

EASTERN WASHINGTON UNIVERSITY
DEPARTMENT OF DENTAL HYGIENE
COURSE DIRECTOR: JESSICA SCRUGGS, RDH, MSDH

Contemporary Issues in Dental Hygiene
DNHY 486 5 credits

COURSE SYLLABUS

COURSE DESCRIPTION:

A seminar on various global roles of the dental hygienist, innovations in technology, best practices, science, and policy related to the dental hygiene process of care.

COURSE WEBSITE: <https://canvas.ewu.edu/>

COURSE TEXT AND OTHER MATERIALS:

Subscription to LiveText program for electronic portfolio management.

****An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Eastern Washington University to provide an electronic platform to create an electronic portfolio, and it allows the department to demonstrate quality of learning. Students have the option to use their account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.**

You can purchase your account at online with a credit or debit card at www.livetext.com for \$98.00. LiveText is a required resource in most of your BSDH courses and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years, you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

COURSE HOURS:

This is an asynchronous online course with the following time commitment and weekly interaction requirements. In order to be successful the student should devote 3 hours per week for each credit. Students gain valuable knowledge from sharing experiences with other students on a weekly basis. Therefore, the student should plan on discussion board activities that require logging in to the course at least 3 times a week to participate fully in course activities. Noting that course participants may have work responsibilities during the week and course work may affect weekend time, time management strategies can minimize time spent in the course on weekends. **The instructor will determine the best days for discussion deadlines according to student feedback.**

TEACHING METHODS:

The teaching methodology employed by faculty of the Expanded Bachelor of Science in Dental Hygiene program is one of active participatory and collaborative learning. Course content is delivered online, Students will experience a variety of teaching methods and learning style strategies including discussion, writing, presentation, practical experience, and traditional lecture formats, in order to develop and expand the student's capacity for professional growth.

OFFICE HOURS:

I have an open door office policy therefore; I will be available to you, as you need me both in the office and online. I will notify you when I will be away from my office or email. Please feel free to call me as needed.

Office Phone/Cell Phone: (360) 989-4167 (Texting is perfectly expectable for quick answers)

Email: Jscruggs@ewu.edu

“I will respond to all emails within 48 hours except weekends and holidays unless otherwise posted via email to all course participants.”

Primary Course Email: JScruggs@ewu.edu

I will be available by appointment either for SKYPE sessions to discuss the course and or answer questions individually or as a group by appointment. I would request that these meetings be scheduled at least 4 days ahead so that I can plan accordingly however you may use email, text, or the open class discussion board area for general questions

GENERAL INSTRUCTIONAL OBJECTIVES: At the end of this course, the student should be able to:

General Course Objective	Related Program Goal/ and/or Competency
1. Given a specified dental hygiene role (ie. change/agent, administrator/manager, researcher, public health, or educator) investigate the ethical, political, and legal challenges of the role.	G1-C1
2. Examine new clinical technologies and compare their claims with the current research	C1, C2, C3, C4, & C5
3. Review legislative history in regards to dental hygiene scope of practice	C1and C2
4. Review how professional organizations are effecting hygiene scope of practice	C-1
5. Review the basic principles of ethics, and apply these principles to professional responsibilities & relationships.	
6. Use the CAMBRA model to discuss the role of dental hygienists in cariology	C-1
7. Conduct a systematic literature review on the oral systemic link	G-3

REQUIRED LEARNING EXPERIENCES:

1. **Attendance Policy:** It is expected that the student will participate in all classes. Whenever possible, students should notify the instructor if they are unable to participate in course activities and discussions. Participation in online discussion boards and group activities will be monitored by the instructor. The student will receive an email from the instructor if the student is not “attending” to the course.

