.gov/pla/2400.htm

QUESTIONS ASKED BY THE INDIANA STATE BOARD OF DENTAL HYGIENE

The practice of dental hygiene in the State of Indiana is regulated through the Indiana State Board of Dentistry. At the completion of the BSDH program, graduates of the Programs in Dental Education may apply for licensure. When applying for licensure, these questions must be answered as a part of the application:

1. Has disciplinary action ever been taken regarding any health license, certificate, registration or permit you hold or have held in any state or country?
2. Have you ever been denied a license, certificate, registration or permit to practice as a dental hygienist or any regulated health occupation in any state or country?
3. Have you ever:
   1) Been arrested;
   2) Entered into a diversion agreement;
   3) Been convicted of;
   4) Pled guilty to; or
   5) Pled nolo contender to any offense, misdemeanor or felony in any state
(except minor traffic violations resulting in fines)?

4. Have you ever been terminated, reprimanded, disciplined or demoted in the scope of your practice as a nurse or as another health care professional?

5. Have you ever had a malpractice judgment against you or settled any malpractice action?

6. Are you now being, or have you ever been treated for drug or alcohol abuse?

CRIMINAL BACKGROUND CHECK FOR LICENSURE

A new Indiana Bill will be in effect starting in 2011 which will require all for RDH licensure to submit a national criminal history background check and the results are to be shared with the Indiana Professional Licensing Agency (IPLA). Based on findings the IPLA will be able to suspend, deny or revoke a license if the applicant or licensee has been convicted of certain offenses.

Students with potential concerns (any criminal offense with resulting charges, fines or convictions must be reported to the Board) should see Kristyn Quimby for assistance with writing your explanation on your application for licensure.

Also please refer to the Professional Licensing Agency for more information on the background check. [http://www.in.gov/pla/3240.htm](http://www.in.gov/pla/3240.htm)
V. Student Resources

IU SOUTH BEND PROGRAMS IN DENTAL EDUCATION DIRECTORY

HOURS: Monday – Friday; 8 a.m. – 5 p.m.

DEAN: Mario Ortiz, RN; PhD; PHCNS-BC
Northside Hall Rm. 460
Phone: 574-520-4207
Email: ortizmr@iusb.edu

CHS Website: www.iusb.edu/health-sci
Dental Hygiene: www.iusb.edu/dental

ASSISTANT DEAN: Kristyn Quimby, RDH; MLS
Northside Hall, 458
Phone: 574-520-4405
Email: quimbyk@iusb.edu

Full Time Faculty

Kim DeOrto, RDH, MSEd
Interim Program Director
Education and Arts, 1251
Phone: 520-4155, kdeorto@iu.edu

Kathy Doerscher, RDH, MLS
Education and Arts, 1263
Phone: 520-5554, kgipson@iusb.edu

David Douglas, DDS
Education and Arts, 1262
Phone: 520-4150, davdougl@iusb.edu

Carmen Dielman, RDH, MLS
Education and Arts, 1257
Phone: 520-4154, cdielman@iusb.edu

Diane Lemanski, RDH, BSDH
Education and Arts, Rm. 1261
Phone: 520-4213, dmlemans@iusb.edu

Sandy Peek, RDH, MPA
Education and Arts, Rm. 1259
Phone: 520-4139; sepeek@iusb.edu

Staff

Susan Szczypka
Department Secretary
Education and Arts, 1250
Phone: 520-4158; sszczypk@iusb.edu

Ashley Zielinski
Clinic Manager
Education and Arts, 1205
Phone: 520-4156; asfeys@umail.iu.edu

Student Services (Advisors)

Janet Gilroy
Director, Student Services
Northside Hall, Rm. 458
Phone: 520-4238, jgilroy@iusb.edu

Lori White
Academic Advisor
Northside Hall, Rm. 454
Phone: 520-4373, lorwhite@iu.edu

Christine Nelson
Academic Advisor
Northside Hall, Rm. 452
Phone: 520-4831, chrehrend@iusb.edu

Laurie Richards
Student Records Specialist
Northside Hall, Rm. 456B
Phone: 520-4571, lar2@iusb.edu
CHAPTER V: STUDENT RESOURCES

