



College of
Dental Hygienists
of Ontario

Protecting your health and your smile

Professional Portfolio Guide

Section C

Section C – Professional Portfolio Guide

Professional Portfolio – Questions and Answers	-C-1-
Description of the Professional Portfolio Forms	
Professional Portfolio Review Form.....	-C-3-
1. Personal Data	-C-3-
2. Education Profile	-C-3-
3.a. Employment Profile – Current Practice(s)	-C-3-
3.b. Employment Profile – Previous Practice(s)	-C-4-
Reporting On My Dental Hygiene Practice	-C-4-
4.a. A Typical Day In My Dental Hygiene Practice	-C-4-
4.b. A Typical Day In My Dental Hygiene Practice (Orthodontic)	-C-5-
4.c. A Typical Day In My Dental Hygiene Practice (Educator).....	-C-5-
Dental Hygienists In Non-clinical Practice Environments.....	-C-6-
A Typical Day as a Community Health Dental Hygienist	-C-6-
5. Professional Reading	-C-7-
6. Continuing Quality Improvement (CQI) Activity Plan	-C-7-
7. Continuing Quality Improvement (CQI) Activities Evaluation	-C-9-
8. Additional Continuing Quality Improvement (CQI) Activities (Optional)	-C-9-
9. Professional Recognition	-C-10-
Supporting Documentation	-C-10-
Important Note.....	-C-10-

College of Dental Hygienists of Ontario

Professional Portfolio Guide

Professional Portfolio – Questions and Answers

What is a Professional Portfolio?

A Professional Portfolio within the CDHO Quality Assurance Program serves two functions. Firstly, the maintenance of a Professional Portfolio is considered to be a Continuing Quality Improvement (CQI) activity. This document will contain information regarding your formal qualifications and on-going involvement in your profession. It is designed to be a record that helps to verify your current level of competence to practise and your continuing quality improvement activities. Secondly, the Professional Portfolio will be used for peer assessment purposes. The Quality Assurance Committee will conduct a Professional Portfolio/Practice Review annually.

As you go through the Professional Portfolio Guide and forms, you will have a better understanding of the Professional Portfolio. Once established, the Professional Portfolio will be useful to you and to the CDHO to help record and monitor your professional growth and development and the impact of this growth and development on client care/outcomes.

Who is required to maintain a Professional Portfolio?

If you are a dental hygienist registered to practise in Ontario, you are required to participate in continuing quality improvement activities and maintain a Professional Portfolio. If you hold an inactive certificate of registration you must have a Professional Portfolio. **All dental hygienists** are required to have a Professional Portfolio.

Why do I need a Professional Portfolio?

Under the *Regulated Health Professions Act*, the CDHO was required to put a Quality Assurance Program in place by January 1, 1999. This requirement assists all regulated health professions to improve the overall quality of health care, with the anticipated result of improved client health.

How do I establish a Professional Portfolio?

Prior to the selection of continuing quality improvement activities for any given year, you should conduct a self-assessment of your dental hygiene practice, using either the *CDHO Dental Hygiene Standards of Practice* or the Self-Assessment Package. Please see the *CDHO Dental Hygiene Standards of Practice* and the associated Self-Assessment Package (located in Section D).

Most of the information you may already have available. It is just a matter of organizing the information in a manner that makes it available on short notice.

Your Professional Portfolio will be a record of your professional development. You will want to record the required continuing quality improvement activity information in your professional portfolio so that your professional portfolio is always current. It is important to keep your document up to date.

Participating in continuing quality improvement activities and maintaining a Professional Portfolio is a quality assurance requirement for renewing your certificate of registration.

The Professional Portfolio of every dental hygienist will be unique. In the Professional Portfolio/Practice Review, the Committee will consider the relationship between your dental hygiene practice, the *CDHO Dental Hygiene Standards of Practice* and your continuing quality improvement activities.

