

A Living Laboratory: Activity Template

We are creating a cross-disciplinary collection of teaching activities that use the best practice approaches fostered in the “Living Lab”: adoption of City Tech’s General Education Student Learning Outcomes, George Kuh’s High Impact Educational Practices, place-based learning, open digital pedagogy (the OpenLab), and formal assessment methods.

Share your best practices with your colleagues! Use this form to record a favorite activity; an activity can be as small as an in-class exercise or as large as a semester-long project. Your description can be short or extensive – take as much space as you need.

Activity Title:	Senior Dental Hygiene Student Clinical Observation
Your Name:	Susan Davide
Department:	Dental Hygiene
Course:	Principles of Dental Hygiene Care I
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Activity Description:

Provide a brief description of the activity.

Students are to observe a senior dental hygiene student during their clinical patient care treatment session (one hour minimum time length).

Learning Goals:

What do you aim to achieve with this activity?

In this writing assignment, students will gain an understanding of the dental hygiene care process and practice. The goal is for students to experience the professional atmosphere present and the progression of the knowledge and capacity of the senior student in comparison to a freshman dental hygiene student. This experience is what they should anticipate it to be like when they begin their second year and similar to private practice.

Timing:

At what point in the lesson or semester to you use this activity? How much classroom time do you devote to it? How much out-of-class time is expected?

This activity is used close to the mid-point of the semester. I devote minimal classroom time to this assignment; question and answer for further clarification of the assignment can be discussed on OpenLab. A minimum of one hour is expected during the observation and then another minimum hour to answer the reflection questions in their writing assignment.

Logistics:

What preparation is needed for this activity? What instructions do you give students?

Students need to contact their senior assigned “big sister/brother” and schedule an observation date and time, dress in professional attire and maintain professional conduct, in addition to remaining in strict compliance with patient confidentiality.

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General Education SLOs:

Which of City Tech's [General Education Student Learning Outcomes](#) does this activity address?

Knowledge: develop and value a breadth of discipline knowledge and acquire tools for lifelong learning.

Skills: Communication-listening in a clinical dental treatment setting (clinician, patient and instructor interaction) using written (both reading & writing), oral (both speaking & listening), and visual means, and in more than one language.

Inquiry/Analysis: Process skills

Values, Ethics and Relationships: Understand and apply values, ethic, and diverse perspectives in personal, professional, civic, and cultural domains. Professional & personal development, intellectual integrity & professional ethics

High Impact Educational Practices:

Which of [George Kuh's High Impact Educational Practices](#) does this activity incorporate? Does it use the [OpenLab](#) for [open digital pedagogy](#)? Does it include [place-based learning](#)? Choose all that apply and/or add your own.

George Kuh's High Impact Educational Practices:

First-year seminars and experiences

Learning communities

Collaborative assignments and projects

Diversity and global learning ("difficult differences")

Internships

Common intellectual experiences (core curriculum)

Writing-intensive courses

Undergraduate research

Service- or community-based learning

Capstone courses and projects

Open Digital Pedagogy (the OpenLab)

Place-Based Learning

Other (please describe):

Assessment:

How do you assess this activity? What assessment measures do you use? Do you include your evaluation in grade calculations?

Using the reflection questions from the assignment and the *College Wide Writing Rubric*, I assess their assignments and grade it using the rubric.

Reflection:

How has this assignment impacted your teaching? What challenges did you encounter and how did you address them? What feedback did students provide? How would you imagine this activity being used in different disciplines?

This assignment has been one of the most rewarding for both student and faculty. It impacted my teaching by The freshman students are at the stage of learning instrumentation and practicing on a manikin and/or fellow class mate. They have no exposure to a 'real patient' and observing a senior dental hygiene student is an eye-opening experience for them. They are impressed with the vast amount of knowledge that the senior students have acquired; how they interact with their patient and instructor and how they have developed within one year. One challenge encountered was the freshman students not knowing/meeting their senior dental hygiene student. I encouraged them to attempt to locate them in the dental hygiene student lounge and/or send them an email. Students provided very positive feedback and enjoyed this assignment immensely. I feel this activity can be used in different disciplines for students to experience what it is like to be at the next level closer to 'degree completion' or observing directly in the field of their discipline. This gives the student a sense of what it will be like when they have graduated and are out in the workplace.