College of Health Sciences Staff
Shelly Pass
Academic Operations Manager
Northside Hall, Rm. 456A
Phone: 520-4207, shelpass@iusb.edu
Julie Van Laere
Faculty Services Specialist
Northside Hall, Rm. 472
Phone: 520-4382, ivanlaer@iusb.edu

Peer Mentors
Katelyn Buford, katbufor@iusb.edu
Ashley Painter, ashpaint@iusb.edu
Northside Hall, Rm. 368
Phone: 520-4248

HWC Staff
Kari Frame
Health & Wellness Center
SAC 130
Phone: 520-5557, ksandert@iusb.edu

CAMPUS RESOURCES

<table>
<thead>
<tr>
<th>STUDENT ACADEMIC SUPPORT CENTER</th>
<th>Skills Tutorials, Software (Spell, speed read, vocabulary, typing, etc.)</th>
<th>Rick Dennie, Director Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tutoring</td>
<td>574-520-4164</td>
</tr>
<tr>
<td></td>
<td>Math Workshops</td>
<td>Administration Bldg., Rm. 104</td>
</tr>
<tr>
<td></td>
<td>English Conversation Groups</td>
<td>Email: <a href="mailto:rdennie@iusb.edu">rdennie@iusb.edu</a></td>
</tr>
<tr>
<td></td>
<td>Course Specific Software</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplemental Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Advising Program for deciding a career path</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AFFIRMATIVE ACTION</th>
<th>Responds and provides resolutions to those who are experiencing personal discomfort as a result of their race, sex, sexual orientation, age, religion, ethnicity, national origin, disability, or veteran's status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human Resources Office</td>
</tr>
<tr>
<td></td>
<td>Administration Bldg. 574-520-4384</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREER MANAGEMENT SERVICES</th>
<th>Career Information Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Individual Career Counseling</td>
</tr>
<tr>
<td></td>
<td>Job Board</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Resume Referral Services</td>
</tr>
<tr>
<td></td>
<td>Campus Interviews</td>
</tr>
<tr>
<td></td>
<td>Job Fair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHILDREN’S CENTER DAYCARE</th>
<th>Childcare Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-school program</td>
</tr>
<tr>
<td></td>
<td>Kindergarten program</td>
</tr>
<tr>
<td></td>
<td>Hours not limited to class time</td>
</tr>
<tr>
<td></td>
<td>Offered to IU South Bend students, staff, faculty and alumni</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DENTAL CLINIC</th>
<th>Oral cancer screening, instructions in proper dental care, teeth cleaning, fluoride treatment,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ed/Arts Bldg., Rm 1251</td>
</tr>
<tr>
<td><strong>CHAPTER V: STUDENT RESOURCES 2015/2016</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>dental x-rays for adults and children. Open weekdays – September through June. By appointment only. Nominal charges.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-4156</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DISABLED STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Provides taped texts for students with vision impairments or dyslexia, note takers for students with mobility impairment. Assistance in scheduling and registration, special parking permits, alternative testing and referral to and from Vocational Rehabilitation and other community agencies.</td>
<td></td>
</tr>
<tr>
<td><strong>Administration Bldg., Rm. 113</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-4832</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LIBRARY SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Ask a librarian—answers relatively simple questions about research and sources</td>
<td></td>
</tr>
<tr>
<td>▪ Library Guide—provides help to access references by subjects</td>
<td></td>
</tr>
<tr>
<td>▪ Handout available online—provides information on databases, support services, policies and procedures of the library, and library loan system policies.</td>
<td></td>
</tr>
<tr>
<td>▪ FAQ’s – Inter-library loans</td>
<td></td>
</tr>
<tr>
<td><strong>Dental Librarian</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Susan Thomas</td>
<td></td>
</tr>
<tr>
<td><strong>Library Information</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-4844</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reference Desk</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-4441</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LEARNING RESOURCE CENTER</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Transparencies, posters, binding, lamination. A library that contains education-oriented materials ranging from pre-school to high school. Provides help to create visuals for instructional purposes.</td>
<td></td>
</tr>
<tr>
<td><strong>Kim Parker</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EA 2010</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-5548</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OFFICE OF INFORMATION TECHNOLOGIES (OIT)</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Computer labs are available for students to use. Free classes for students attending IU South Bend. Consultants are available to help students at computer labs.</td>
<td></td>
</tr>
<tr>
<td>▪ Help Desk, 574-520-5555, will help you with software problems if required by the course you are taking</td>
<td></td>
</tr>
<tr>
<td><strong>Helpdesk</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-5555</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH AND WELLNESS CENTER</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Provides preventive health care and generates health awareness</td>
<td></td>
</tr>
<tr>
<td>▪ Offers health maintenance checks, flu shots, skin, bone marrow, and cholesterol screenings</td>
<td></td>
</tr>
<tr>
<td>▪ Organizes discussions on health related issues, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>SAC., Rm. 130</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-5557</strong></td>
<td></td>
</tr>
<tr>
<td><strong>WRITER’S ROOM</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Free tutorial help with planning, writing, revising, and editing papers for any course. (Does not include proofreading or correcting papers for students.)</td>
<td></td>
</tr>
<tr>
<td>▪ Help with reading and understanding assignments and writing essay exams</td>
<td></td>
</tr>
<tr>
<td>▪ Help with writing research papers, review of grammar, mechanics and spelling</td>
<td></td>
</tr>
<tr>
<td>▪ Workshops and small group sessions on special composition problems</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A1120E</strong></td>
<td></td>
</tr>
<tr>
<td><strong>574-520-4302</strong></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V: STUDENT RESOURCES

