

Litia Wilson  
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Course Outline

**Rationale:**

1. Provide reasons for your choice of Course Outline format (brochure, traditional template, graphic syllabus, flyer, etc.)

I decided to go with a traditional template to go alongside my colleges (Okanagan College) related courses for consistency. This Course Outline hold important information regarding the course that can be used in many ways including:

Contract: There are clear expectations laid out including mandatory attendance as this is a skill based workshop. No passing grade will be given if there is missed attendance.

Learning aid: The grading rubric, learning goals (outcomes) and schedule can act as a guide to assist learners when structuring their study.

Permanent record: The learning outcomes are clearly stated and there is a rubric for performance. Attached are also my college's policies and the regulatory bodies policies. This will act as a permanent record if there are any circumstances where it may be questioned.

2. Explain how your course outline sets a tone for your course and the relationship between the learner and the teacher.

The course sets a professional yet casual learning tone as it is a workshop. Included is language such as “goals” to establish this course as an opportunity to work on skill. While still setting clear expectations.

Course Outline  
Dental Digital Photography Workshop  
(16 hours)

## **Course Description**

Are you a dental professional looking to expand your dental photography skills? Learn how to take consistent photographs that can be used in professional resources such as case studies, textbooks and treatment plans! Gain essential knowledge to help you select camera equipment, change settings, and improve skill and confidence while taking dental photographs. Make it easier to diagnose photo deficiencies and make adjustments to your cameras settings to change the quality of your images forever

## **Course Goals**

- Discuss patient confidentiality
- Modify settings on a digital camera specific yo intraoral and extraoral photos
- Take intraoral photographs
- Take clear photographs
- Edit and mount photos
- Digital scanner efficiency

## **Course Prerequisites**

- Enrollment or completion of CDA certificate program or comparable dental training ( Hygienist, Dentist, Denturist)
- or
- Chairside dental experience 1 year minimum

## **Student/Learner Characteristics**

Are you a dental professional looking to exceed your career? Do you want to take more professional looking photographs that could be used in educational materials, magazines, social media or even treatment plans? With the constant learning of new technologies that come along with companies like Invisalign, Suresmile and other clear aligner systems come to learn with us how to navigate common issues that arise in practice..

## **Course format**

This is a 16 hour workshop that is offered over 2 days.

## Course activities

Classroom based

80% group work / clinical experience

20% theory

Participants must be willing to work in groups and participate in role-play to ensure the success of themselves and others. You will need to have a camera that you are able to experiment with and be open to experiences with newer technology such as the Itero and Prime scanner systems.

## Course text and resources

- There is no required textbook.

## Supplies and equipment

You must come prepared with:

- A camera that you are familiar with
- Camera SIM card reader
- Laptop
- Writing materials

## OC POLICIES AND OTHER RESOURCES

<https://www.okanagan.bc.ca/office-of-the-registrar/important-dates>

<https://www.okanagan.bc.ca/current-students>

<https://www.okanagan.bc.ca/policies>

<https://www.okanagan.bc.ca/certified-dental-assistant-certificate>

<https://www.cdsbc.org/home>

[CDSBC Infection, Prevention and Control Guidelines](#)

<https://www.cdsbc.org/about-cdsbc/regulations-bylaws/bc-health-regulators/cultural-safety-humility>

[College of Dental Hygienists of British Columbia Cultural Safety \(cdhbc.com\)](https://www.cdhbc.com)

The First Nations Health Authority has produced a video regarding cultural safety in oral health care that all dental professionals should see and reflect upon. To view My dad's unbelievable story, untold by him, [Please click Here](#).

## Schedule of Course Sessions

Day	Topic			LO	Required resources
Day 1	Patient confidentiality	Modify settings	Select appropriate view	LO (A - C)	Camera SIM card Writing materials
Day 2	Take clear photographs	Critically evaluate photos	Edit and mount photos	LO (D - G)	SIM card Laptop SIM card reader

**Grading rubric**

## PRACTICE AS A PROFESSIONAL RUBRIC

**Practice as a Professional-1 (not demonstrated) .....5 (below expectations) .....7 (meets expectations) .....10 (exceeds expectations)**

Professional Values	1	5	7	10
Practice Legally and Safely	Patient/personal safety compromised. Standard precautions, good ergonomics and safe use of equipment not observed. Failed to Practice according the bylaws of the CDSBC	Patient/personal safety at risk. Standard precautions, good ergonomics and safe use of equipment inconsistently observed. Did not consistently practice according to the bylaw of the CDSBC	Patient/personal safety not compromised. Standard precautions, good ergonomics and safe use of equipment evident most of the time. Practiced according to the bylaws of the CDSBC	Patient/personal safety not compromised. Standard precautions, good ergonomics and safe use of equipment evident at all times. Practiced according to the bylaws of the CDSBC
Deportment	The student is dependent on the instructor to identify conduct, behavior, dress and hygiene which is appropriate in the workplace setting based on industry standards.	The student is moderately self-directed but still requires instructor involvement, motivation and support to identify conduct, behavior, attire and hygiene which is appropriate in the workplace setting based on industry standards.	The student seeks validation when demonstrating conduct and behavior which is consistent with industry standards. Student attire is appropriate (as deemed by the industry standard) Maintained personal hygiene including being scent free	The student consistently displays conduct and behavior which is consistent with industry standards in their chosen field. Students attire is appropriate (as deemed by the industry standard), neat and clean. Maintained personal hygiene including being scent free
Attendance	Student has 3 or more absences over a week period. Has a pattern of late or leaves early? Can result in being placed on probation and may be terminated from the program due to lack of absence	Student has 2 or more absences over a week period or has a pattern of late or leaves early. Can result in being placed on probation and may be terminated from the program due to lack of attendance	Student has no absences. Has less than 3 late or leaves early. Arrived early to class/clinic/sterilization/practicum	Student has no absences or late Is on time for all classes/clinics/lab. Arrives early and stays late if needed to complete jobs in clinic/class/sterilization/ practicum
Establish ethical relationship with patient/peers/instructors	The student expects the faculty to identify confidential issues. Fails to obtain consent for patient care. Is unable to demonstrate an understanding of respect. Makes inappropriate comments or criticisms of others. Did not identify breach of ethics.	Needs prompting to identify confidential issues. Inconsistent with obtaining consent. Does not explain procedures clearly or show respect to patient/peer/instructor Occasionally makes inappropriate comments or criticisms of others. With prompting was able to identify breach of ethics.	Is able to identify and demonstrate confidentiality. Consistently obtains consent. Engages patient and listens for understanding. Shows respect to patient /peers/ instructor. Can question in a respectful way. Is able to identify breach of ethics but needs validation.	Identifies and demonstrates confidentiality. Obtains consent; explains procedures, uses positive body language, clear and engaging instructions and inspires confidence. Consistently shows respect for patient/peers/instructor and often questions or challenges ideas in a respectful way. Identified breach of ethics, used professional judgment, discussed situation with appropriate person.
Demonstrate interpersonal skills	Does not see a problem without direct instruction. Needs assistance to trigger and connect with prior knowledge. Impulsively expresses an opinion of liking or disliking something. Makes decisions based only on personal preference. Has little confidence or too much confidence	With assistance can be brought to see the problem. Exhibits superficial understanding of prior knowledge. Jumps to a solution without working it through. Makes decisions based on understanding. With support,	Identifies and seeks to understand the main aspects of the problem. Connects with what they already know with what they are learning and recognizes value in gathering and evaluating information. Makes decisions	student confidently expresses own opinion appropriately and independently provides evidence or reasons which are logical and convincing. Sets goals and priorities, balances their work life, plans and manages and assesses risk. Reflects on what they know, and develops a supported opinion. Makes a researched decision based on their analysis of the

	in ability to make decisions. Fails to recognize their own and others effort and /or opinions. Did not use professional language in a kind and moderated volume appropriately.	developing confidence in their ability to make decisions. Accepts support and reminders while developing an opinion. Occasionally uses professional language but may slip into slang or inappropriate language and or volume.	based on their analysis of the choices. Has confidence in own ability to make decisions, but may seek validation. Recognizes the worth of self and others. Generally, uses professional language in a moderated volume and tone valuing the opinion of others	choices. Has confidence and works well independently. Able to multitask, be innovative and resourceful. Learns from mistakes, copes with uncertainty and responds constructively to others. Consistently has appropriate confidence in own ability to make decisions. Uses professional language in a moderated volume and tone demonstrating kindness and empathy towards others.
Demonstrates responsibility	The student is not self-directed. Does not demonstrate the ability to practice in organized manner, managing time, evaluating performance, or complete a task from start to finish. Student fails to demonstrate understanding of the obligation to be professional and accountable for actions, words and language. The student fails to accept and provide feedback. Fails to demonstrate an ability to assess personal strengths and areas for development. Does not contribute to the team	The student is moderately self-directed. Needs coaching to practice in an organized manner, managing time, evaluating performance and completing tasks. Must be prompted to understand the obligation to be accountable for actions, words and language. The student is reluctant to accept or provide feedback. Needs support to assess personal strengths and areas for development or to contribute to the team	The student demonstrates self-direction most of the time by practicing in an organized manner, managing time, evaluating performance of self and peer, and completing tasks. Is accountable for actions, words and language. The student gives and receives feedback and contributes to the team.	The student consistently demonstrates self-direction in their practice. Staying organized, managing time and evaluating performance. student can assess personal strengths and areas for development, can set goals and identify how to achieve those goals. The student gives and receives feedback and contributes to the team by sharing, leading, motivating or supporting when appropriate.
Reporting Verbal/Written Self and Peer evaluations	Reporting lacks clarity, organization, contains errors and omits relevant details. Incorrect dental terminology used. More than 2 documentation errors evident. Unable to provide a self-evaluation. Student ignores or is threatened by other views and perspectives such as from Peer evaluation.	Reporting is accurate but lacks clarity and organization. Up to 2 documentation errors are evident. Dental terminology is inconsistent. Provides a general self-evaluation but struggles to identify a performance area of strength and/or area for improvement. Prefers not to examine views or perspectives of others which do not agree with own such as from Peer evaluation.	Reporting is clear, accurate and organized. Documentation rules are followed appropriately. Correct dental terminology is used. Student is able to self-evaluate and clearly identify an area of strength and an area for improvement. Student can expand own perspective by adding ideas from others and from Peer evaluation.	Reporting is clear, accurate and organized. Documentation rules are followed exactly. Correct dental terminology is used. Self-evaluation is accurate and insightful providing comments on strengths and areas for improvement. Sees the value and seeks to expand own perspectives with insights from others and from Peer evaluation.

## Additional information

- 2-8 hour sessions

- Attendance is mandatory as this is a skills based workshop. No credits will be given if class time is missed.
- 16 credits will be assigned at the end of the course.

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