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## Guide to the Standard of Practice: Denturism Educators

The Standard of Practice: Denturism Educators articulates the College's expectations of Denturism Educators who are engaged in teaching elements of the profession. This Guide to the Standard provides information on how these expectations will be met. The Guide also includes Practice Scenarios which illustrate how elements of the Standard are applied in practice.

### How do I demonstrate that I am responsible and committed to students and student learning?

Denturism educators demonstrate responsibility and commitment to students and their success when they:

- Participate in respectful practice;
- Understand factors that influence individual student learning;
- Protect the privacy and dignity of all students;
- Work collaboratively with other educators and faculty;
- Promote inter and intra-professional collaboration;
- Model positive behaviour; and
- Provide adequate, respectful supervision and direction and feedback.

### What are the criteria for a safe learning environment?

Denturism educators provide a safe learning environment when they:

- Ensure an educational environment is free of sexual harassment and other forms of discrimination;
- Are mindful of the power differential in their relationships with the learner ensuring that relationships are free from conflict of interest or bias that could influence, or appear to influence, the educator's ability to provide an objective and impartial evaluation of a learner's competence
- Model and encourage inclusive practice and professionalism;
- Model appropriate and compassionate care of patients;
- Ensure the health and safety of learners and patients; and
- Act on matters that negatively affect the health and safety of learners, patients, co-workers, family and communities.

### What is meant by teaching and instructional competence?

Denturism educators demonstrate teaching and instructional competence when they:

- Have knowledge of diverse instructional methods for student learning;
- Ensure course content is current, accurate and meets the appropriate course learning outcomes;
- Use reflection on student development, learning theory, pedagogy, curriculum, the CDO Code of Ethics and Standards of Practice, and relevant legislation to make professional judgments;
- Use appropriate assessment, resources and technology to promote student learning;

- Participate in ongoing professional learning aimed at expanding competence in their area of teaching;
- Use ongoing inquiry, dialogue and reflection to refine teaching practices to promote student learning;
- Ensure that educational preparation and/or professional development has adequately prepared one to teach the curriculum and assume specific teaching responsibilities;
- Possess additional education and/or experience in the area in which they are teaching; and
- Possess significant teaching experience before assuming a management or program oversight role.

### **How do I demonstrate currency in professional knowledge and maintain competence?**

Denturism educators demonstrate professional behaviour and relationships when they:

- Hold an active Certificate of Registration with the College or another regulated health profession (as applicable);
- Participate in the College's Quality Assurance Program as required by legislation;
- Promote ethical conduct among colleagues and learners;
- Have a working knowledge of the Regulated Health Professions Act, 1991, the Denturism Act, 1991, the CDO regulations, Standards of Practice, policies and guidelines; and
- Comply with recommendations from the CDO and requirements made by relevant government agencies.

### **How do I ensure public safety as a denturism educator?**

Denturism educators ensure public safety when they:

- Evaluate the knowledge, skills and judgement of learners in advance of learner-provided patient care;
- Ensure that tasks assigned to the learners are appropriate to their education, experience, skills and confidence and that learners have the necessary competencies to safely perform the task;
- Verify that informed consent and all appropriate documentation has been obtained from the patient prior to involving learners in their care;
- Supervise learners at a level appropriate for the nature of the procedure and the skill level of the individual performing the procedure;
- Immediately discontinue learner involvement in patient care when a learner's action or lack of competence places the patient at risk or where the patient withdraws consent; and
- Retain professional accountability for all aspects of denturism care and service assigned to learners.

## **Practice Scenarios**

### **Denturism Educators No. 1**

Barry is a Registered Denturist with the College and is employed as a clinical instructor for a denturism diploma program. After a couple of weeks, Barry notices that one of the students is not adhering to the infection prevention and control protocols required by the school's dental clinic. Patients of the clinic may be exposed to contagious materials as a result of this breach in protocol.

Knowing that he is responsible for ensuring a safe learning environment and accountable for public safety, Barry discusses the correct protocols with the student. Over the next couple of weeks, Barry

supervises and assesses the student closely to ensure that they understand and can reflect on the infection prevention and control (IPAC) guidelines and demonstrate adherence to policies and procedures and standards of practice.

## **Denturism Educators No. 2**

Amina is a Registered Denturist with the College and as an educator is responsible for a clinical course for a denturism diploma program. During theory class, Amina overhears two students making inappropriate comments about a patient who has a disability. Having just completed training regarding discrimination in the classroom, and through her own professional practice, Amina is aware that she must model appropriate and compassionate care of patients while supporting student learning.

Amina asks to meet with the students privately and discusses the impact of their actions as inappropriate, unprofessional and a potential breach in patient confidentiality. Through inquiry, dialogue and reflective practice, Amina develops additional training and education about professional behaviour and patient confidentiality with the students involved and continues to assess their compliance.

## **Denturism Educators No. 3**

Initially, Sam was excited to accept an offer of employment to teach a course in the denturism program at the local College. Sam loved the idea of teaching and looked forward to sharing her practice experiences and current knowledge with her students. After she received material from the college related to the course she was to teach, she began to grow anxious about how she would teach the material. Having no previous classroom experience, she had questions regarding the best methods of determining learning outcomes, instruction, effective assessment techniques including classroom management.

Determined to ensure the course a valuable and effective student learning experience, Sam contacted the Administrator who had offered her the job. The Administrator was able to address some of the issues Sam had and then directed Sam to other pedagogical resources including previous course instructors and the College's Teaching Development Centre which had various workshops on helping prepare new instructors for the classroom responsibilities.