<table>
<thead>
<tr>
<th>ACADEMIC CENTER FOR EXCELLENCE</th>
<th>Consultation on writing letters of application, resumes, and personal essays</th>
<th>The Learning Center, which offers drop-in tutoring and exam reviews for many courses and departments including Chemistry, Biology, Physics, Business and Economics, Accounting, Foreign Languages, Philosophy, Psychology, Computer Science and Computing, Music and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Hosts Supplemental Instruction for specific sections of selected courses and Study Smarter Coaching to enhance Study Skills.</td>
<td>- Learning Resources page you'll find numerous links for help with course content as well as student skills.</td>
</tr>
</tbody>
</table>

Tutoring Services
AI117C
574-520-4823

---

EQUIPMENT & COST ESTIMATE TABLE

Equipment can be purchased at the IU South Bend bookstore or student preference.

<table>
<thead>
<tr>
<th>Required Items</th>
<th>Description</th>
<th>Approximate Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>IU South Bend Dental Hygiene Instrument Kit</td>
<td>This will be bid out to local supply companies and students will purchase directly through the supplier.</td>
<td>~$1500.00</td>
</tr>
<tr>
<td>Scrubs</td>
<td>Minimum of three pairs. Colors will be given to students and arrangements will be made with the Scrub Depot to be present during the orientation.</td>
<td>~$200.00 per year</td>
</tr>
<tr>
<td>Instrument Rental Fee</td>
<td>This fee is used to update equipment as needed within the program and is charged to student's bursar account.</td>
<td>$250 per semester</td>
</tr>
<tr>
<td>Personal Protective Equipment</td>
<td>Eyeglasses (patient and operator), shoes, gloves, masks</td>
<td>~$100.00 per year</td>
</tr>
<tr>
<td><strong>Other recommended items:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Dental Hygiene Association Membership</td>
<td>This is not required, though strongly encouraged. Membership is required for the two years for some of the program awards.</td>
<td>$60 per year</td>
</tr>
<tr>
<td>Clinic manual/Program Handbook binder with sheet protectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calendar or organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ID holder with key ring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Medical Dictionary</td>
<td>Recommended: Taber's* or Mosby Phone apps may be available but cannot be used on exams.</td>
<td></td>
</tr>
</tbody>
</table>

*Updated July 2014. Please allow for a variation in costs.
COMPUTER PROGRAMS

Beginning in fall semester 2015, all dental hygiene students are recommended to have a laptop meeting these requirements:

Laptop Requirements for IU South Bend Campus

The following information is from UITS (core campuses) and is found at this url: http://uits.iu.edu/page/antk#new.

New Computer Hardware Minimum Recommendations

To use all the technology services available at IU, UITS suggests the following minimum hardware components for a new purchase. IU students, faculty, and staff can take advantage of special computer deals; see ComputerGuide: Deals by Vendor. Also, on this page, see the networking hardware section.

| LAPTOP |
|------------------|------------------|
| **New Windows laptop or desktop** | **New Mac laptop or desktop** |
| **Processor:** | Any current-generation processor of over 2 GHz and at least 2 cores | Any currently shipping Apple laptop or desktop (MacBook Air, MacBook Pro, iMac, Mac mini, or Mac Pro) |
| **Memory (RAM):** | 4 GB or more | |
| **Hard drive:** | 320 GB or more | |
| **Network card:** | Wireless 802.11 a/b/g/n (dual band) **Note:** Make sure the wireless card supports 802.11n in both 2.4 GHz and 5 GHz. | |
| **Operating system:** | Windows 8.x or Windows 7 | |

Hardware discounts as well as software available to students can be found at www.iusb.edu/uits/software-hardware.

EXAMSOFT

IU South Bend Programs in Dental Education uses computer based testing whenever possible. The program is called “SoftTest” and must be downloaded from the company’s website. Students also receive emails with download instructions visit: www.examsoft.com/IUSBdental for downloads.
and training information. **Students are referred to as exam takers.** Make sure your email accepts email from Examsoft. The Firefox web browser is the recommended internet browser.

Extensive instructions will be provided to students.

**COMPUTER AIDED INSTRUCTION**

The Programs in Dental Education subscribes to or has licenses for many computer software programs to supplement classroom instruction. Since these come in a variety of formats they can be found in several ways; faculty will let you know when they assign programs how they can be accessed.

Most programs are accessed on line. That is you can access them from any internet site if you have web-site, the log-in and password. Faculty will provide you with instructions on how to access these.

**Additional Programs And Access:**

**PROCTOR AND GAMBLE’S DENTAL CARE SITE**

http://www.dentalcare.com

No institution login required, students must set up their own account

**CREATIVE EDUCATIONAL SOLUTIONS**

http://cescourses.com/ (You have to set up an account and access code to give to students – see Sue or your faculty member assigning the program for the access code.)

**CPR COURSES IN AREA**

The following is a list of sites that offer American Heart Association **Healthcare Provider CPR.** Times and costs are variable. Call the facility for details.

**Cardiopulmonary Resuscitation (CPR) Requirements**

All students must have professional-level CPR certification (**Healthcare Provider CPR** through the American Heart Association, or **CPR/AED for the Professional Rescuer** through the American Red Cross) before they will be allowed to participate in clinical experiences. The professional level includes: one- and two man CPR; adult, child and infant CPR; adult, child and infant choking; and use of the AED (automatic external defibrillator). **Heart saver certification is inadequate.**

Re-certification is required prior to expiration. The American Heart Association certification is valid for a two-year period. However, failure to re-certify prior to the expiration requires that the student complete the entire certification course. A re-certification course will only be accepted if completed prior to the expiration date.

The IUSB Dental Hygiene Program faculty strongly encourages students to obtain their CPR certification or re-certification through the American Heart Association. It is possible for individuals previously certified through the American Red Cross to be re-certified through the American Heart Association. The American Heart Association CPR certification is valid for a two-year period.
The following is a list of sites that offer American Heart Association Healthcare Provider CPR. Times and costs are variable. Call the facility for details.

**BLS Healthcare Provider Online Renewal Course**
The online BLS Renewal Course provides a review for healthcare professionals who have prior CPR training. This program recognizes that healthcare professionals have knowledge and skills acquired from prior CPR training and years of patient care.

Once you have completed the online portion of the course, you go to an authorized American Heart Association Training Center for the skills validation portion. After you have completed both sections of the course, you will be issued an American Heart Association BLS - Healthcare Provider card.

The cost is $22.00 for the online portion, plus the cost of the skills check—that varies by site but is typically about $40 and takes 2-3 hours.