The Quality Assurance Committee will conduct a Professional Portfolio/Practice Review annually. Dental hygienists will be selected for a Professional Portfolio/Practice Review in the following ways:

- stratified random sampling
- if a request is made of the registrant about their level of participation in continuing quality improvement and the registrant does not provide accurate information or their records do not demonstrate that they have engaged in any continuing quality improvement activities
- on the basis of criteria specified by the Committee and published on the College's website at least three months before the member is selected.

How do I go about establishing my Professional Portfolio?

The Professional Portfolio has two parts, the development guide and the forms. The guide outlines the step-by-step process for establishing and maintaining the forms. It is important to use the forms that are provided.

How will I know to send in my Professional Portfolio?

You will be notified by mail that you have been selected to participate in either the Professional Portfolio/Practice Review or the CQI Review.

What if my Professional Portfolio is not ready?

You are required to complete a Professional Portfolio each year. When you are selected for a review, you will be required to submit your professional portfolio for the requested years. For example, those selected in 2012 will be asked to submit by January 2013, their 2012 Portfolio and their Continuing Quality Improvement (CQI) Activity Plan and Goals (Forms 6, 7 and 8) for 2010, 2011 and 2012 respectively.

Can I submit my Professional Portfolio electronically?

Yes, you can send it as an attachment to qualityassurance@cdho.org. Please be sure to use your registration number followed by the words "portfolio submission" in the subject line.

Professional Portfolio forms may be downloaded from the College website: www.cdho.org

Most of the Professional Portfolio forms will be self-explanatory. However, if clarification is required, you may consult the guide for a more detailed explanation. If further clarification is required, please call the Quality Assurance Administrator at the CDHO for assistance.

Description of the Professional Portfolio Forms

Professional Portfolio Review Form

This form is to be included with the submission of your Professional Portfolio to the College of Dental Hygienists of Ontario. This is a record of what you are submitting as part of your portfolio. Please ensure that you have recorded your CDHO registration number as well as your name and signature. Your signature verifies that all the information submitted as part of your Professional Portfolio is an accurate reflection of your dental hygiene practice and of your continuing quality assurance activities.


Making false or misleading statements in your Professional Portfolio submission is considered professional misconduct and could be subject to disciplinary actions. Please consult the CDHO's Professional Misconduct Regulations.

1. Personal Data

This information establishes your name and current home and business contact information. **You must notify the CDHO office, in writing, of changes in personal data (e.g. name, address, etc.) within fourteen days of effect of the change ([CDHO Bylaw #4](#))**

Personal Data Assessment Guidelines

If the personal data contained in the Professional Portfolio does not agree with other personal information on record at the CDHO, the Quality Assurance Committee will contact you to clarify the discrepancies.


 Please use **Form 1** for completing your Personal Data.

2. Education Profile

Most of this information may be obtained from the most recent version of your employment application resume. Reproduce the information here.

Begin with high school and record all of your **formal** post-secondary educational achievements. Include the following information for each entry:

- dates attended
- the name of the institution attended
- the name of the course or program in which you were enrolled (include area of specialization, if applicable)
- whether or not the program/course was completed
- qualifications received upon completion of the course or program.

 Please use **Form 2** for completing your Education Profile.

3.a. Employment Profile – Current Practice(s)

Use this form to describe your current place(s) of practice. This is meant to be a general description of your workplace. A job description and/or terms of employment, number of days worked per week, type of practice and an indication of written policies available to you are requested. This is not meant to describe the specifics of client care. You will have an opportunity to describe your dental hygiene practice on Form 4. **Note that for every practice listed as current, a separate Form 4 is required.**

3.b. Employment Profile – Previous Practice(s)

Most of this information may be obtained from the most recent version of your employment application resume. Begin with your most recent place of (past) employment and work backwards in time recording the significant places of employment. If you have been absent from the workforce for periods of longer than six consecutive months, note the reason(s) for your absence.

In addition to the standard information you might share with a prospective employer, include specific information about your terms of employment and a brief job description.



Please use **Form 3.a** and **Form 3.b** for completing your Employment Profile.

Reporting On My Dental Hygiene Practice

In this section, you are asked to describe what you do on an average day in your work place. If you are working in more than one practice environment, you must prepare a description for each practice. Many dental hygienists choose to work as regular temporary placements in different practice environments. The concept of a “typical day” still applies. Indicate that you work in this way, and compile the most common “typical day”.

Those of you who do not provide direct clinical care as the major focus of your practice may have to be a bit creative to provide descriptions of your workplaces. The information provided will be similar, the format for presentation may be quite different from that of the majority of dental hygienists. Remember too that your clients may be students, community groups, educators, etc., depending on the scope of your position. It will be helpful for you to define the types of people or groups which constitute your “client” as part of your workplace description. See Dental Hygienist in Non-Clinical Practice Settings.

4.a. A Typical Day In My Dental Hygiene Practice

In this section of the Professional Portfolio, dental hygienists in a clinical practice environment are required to provide specific information regarding the client base, dental hygiene services rendered and the time frame in which these services are delivered. **You are required to submit a separate Form 4 for each current practice.** Please note that there is a separate form for dental hygienists working in orthodontic practices.

The *CDHO Dental Hygiene Standards of Practice* and the CDHO Code of Ethics can be used as guidelines when filling in this section. Include the following information:

- the number of clients you would see on average
- the age range of the clients served in your practice
- the procedures performed for the clients you see
- infection control protocols
- record-keeping procedures.


In addition to the Typical Day Form, you may wish to include an actual day sheet that notes the interventions you completed for each client. **Please remove the clients’ names to protect their confidentiality.**



Please use **Form 4.a** for completing your Typical Day in Your Dental Hygiene Practice.

4.b. A Typical Day In My Dental Hygiene Practice (Orthodontic)

This form is similar to Form 4.a, however, it has been modified to reflect dental hygiene practice in an orthodontic practice setting. Rather than the number of clients seen in a typical day, dental hygienists in an orthodontic practice setting would describe the types of services/programs they provide in a typical day for the number of clients and the number of times per day that these services are provided. Infection control protocols and record-keeping procedures should also be included.

 Please use **Form 4.b** for completing your Typical Day in Your Dental Hygiene Practice in an Orthodontic Practice Setting.

4 c. A Typical Day In My Dental Hygiene Practice (Educator)

If you work as an educator in a dental assistant or dental hygiene program, the format of this portion of your portfolio will differ from that of a clinical dental hygienist. This section of your portfolio should demonstrate the scope of your work, the context of your teaching, and evidence of your teaching ability. If you teach at more than one institution, a separate Form 4.c must be included for each school.

(a) Description of Teaching Responsibilities: Please record the course title and a brief description of each course that you teach. Include in this section the number of students enrolled in your course, your teaching schedule for each course and contact hours. You may also wish to briefly describe any additional responsibilities you have beyond your course teaching requirements.

(b) Personal Teaching Philosophy: Good teaching requires on-going investigation into, and reflection on the relationship between, teaching practice and student learning. The objective of a teaching philosophy is to provide a clear picture of you as an educator. Using 1 to 3 paragraphs, provide a narrative of your perception about teaching and learning, an explanation of how you teach, and support for why you teach the way you do. You should aim to allow the reader to “see” the learning environment you have created for your students.

(c) Examples of teaching/learning strategies that I implement in my environment: Please articulate the methods you use to demonstrate how your teaching/learning approaches reflect your teaching philosophy. (2 to 3 examples are suggested)

(d) Examples of strategies I use to address the learning styles of students: Research has demonstrated that the relationship between teaching and learning style is a factor in the success of college and university level students. Building on your previous statements, provide examples of how you address different learning styles in your classroom and/or clinic.


(e) Examples of how I address diversity in the educational environment: With the growing ethnic, cultural, racial, language and religious diversity represented in our communities and schools, dental hygiene educators need to give students the knowledge, attitudes, and skills required to learn and practise in multicultural environments. Please provide some examples of how you ensure students are linguistically and culturally competent for practice. (2 or 3 examples are suggested)

(f) Types of student-centered strategies I use to enhance learning: Adult learners are most motivated to engage in courses they see as a viable means for acquiring knowledge and skills that will assist them in coping with real-life tasks or problems. Please describe the strategies you use to stimulate learner interest and deepen learning.

(g) Materials/activities I use to support student reflection on their learning: Literature points to the difficulty students have applying theory taught in the classroom into the reality of professional practice. This is reduced when students develop the ability to reflect on the relationship between theory and their practice. Please describe how you have integrated self-reflective activities and materials into your course.

(h) Evidence of teaching effectiveness: Successful educators will have demonstrated skills, abilities and contributions that result in student success. This section provides you with the opportunity to explain the methods you use to evaluate student performance, course and program effectiveness and to demonstrate how self-evaluation and reflection are used as indicators of your success.

(i) Professional Publications, Research, Presentations, and Positions: Dental hygienists in their roles as educators contribute to the development of the profession in a number of ways. If relevant, please provide a list of your professional awards, published works, research activities, conference presentations, professional positions held, etc.

 Please use **Form 4.c** for completing your Typical Day in Your Dental Hygiene Practice as an Educator.

Dental Hygienists in Non-Clinical Practice Environments

For dental hygienists who work in non-clinical practice environments for all or a portion of their employment, the general rules for information to be included still apply.

Dental hygienists involved in community health, administration or research might choose to describe a typical week rather than a single day. In these practice environments, one day may be rather different from another. When describing your typical week, indicate the estimated percentages of time spent in the major activities that define your job. These may be any of the following categories (here the list is meant to be exemplary, not exhaustive): theory class time, clinical demonstration, administrative duties, program planning, travel, data collection and recording, report writing, grading and participation in meetings.

Dental hygienists working in community health could include a time sheet for a typical week, with a key code for the various tasks performed.

A Typical Day as a Community Health Dental Hygienist

The dental health educators present dental health lessons to elementary school children in senior kindergarten and grade one. They also provide dental health information at day-care centres, on request.

The dental hygienists provide dental screening services in school settings, during the academic year. Screenings identify children in need of dental treatment and ensure that basic treatment needs are provided under the *Children in Need of Treatment* (CINOT) program administered by the Ministry of Health. Each dental hygienist is responsible for assisting parents of identified children to obtain required services from a dentist in their area. Often these children are from new Canadian families so the dental hygienist may work with the multi-cultural liaison officer, to provide appropriate assistance.

School screenings involve:

- visual examinations of the children (on average seven classes per day)
- preparation of screening results (to be sent home with each child)
- contact work with parents of children in need of dental treatment to offer assistance in accessing dental services

- compilation of screening data for statistical analysis
- follow-up visits to the school, about two months later, to check on the treatment progress of children previously identified as CINOT cases
- dental hygienists are also assigned to cover the dental screening periods scheduled at the Health Department office, for children not accessible through the school system.

Health promotion activities that take place in April are planned during the January–March period. Each team member shares the load. Promotional activities include dental health presentations in community centres, shopping malls, and to English as a Second Language groups on topics such as nursing caries, oral hygiene instruction, etc.

Summer months are spent working at the Health Department to prepare for activities of the following academic year. Such activities include preparing lesson plans; reviewing new audio-visual resource materials; literature reviews; updating forms; and reviewing statistics to identify high, medium and low risk schools.

There is no typical day or week as a community health dental hygienist. Planning tends to follow a yearly cycle. Priorities are set every second week at team meetings. Staff members participate in new projects, according to their availability and interest. Creativity, self-motivation and the ability to work independently are essential for this type of employment.