2. Required Learning Experiences:

Assignment	Content	Due Date	Evaluation	Points	Total Points	% of Grade
Weekly Discussions	Weekly Topic As assigned	Weekly on Friday at midnight	Online Discussion Rubric	100/ week	1000	20%
Bulletin Assignment	Scope of Practice	January 27, 2014	Rubric	100		10
Patient Perspective Paper	Technology in Dentistry	February 16, 2014	Rubric	100		10
CAMBRA patient case study	Email plan to Professor	January 19, 2014 at midnight	Rubric	10	150	25
	CAMBRA Theories	March 2, 2014		140		
Interprofessional Group Project	Oral Systemic Literature Review and Principles of Communication	March 9, 2014	Rubric	100		25
E-Portfolio	Oral Systemic Literature Review	March 16, 2014	Online BSDH E-Portfolio Rubric			10
	Interprofessional Collaboration Project					
	Technology in Dentistry					
	Scope of Practice					
	CAMBRA Case Study					

Weekly Discussions: Weekly discussion board topics will be posted on CANVAS under “Discussion Board”. Each student will post an original response to the assigned theme or question for the week. Following the initial responses, each student is then responsible for reading all peer postings and responding to a **minimum** of 4 different peers over four days. Each student will also be responsible for answering any questions posted in response to their original post or comments. See rubric in CANVAS and below. **Final post is Tuesday at noon PST.**

Assessment Criteria	Exemplary (20)	Proficient (16)	Satisfactory (10)	Incomplete (6)
PARTICIPATION	Goes well beyond minimum requirements of 5 total posts including initial post. Posts early enough and with sufficient thought to spark new/additional discussion. Posts minimum of 4 separate days.	Goes beyond minimum requirements of 5 total posts including initial post. Response to prompt is beyond minimum length. Posts minimum of 3 separate days.	Meets minimum requirements of assigned prompt with 5 total posts including initial post. Posts minimum of 2 separate days.	Does not meet minimum requirements. Posts late such that others can't respond in time. Length of post(s) is insufficient. All posts are on 1 day.
CONTENT QUALITY & CONNECTIONS	Response is thoughtful, contains substantive insight and analysis in relation to topic. Makes strong connections to readings, lecture, experience, workplace.	Response(s) demonstrate significant understanding. Robust insight and analysis. Evidence of connections to larger issues, personal perspective.	Content of response is accurate but superficial. Some responses may be off topic. Acknowledges connections exist.	Lacks depth; responses too general, cursory, simplistic in nature. Some aspects of response are off topic. Posts lack connections.
CONTRIBUTION TO LEARNING COMMUNITY	Demonstrates awareness of online community needs; frequently attempts to spark group discussion. Presents creative or challenging approaches to topic.	Frequently attempts to direct discussion and to present relevant perspectives for consideration; interacts freely.	Occasionally shows meaningful reflection on entire group's dialog; minimal effort to become involved with group.	Does not make effort to participate in learning community as it develops. Seems indifferent.
PROFESSIONALISM	All postings are respectful of others' ideas, opinions, feelings.	Postings demonstrate growing sense of respect of others ideas, opinions	Posts show minimum respect for ideas, opinions, perspectives of others	Postings do not reflect basic grasp of respect for others, professionalism
WRITTEN EXPRESSION	Responses free of grammatical, spelling and punctuation errors.	Written responses usually free of grammatical, spelling and punctuation errors.	Responses have some grammatical, spelling and punctuation errors.	Responses routinely contain grammatical, spelling and punctuation errors.

Scope of Practice Bulletin

Students will conduct a websearch and/ or personal interviews to create a bulletin to inform consumers and legislators of the status of dental hygiene in their state. Students may take the public health view or clinician viewpoint in developing this informational piece. Use of graphics, photos, and media is encouraged. Consider all perspectives and identify who your target audience and stakeholders are. Bulletin must be not more than one page not including Title and reference pages.

DUE DATE: Assignment is due for Peer Review on January 20, 2014. Peers will provide feedback by Friday January 25, 2014 so all students can submit their completed bulletin by due date. Student will submit Scope of Practice Bulletin via the CANVAS Submit Assignment tool by January 27, 2014 at midnight on the posted due date in CANVAS. See late assignment policy.

<i>Scope of Practice Bulletin</i>	
Criteria	Points
Target Audience Identified	10
Stakeholders Identified	10
Perspective Identified	10
Accuracy of Information (credible source)	10
Use of graphics, photos, and media	20
Reflection; perspective identified	20
Mechanics of Writing	10
APA Format	10
<i>Total</i>	<i>100</i>

CAMBRA Case Study

Students will identify a patient at least 6 years of age who is at risk for caries. Students will use this patient experience to create an electronic Case Study using the CAMBRA model. A PPT template is provided in CANVAS as well as CAMBRA documents to complete this assignment. Students must follow all HIPAA guidelines and identify the patient for all documentation. It is strongly suggested the student follow the rubric and Case Study guidelines in the provided template when developing their case.

Email through CANVAS by January 19, 2014 at midnight a plan for completing your CAMBRA Patient Case Study.

DUE DATE: Student will submit CAMBRA Patient Case Study via the CANVAS Submit Assignment tool by midnight on March 2, 2014. See late assignment policy.

<i>CAMBRA Case Study</i>		
Criteria		Points
Evidence	Accuracy	10
	Breadth and Depth of Science	10
	Level of Science	10
	Scientific Insights	10
Writing	Introduction	10
	Organization	10
	Captions, Proper Credits and Citations	10
	Proofreading (Grammar and Syntax)	10
Visual Presentation	Readability	10
	Technical Function	10
	Overall Style	10
Reflection (Learning Experience)	The process of learning	10
	The future of Learning	10
	Self-Assessment	10
<i>Total</i>		150

Patient Perspective Paper

After completing readings and discussion in Week 5, conduct an Internet search on technology in Dentistry. Write a paper from the patient's perspective as if they were talking to you and you were providing answers. This paper should be written as script for, or transcript of, an imaginary dialogue (conversation). You may choose to base it, in part, on an actual conversation, but this is not at all necessary. Paper must be at least 2 pages and not more than 4 NOT including Title and Reference pages.

DUE DATE: Student will submit Patient Perspective Paper via the CANVAS Submit Assignment tool by midnight on February 16, 2014 . See late assignment policy.

Criteria	Points
Patient Identified	10
Technology Identified	10
Patient perspective	10
Clinician Accuracy of Information	20
Credible Sources Cited	10
Use of dialogue	20
Mechanics of Writing	10
APA Format	10
<i>Total</i>	<i>100</i>

Interprofessional Group Project on the Oral Systemic Link

Students will be assigned groups to create an interprofessional team to provide care for a medically compromised population. Use the PPT template in CANVAS to identify the population and their risk factors. Evidence-based documentation must be provided regarding the oral systemic link. Identify the roles of team and how their interaction may reduce the consequences posed by an oral systemic condition. All references must be in APA format with at least 5 valid resources cited in the PPT. Each student will submit the PPT and provide a personal reflection on learning.

DUE DATE: Each member of the group will submit Interprofessional Group Project on the Oral Systemic Link as well as a reflection on learning via the CANVAS Submit Assignment tool by midnight on March 9, 2014. See late assignment policy.

<i>Interprofessional Group Project on the Oral Systemic Link (OSL)</i>	
Criteria	Points
IP Team Members Identified	10
Population Described	10
Population Risk Factors for OSL	10
Evidence-based Summary of OSL	10
Description of how IP team will reduce OSL consequences	10
Sources Cited using APA format	10
Writing Conventions	10
Reflection on Learning	20
<i>Total</i>	<i>100</i>

Eportfolio

Course participants will create an e-portfolio in LiveText. Students may share their eportfolios with other students for peer review as well as post questions or concerns in the EagleExpresso Coffee shop.

The electronic portfolio is a means by which the student demonstrates competency for the BSDH Degree completion program. Assignments, projects, and practicum experiences for each course are designed to assist the student in meeting all program competencies. Students should post artifacts, with reflection, that support the competencies for each course in the e-portfolio. Students are encouraged to collect all documentation and artifacts related to this course and save them in an online file. It may be helpful to identify the BSDH course in organizing documentation.

Artifacts that prove competency include collection of work samples, such as digital video, digital pictures, PowerPoints, lesson plans, course/teaching evaluations, self-assessments, reflections, and other documents that demonstrate competence in each of the required learning experiences. Students must provide evidence of improvement in competencies as they progress through the curriculum; therefore, some competencies will have more than one artifact as the artifacts and reflections demonstrate growth over time. Students will receive full credit each quarter for their e-portfolio if all required materials for each course the student is enrolled in for that quarter are updated with appropriate course materials, artifacts, and relevant reflection.

DUE DATE: All artifacts and narratives or assignments required for each course must be posted in LiveText by March 16, 2014 at midnight.

<i>Eportfolio Evaluation</i>	
Criteria	Points
Oral Systemic Literature Review	20
Interprofessional Collaboration Project	20
Technology in Dentistry	20
Scope of Practice	20
CAMBRA Case Study	20
<i>Total</i>	<i>100</i>

An electronic portfolio rubric will be posted in CANVAS and in LiveText for feedback.

EVALUATION CRITERIA AND PROCEDURES:

1. **COURSE GRADES** will be determined by performance on the following course requirements:

Assignment	%
Weekly Discussions	20
Bulletin Assignment	10
Patient Perspective Paper	10
Interprofessional Group Project	25
CAMBRA patient case study	25
E-Portfolio	10
Total	100%

2. **LATE ASSIGNMENT POLICY:**

As a baccalaureate student and a colleague, effective time management is expected in order to ensure that all assignments are turned in on time. You will not be able to submit late assignments using the CANVAS. In case of an emergency, please contact your instructor as soon as possible to arrange to turn in your assignment. Late assignments may have points deducted accordingly.

Course grades will be assigned as follows:

100%	=	4.0	A	86%	=	2.9	B-
99	=	4.0	A	85	=	2.8	B-
98	=	4.0	A	84	=	2.7	B-
97	=	4.0	A	83	=	2.6	C+
96	=	3.9	A	82	=	2.5	C+
95	=	3.8	A	81	=	2.4	C+
94	=	3.7	A-	80	=	2.3	C+
93	=	3.6	A-	79	=	2.2	C
92	=	3.5	A-	78	=	2.1	C
91	=	3.4	B+	77	=	2.0	C
90	=	3.3	B+	76	=	1.9	C-
89	=	3.2	B	75	=	1.8	C-
88	=	3.1	B	74	=	1.7	C-
87	=	3.0	B				

Any student earning a course grade below 74% (1.7) will receive a 0.0 for **DNHY 486** (See the Dental Hygiene Department grading policy.)

ACADEMIC INTEGRITY STATEMENT:

EWU looks at issues of academic integrity (ie. plagiarism and/or cheating) as a very serious offense subject to dismissal from the university after repeated incidences. Failure to exhibit academic integrity in this course will result in a grade deduction that will be based on a case by case basis, pending severity.

EQUAL OPPORTUNITY STATEMENT:

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

AFFIRMATIVE ACTION STATEMENT:

Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

ADA STATEMENT:

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124 and speak with Kevin Hills, the Manager DSS or call 509-359-6871.

INTERPROFESSIONAL EDUCATION (IPE) STATEMENT

The Department of Dental Hygiene strongly values interprofessional education (IPE). IPE is essential to prepare health professions students for deliberative collaboration with a common goal of safer and better patient-centered care. Dental Hygiene students should be offered opportunities to engage in interactive learning with those outside their own profession as a routine part of their education. IPE ultimately results in increased value for other health care professionals, improved quality of care for the community, and enhanced skills and communication. The Department alerts students to potential IPE opportunities in hopes that each student can participate in quarterly IPE events.

Tentative Course Schedule

Date	Topic	Specific Instructional Objectives	Reading/pre preparation for Class	Evaluations Assignment(s) Due
Week 1 Jan.6-12	Role of the RDH in Cariology	<ol style="list-style-type: none"> 1. Identify the CAMBRA model. 2. Discuss the role of the RDH in Cariology using the CAMBRA paradigm. 3. Develop a CAMBRA Patient Case Study. 	http://ada.org/ http://www.adha.org/ http://www.danb.org/ http://www.nmhr.org/retreat/2011/21-p115-ad2.pdf	1) Discussion board 2) Start the research for the following assignment: a) Email your plan through CANVAS by January 19, 2013 at midnight for completing your CAMBRA Patient Case Study. The final project is Due March 9, 2014 . Use the provided PPT Template and documents to complete this assignment.
Week 2 Jan. 13-19	Change Agents in Dental Hygiene	<ol style="list-style-type: none"> 1. Define a change agent by identifying a change agent. 2. Discuss the role of change agent in Dental Hygiene. 3. Use the resources to investigate the ethical, political, and legal challenges of a change agent. 	http://www.jdentaled.org/content/66/3/357.full.pdf+html?sid=39c6c08e-84e4-4ea4-b196-50fd9ffac25 http://www.jdentaled.org/content/77/8/1042.full?sid=921dfe86-9081-42c7-ae3e-d91cb3f0f9e9 http://www.jdentaled.org/content/72/3/329.full?sid=921dfe86-9081-42c7-ae3e-d91cb3f0f9e9	1) Discussion board 2) CAMBRA plan due Sunday Jan. 19th by midnight via canvas email. 3) Continue to work on your CAMBRA case study due March 9, 2014
Week 3 Jan. 20-26	Professional organizations	<ol style="list-style-type: none"> 1. Review how professional organizations are affecting hygiene scope of practice. 2. Review the basic principles of ethics, and apply these principles to professional responsibilities & relationships. 	http://web.ebscohost.com.ezproxy.library.ewu.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=2215a157-cf27-4525-994c-49a2480645e9%40sessionmgr10&hid=11	1) Extra Credit (optional) Discussion Board 2) Peer Review of Scope of Practice Bulletin to be posted in group DB area
Week 4 Jan. 27-Feb. 2	Legislation Relating to Scope of practice	<ol style="list-style-type: none"> 1. Review legislative history in regards to dental hygiene scope of practice. 	Students will post their Scope of Practice Bulletin without the Title Page in the DB areas by Monday at noon for all classmates to read.	1) Final Scope of Practice Bulletin to be posted in discussion board. 2) Do not Forget: Patient Perspective Paper is due Feb. 16th

<p>Week 5 Feb.3-9</p>	<p>Clinical technology such as lasers, Velscope, etc</p>	<p>1. Relate the importance of technology in healthcare to the dental profession.</p>	<p>http://www.forbes.com/sites/bmoharrisbank/2013/01/24/5-ways-technology-is-transforming-health-care/</p> <p>http://www.theguardian.com/healthcare-network/2013/nov/21/long-term-benefits-technology-healthcare</p> <p>http://www.usatoday.com/story/news/nation/2013/11/24/big-data-health-care/3631211/</p> <p>http://medcitynews.com/2013/08/5-more-must-know-emerging-tech-trends-for-healthcare-innovators-readers-version/</p> <p>http://svlg.org/wp-content/uploads/2013/05/Dr.-Chow-technologies-presentation.pdf</p>	<p>1) Discussion board 2) Patient Perspective Paper is due Feb. 16th 3) Continue to work on your CAMBRA case study due March 9, 2014</p>
<p>Week 6 Feb. 10-16</p>	<p>Technology in Healthcare</p>	<p>1. Examine new clinical technologies and compare their claims with the current research.</p>	<p>http://www.laserdentistry.org/index.cfm/patients/Patient%20Laser%20Overview</p> <p>http://www.velscope.com/</p> <p>http://www.perioscopyinc.com/</p> <p>http://new.ems-company.com/en/dental/air-flow-method/air-flow-products/air-flow-handy-perio.html</p> <p>http://www.dentalaegis.com/cced/2011/03/periodontal-probing-systems-a-review-of-available-equipment</p> <p>http://report.nih.gov/nihfactsheets/ViewFactSheet.aspx?csid=65</p> <p>http://www.ada.org/sections/publicResources/pdfs/saliva_diagnostic_s.pdf</p> <p>http://online.wsj.com/article/PR-CO-20131125-903146.html?dsk=y</p>	<p>1) No Discussion board! 2) Patient Perspective Paper is due Feb. 16th 3) In one month your group project is due!</p>

Week 7 Feb. 17-23	Oral Systemic Link	<ol style="list-style-type: none"> 1. Conduct a systematic literature review on the oral systemic link. 2. Identify reliable methods of obtaining current information on the oral systemic link. 3. Explain the oral systemic link. 4. List at least 5 systemic conditions linked to oral health. 	http://www.perio.org/node/501 http://www.perio.org/consumer/EFP_Diabetes	<ol style="list-style-type: none"> 1) Discussion board 2) Your group project is Due March 9th. Hopefully you are already in contact with your groups and have a plan.
Week 8 Feb. 24-March 2	The role of the RDH in IPC	<ol style="list-style-type: none"> 1. Examine the role of the Dental Hygienist on an Interprofessional care team. 	http://www.dovepress.com/international-professional-education-the-inclusion-of-dental-hygiene-in-health-peer-reviewed-article-AMEP http://www.niioh.org/~niioh/content/about-us http://elearning.talariainc.com/buildcontent.aspx?tut=555&pagekey=62948&cbreceipt=0 http://www.dimensionsofdentalhygiene.com/category.aspx?tid=10509	<ol style="list-style-type: none"> 1) Discussion board 2) Your group project is Due March 9th.
Week 9 March 3-9	Ethical Dilemmas	<ol style="list-style-type: none"> 1. Provide an ethical perspective when faced with difficult situations. 	http://pubs.royle.com/display/article.php?id=1362176 http://www.youtube.com/watch?v=WATR7l4l-AM	<ol style="list-style-type: none"> 1) Discussion board 2) Your group project is Due March 9th.
Week 10 March 10-16	Student Sharing	<ol style="list-style-type: none"> 1. Evaluate peer work and share ideas about learning. 		<ol style="list-style-type: none"> 1) Discussion board 2) LiveText Portfolio Due March 16th by Midnight

Appendix/ces

EXAMPLE OF WRITTEN ASSIGNMENT CRITERIA/FORMAT

Title Page

Running head: REFLECTIONS (All upper case)

Reflections (Upper and Lowercase Centered)
by

Jessica Scruggs

In partial fulfillment

of the requirements for

DNHY 485.77: Oral Health Care Research & Design

Date

Body

REFLECTIONS (just the title, not the words running head)

1

Introduction

Directions

Body of the paper should be typed, double-spaced. Use an Arial or Times New Roman 12 point font. Note the Times New Roman does not take so much room and will help you with managing page space. Use APA margin format with .5 inch left indent. Use page numbers in top right with a running head that includes a shortened version of the title. Use headings to organize the contents as needed.

Body of the paper should be typed, double-spaced. Use an Arial or Times New Roman 12 point font. Note the Times New Roman does not take so much room and will help you with managing page space. Use APA margin format with .5 inch left indent. Use page numbers in top right with a running head that includes a shortened version of the title. Use headings to organize the contents as needed.

WRITING RUBRIC

Abilities	Competent (12.5 pts)	Novice (11 pts)	Beginner (10 pt)
Clarity	Expresses thoughts clearly. Provides examples to illustrate points.	Most thoughts are clear, but some are ambiguous or unclear. Some examples are occasionally used.	Most thoughts are unclear and examples are not used.
Accuracy	Thoughts are accurate and based on credible evidence. Evidence is provided and identified	Most thoughts are accurate and based on credible evidence. Some evidence is base on authority or tradition.	Thoughts are inaccurate and some evidence is based on authority or tradition.
Relevance	Thoughts are connected to the purpose of the activity or assignment.	Most thoughts have a bearing on the purpose of the activity or assignment.	Thoughts have an obscure connection or are unrelated to the purpose of the activity or assignment.
Depth	Thoughts examine the complex issues and details surrounding the purpose of the activity or assignment.	Thoughts examine some of the complex issues and details surrounding the purpose of the activity or assignment.	Thoughts examine a superficial review of the issues surrounding the purpose of the activity or assignment.
Breadth	Multiple points of view or a broad perspective are recognized and carefully examined for consideration.	Some perspectives are recognized and examined for consideration. A few egocentric thoughts might be evident.	Some perspectives are recognized, but not considered. OR Most thoughts are egocentric.
Logic	Thoughts make sense by following a rational line of reasoning. Thoughts follow from the evidence.	Most thoughts follow one another. Most thoughts follow from the evidence.	Thoughts do not follow each other. Thoughts do not follow from the evidence.
Writing Style	Follows a scientific writing style. Communicates needed information effectively and efficiently according to a given format. Uses complex and varied sentence structure. Effective word choice. Transitions are used.	Approximates the scientific style. Communicates needed information according to a given format. Minimal errors in grammar, sentence structure, spelling, or usage. Transitions are used occasionally.	No sense of the scientific writing style. Lack of communication of needed information. Persistent errors in grammar, sentence structure, spelling, or usage. Transitions are not used.
APA style and Paper Format	References are properly cited within the paper. Reference page is properly completed with a few errors. Paper includes a title page, headings and page numbers at the top right. Paragraphs and double-spacing are used in the text.	References within the paper and on the reference page contain errors. Minor revisions needed to APA style and format.	Reference style does not follow the APA format. Major revisions needed. Paper format is not followed and key components are missing. Unacceptable APA style and format.

*Modified and used with permission from Ellen Rogo, RDH, MS, Idaho State University, Dental Hygiene Department (The critical thinking components of the rubric are based on the Universal Intellectual Standards from the Foundation of Critical Thinking)

**This syllabus is subject to change/improvement as needed.
The most current version is posted in CANVAS.**