**http://www.onlineaha.org/**

**ELKHART GENERAL HOSPITAL**  
(574) 523-3314  
*Ask for Vicki

**GOSHEN GENERAL HOSPITAL**  
Call "nurse on call" for information  
(574) 535-2600 or toll free

**MISHAWAKA FIRE DEPARTMENT**  
*Call: (574) 360-2361  
Or email billdempler@hotmail.com  
*ask for CPR information

**JASON QUIMBY**  
Precision Health Care Educational Services, Inc.  
President, Certified BLS First Aid, CPR Instructor  
(574)514-8084  
Jason.phces@gmail.com

**MEMORIAL HOSPITAL**  
(574) 647-7364

**IVY TECH**  
(574) 289-7001 Ext: 5712 Ask for Jody Holderman  
(877) 846-4447

**JENNY LOOP-MILLER**  
email: jloopmil@iusb.edu

**CLAY FIRE DEPARTMENT**  
(574) 272-0955  
www.clayfd.org  
*Ask for Donna
<table>
<thead>
<tr>
<th>Registration and IU IT accounts (must be done prior to registration)</th>
<th>Check when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onestart account (non-IU students) refer to: <a href="https://itaccounts.iu.edu/">https://itaccounts.iu.edu/</a></td>
<td></td>
</tr>
<tr>
<td>Oncourse knowledge/training (if needed)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Register for classes and order textbooks (due August 1&lt;sup&gt;st&lt;/sup&gt;)</th>
<th>Check when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>H214 Oral Anatomy</td>
<td></td>
</tr>
<tr>
<td>H217 Preventive Dentistry</td>
<td></td>
</tr>
<tr>
<td>H218 Fundamentals of Dental Hygiene (lecture and lab)</td>
<td></td>
</tr>
<tr>
<td>H224 Histology and Embryology</td>
<td></td>
</tr>
<tr>
<td>H240 Intro to Dental Ethics</td>
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</tr>
<tr>
<td>H242 Intro to Dentistry</td>
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<tr>
<td>H303 Radiology Lecture – 2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td></td>
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<table>
<thead>
<tr>
<th>Orientation and instruments</th>
<th>Check when completed</th>
</tr>
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<tbody>
<tr>
<td>Pay for instrument kit (due August 11&lt;sup&gt;th&lt;/sup&gt;)</td>
<td></td>
</tr>
<tr>
<td>$20 for name tags (due at Orientation August 14&lt;sup&gt;th&lt;/sup&gt;)</td>
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<table>
<thead>
<tr>
<th>Health Forms (due September 5&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Check when completed</th>
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<tbody>
<tr>
<td>Health exam and forms</td>
<td></td>
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<tr>
<td>TB test</td>
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<tr>
<td>Hepatitis statement</td>
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<tr>
<td>Dental exam</td>
<td></td>
</tr>
<tr>
<td>Vision exam</td>
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</table>

<table>
<thead>
<tr>
<th>CPR (due September 30&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Check when completed</th>
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<tbody>
<tr>
<td>CPR course taken</td>
<td></td>
</tr>
<tr>
<td>Card signed and turned in to secretary</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Uniforms (due September 30&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Check when completed</th>
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<tbody>
<tr>
<td>At least one pair taupe including button up jacket</td>
<td></td>
</tr>
<tr>
<td>At least one pair Caribbean blue including button up jacket</td>
<td></td>
</tr>
<tr>
<td>White clinic shoes</td>
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<table>
<thead>
<tr>
<th>To be purchased later (due September 30&lt;sup&gt;th&lt;/sup&gt;)</th>
<th>Check when completed</th>
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<tbody>
<tr>
<td>Combination lock</td>
<td></td>
</tr>
<tr>
<td>Protective eyeglasses (more information after OSHA training)</td>
<td></td>
</tr>
<tr>
<td>Gloves (more information after OSHA training)</td>
<td></td>
</tr>
<tr>
<td>Masks (more information after OSHA training)</td>
<td></td>
</tr>
<tr>
<td>Caboodle for instruments</td>
<td></td>
</tr>
<tr>
<td>Patient eyeglasses</td>
<td></td>
</tr>
<tr>
<td>Protective sheets for clinic manual</td>
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