5. Professional Reading

Reading about changes occurring in your profession is an important way of learning. This section is designed to help you keep track of your professional reading so that your dental hygiene knowledge base remains current. The table is easy to complete. Don't forget to add professional publications that you read on a regular basis at the bottom of the list. Your list may also include recent textbooks which you have read; independent study packages you have successfully completed and audio tapes or videotapes you have used for information. Professional reading does not have to relate to your goals to be included in this section.



Please use **Form 5** for completing your Professional Reading.

6. Continuing Quality Improvement (CQI) Activity Plan

This is your personalized plan to improve your dental hygiene practice. Continuing education will be most beneficial if your learning impacts your dental hygiene practice in a positive way. Self-evaluation of your dental hygiene practice will help you identify gaps in your knowledge, skills and practice. The CDHO Self-Assessment Package and the CDHO Standards of Practice are tools that will help you with your practice assessment.

Once you have established areas of your practice that need enhancement, you will need to establish some learning goals. Your goals should be concrete enough to guide behaviour change and growth that will make a positive impact on your dental hygiene practice. Goals are specific, measurable, attainable, relevant to your practice and trackable. A well written goal contains an action word (verb) that will later help you determine whether or not you have achieved your goal. Every year you will be required to reflect on your practice and re-establish your learning goals. Each goal should be completed in one year. A large goal that would span more than one year to complete should be divided into yearly achievable milestones.

Goals for those in clinical practice should be directly related to one or more of the following:

- Dental hygiene science
- Dental hygiene practice
- Ethical and legal obligations of dental hygienists
- Communication, cultural awareness, inclusive practice
- Infection control
- Record keeping
- Professional Portfolio
- Self-initiation
- Social justice as it relates to dental hygiene, access to care
- Interprofessional collaboration, multi-disciplinary practice
- Radiography, radiation safety, radiation protection officer training
- Health and safety, WHIMIS
- Process of care.

Goals for dental hygienists who are not in clinical practice should be directly related to their specific practice and/or to general dental hygiene knowledge.

Goals for educators should relate to their area of teaching and/or educational theory and practice.

List your learning goals on Form 6 and determine the type of activity(ies) that would best address this learning goal. You may select more than one type of activity for a learning goal. After you have completed an activity, indicate whether the learning activity addresses your learning needs. This will help you track your learning as you go. If a learning activity does not support your goal, you may wish to investigate other learning activities. It is up to you to decide what best matches your learning needs, style, and budget.

Recommended learning activities:

- Courses or workshops designed for health professionals offered by professional associations, societies or study clubs
- Presentations, publications, or learning modules offered by the CDHO
- Courses or workshops offered by accredited dental hygiene schools
- Courses or workshops offered at Community Colleges or Universities
- Home study courses designed for dental hygienists offered by reputable sources that have post-test and grant a certificate of successful completion
- Courses offered by CDHO-approved dental hygiene facilitators
- Giving an original presentation of a paper, essay, or formal lecture in dental hygiene to a recognized group of fellow professionals at a scientific meeting
- Writing an original scientific paper that is published in a scientific professional journal
- Creating an original scientific, educational, or clinical exhibit at a professional meeting
- Observation of a peer in practice if it can be applied to a goal and is combined with other sources of learning
- Self-study conducted using current dental, dental hygiene and/or medical peer reviewed journals and text books.

When you have completed this form, you have created a learning plan for continuing quality improvement activities that is related to your dental hygiene practice and is consistent with the *CDHO Dental Hygiene Standards of Practice*. Don't forget to indicate the total number of learning goals and the year that they are for.



Please use **Form 6** for completing your Continuing Quality Improvement (CQI) Activity Plan.


7. Continuing Quality Improvement (CQI) Activities Evaluation

Complete a Form 7 for every learning goal listed on Form 6. Fill in the appropriate information about the Continuing Quality Improvement (CQI) activities in the space provided.

The first box is a record of your **CQI activities**. You must record the date of the learning activity, the name of the course title, the name of the presenter, the type of activity and the time spent in the activity. If learning is self-initiated (self-study), you must provide a detailed reference for the activity. A complete bibliography is required for all readings, videos, and websites, and should be included on Form 7.

Information/Skills Gained: It is an important step in the learning process that you identify the knowledge, skills and/or judgment that you have acquired from the selected learning activities associated with this learning goal. Use this box to summarize what you have learned from the combined CQI activities you listed in the boxes above.

Did you make changes to your practice because of your learning? How did/will your learning make things better for your clients and/or practice? This provides you with an opportunity to reflect on your goal. Did this goal and the learning activities that supported it fill the gaps you identified in your self-assessment of your practice? Has your dental hygiene practice improved because you achieved this goal? Explain why this may or may not be the case. The implementation of this acquired knowledge and skill in your dental hygiene practice is an important step in improving your dental hygiene practice and client services/programs. Continuing education will be most beneficial if the acquired learning can be applied. Use specific examples of how your new knowledge is being applied to your practice. If you have not yet had the opportunity to incorporate your new learning in your practice, indicate how you intend to do so in the future.

 Please use **Form 7** for reporting the outcomes of your Continuing Quality Improvement Activities in your dental hygiene practice. Make sure to fill in all the sections.

8. Additional Continuing Quality Improvement (CQI) Activities (Optional)

List any additional learning activities that you participated in that did not directly relate to your learning goals, but still contributed to your professional growth. Your additional activities will be considered as part of your overall CQI requirements to a maximum of 20%. This section recognizes educational, professional, and benevolent activities that dental hygienists participate in such as:

- Holding a leadership position as a representative of the CDHO, National or Provincial association
- Attendance at a dental hygiene conference or symposium
- Attendance at society meetings and study groups
- Reading dental hygiene scientific journals
- Volunteer work in a community oral health project
- Participating in programs that provide substantial pro bono dental hygiene services to the dentally underserved populations or to persons who reside in areas of critical need within Ontario
- Acting as a mentor to a colleague who requires mentoring through the New Registrant Mentorship Program or the Quality Assurance Program
- Receiving mentorship as a requirement of the New Registrant Mentorship Program or the Quality Assurance Program.

 Please use **Form 8** to list your additional CQI activities.

9. Professional Recognition

Professional memberships

Simply fill in the table to indicate your level of membership and years of membership in the professional associations to which you belong. Don't forget to update the information as it changes.

Professional Positions, Presentations, Publications, and Research

If relevant, please name any professional position you have held, for example: president of a local society or dental hygiene advisor to a community organization. You may also use this space to list your professional awards, published works, research activities, conference presentations, etc.



Please use **Form 9** to highlight your professional memberships and areas of professional recognition.

Supporting Documentation

Supporting documentation provides the College with verification of your continuing quality improvement activities. It is important to keep this information current.

Do not submit supporting documentation to the College with your professional portfolio unless requested to do so.

Supporting documentation should include, but is not limited to, copies of receipts, certificates of attendance, speakers' biographies and brief course outlines. For dental hygiene practice projects, keep a brief outline of the activities associated with the project and any reference materials used.

Important Note

If you are requested to submit your Professional Portfolio to the College for a Professional Portfolio/Practice Review:

- Only submit a portfolio for the years requested. (The QA Committee may request more than one year. Keep all portfolio documents and receipts for seven (7) years before destroying.)
- Make sure your CDHO registration number is included on each page of your portfolio and on any other correspondence submitted to the College. Your registration number is on the top left of your selection letter.
- Submit a copy only of your Professional Portfolio. You must keep the original in your possession.
- Complete the Professional Portfolio Review Form. Make sure you sign and date the declaration. Making false or misleading statements in your professional portfolio submission is considered professional misconduct and could be subject to disciplinary actions.