Additional Information:

Please share any additional comments and further documentation of the activity - e.g. assignment instructions, rubrics, examples of student work, etc. These could be in the form of PDF or Word files, links to posts or files on the OpenLab, etc.

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Senior Clinical Observation Assignment

College Wide Writing Rubric (Spring 2012 Gen Ed Assessment)

Points =	0	1	2	3
Performance Criteria	No Proficiency	Some Proficiency	Proficiency	High Proficiency
Context and Purpose for Writing (includes consideration of audience & circumstances surrounding the task)	Minimal attention to context, audience, purpose, and to the assigned task(s). <input type="checkbox"/>	Some evidence of awareness of context, audience, purpose, and the assigned task(s); begins to show awareness of audience's perceptions and assumptions. <input type="checkbox"/>	Adequate consideration of context, audience, and purpose with a focus on the assigned task(s). <input type="checkbox"/>	Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s). <input type="checkbox"/>
Format	Does not adhere to standardized format or given instructions; no sense of introduction, body, conclusion; does not contain all sections required; handwritten/sloppy in appearance. <input type="checkbox"/>	Minimally follows the standardized format or given instructions; some sense of organization and structure; contains all sections, but the content within each section is not appropriate. <input type="checkbox"/>	Mostly follows the standardized format or given instructions; contains all sections, whose content is generally correct with only occasional lapses; minor edits are required. <input type="checkbox"/>	Accurately follows the standardized format or given instructions; all sections are present and clearly labeled; each section contains all of the appropriate information. <input type="checkbox"/>
Language	Numerous errors in spelling, grammar, verb tense and punctuation; no paragraphs, numerous fragmented sentences; extremely limited vocabulary; use of language impedes meaning because of errors in usage. <input type="checkbox"/>	Several instances of grammatical errors and demonstrates a lack of editing; sentence structure is simplistic, little variety; although there are errors, uses language that conveys meaning to readers. <input type="checkbox"/>	Few errors in spelling, grammar, verb tense and punctuation; sentence structure (subject and predicate) is generally correct although still simplistic and occasionally repetitious; generally straightforward language that conveys meaning to the readers. <input type="checkbox"/>	Very few errors in sentence structure and mechanics; exhibits good to excellent command of language and professional terminology; sentences are complex and vocabulary is sophisticated; skillfully communicates meaning to readers with clarity and fluency. <input type="checkbox"/>
Communication	Does not articulate thoughts or ideas; organization of the document is not clear enough for reader to follow arguments; lacks focus and fluency in writing. <input type="checkbox"/>	Thoughts are expressed using vague language; attempts to convey main ideas of the paper but lacks focus and fluency; overall document is somewhat confusing. <input type="checkbox"/>	Thoughts are organized and the main ideas are exposed, but some connections are not clearly supported by the written text; topic presented (or proof if applicable) is clear, with very minor lapses. <input type="checkbox"/>	Thoughts are carefully organized and allows reader to easily follow all of the arguments; no lapses in logic or clarity; thoughts are clearly expressed with focus and fluency. <input type="checkbox"/>
Analysis /Synthesis	Demonstrates little understanding of what the important data/content that should be presented; comments, if present, are superficial or not related to the main topic discussed, does not identify significant professional standard findings; analysis of important points (or data) is lacking. <input type="checkbox"/>	Statement of important results/content is incomplete; some personal comments are present but not particularly relevant for the discussion; identifies the critical elements but does not demonstrate an accurate comprehension of the concept; analysis of important points (or data) is incoherent and or incomplete. <input type="checkbox"/>	Statement of the important results are clear and complete but may include too much information or information that is not relevant; analysis of important points (or data) is well-thought-out but lacks a few important points; relevant comments or real world connections are included. <input type="checkbox"/>	Successfully performed a thorough analysis; all important results/arguments are clearly identified and motivated; presence of significant personal comments and observations prove a real understanding of the topic. <input type="checkbox"/>

Student: _____

(15/15= 100%) Total Points:

Assignment: _____

Grade: