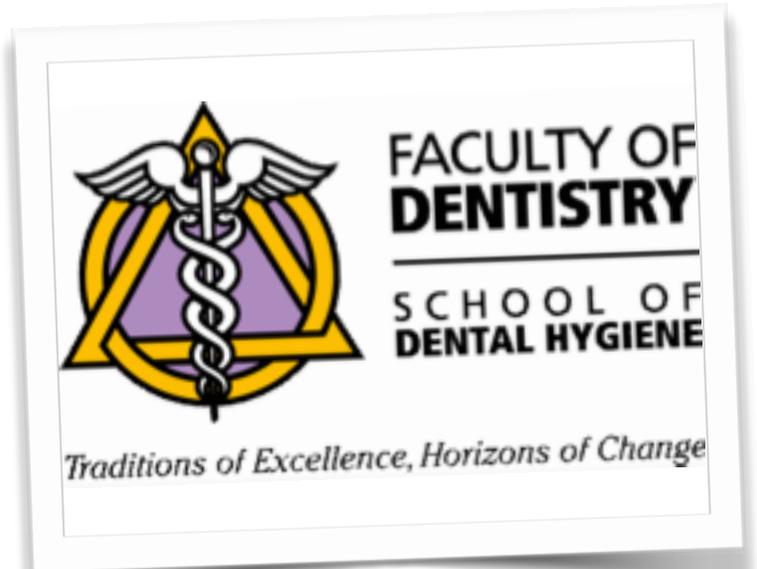


Manitoba Dental Hygienists Association/School of Dental Hygiene Mentorship Program Manual



University of Manitoba

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**Message from
the Director,
School of Dental Hygiene**



Dear Mentor and Mentee,

On behalf of the School of Dental Hygiene, I would like to offer my congratulations to the new dental hygiene class of 2019, and welcome their new Mentors. I would also like to welcome back the mentors for the Class of 2018. We appreciate your commitment to this important transformational program.

Thank you to the Manitoba Dental Hygienists Association for the planning activities, financial support and volunteer recruitment that forms the foundation for this program, and truly makes it an unqualified success. I would also like to acknowledge and thank the members of the Mentorship Committee: Kaleigh Warden, Erin Melendez, Shauna McGregor and Kathy Yerex. Without their hard work, dedication and vision, the Mentorship Program would not be possible.

Mentorship plays such an important role in the professional lives of dental hygienists, and both the student and the Mentor grow from the experience. When I reflect on my own career, I am grateful for the powerful, supportive roles that mentors have played in helping me to become both the dental hygienist, and the person, that I have become. Today, in my role as an educator, I find myself mentored by my students. I may be there to teach them, but I am learning from them, as well. Mentorship is a shared experience with shared development and growth; may you all share in these benefits.

Sincerely,

Mary Bertone
Director
The University of Manitoba School of Dental Hygiene

Message from the President, Manitoba Dental Hygienists Association



Message from the President of the Manitoba Dental Hygienists Association

Dear Mentors and Mentees:

Who ever does anything alone? We might think from time to time "I did that--I did that on my own", but with just a bit of reflection, you likely quickly come to realize that what you did and what you know and why you know is because of others. Those 'others' in our lives may have challenged our thinking and nudged or pushed us to step outside of our comfort zones and explore our lives and how we contribute to bettering the lives of others. Sometimes our mentors are chosen or given to us, sometimes we come upon them, and sometimes we discover well after the fact that a person was and is a mentor.

The MDHA offers a mentor to each and every student because professionally and personally, we value mentorship. Welcome the insights of your mentor--let them be a support to you as you journey through the dental hygiene program and beyond. They have wonderful words of wisdom and plenty of stories to relay about what it means to be a dental hygienist. The student-mentor relationship is so enriching for both mentor and mentee; and in fact, sometimes you will wonder who is mentoring who--that is something wonderful which happens as we all continue to deepen our understanding of our profession.

Laura MacDonald
President
Manitoba Dental Hygienists Association

Message from the Manitoba Dental Hygienists Association Mentorship Committee

The Manitoba Dental Hygienists Association (MDHA) Mentorship Committee is committed to working with the School of Dental Hygiene to provide a program that fulfills the needs of the mentee and the mentor.

The mentorship program provides you, the mentee, a connection to the profession of dental hygiene that can not be attained through your formal education. Our goal is that a relationship with your mentor will provide valuable insight and ease your transition from student to professional. This program sets the foundation for this relationship, but the effort you put in is what you will get in return. Therefore, we encourage you to take full advantage of the opportunity of what your mentor has to share with you! Mentors are committed to your success.

To the mentors, we **THANK YOU** for taking time out of your busy work, family, and personal schedules. Thank you for offering your professional knowledge, experience, and your commitment to making our profession stronger. MDHA states “We are only as strong as our members voice” and you are an example of this sentiment. We are life long students both mentors and mentees benefit from our program.

We would like to acknowledge the support of our members in every aspect. Without your support, this program would not be possible.

Sincerely,

Kaleigh Warden, Erin Melendez, Kathy Yerex & Shauna McGregor
MDHA Mentorship Committee

Manitoba Dental Hygienists Association/ School of Dental Hygiene Mentorship Program Mission Statement, Goal & Objectives

Mission Statement

The Manitoba Dental Hygienists Association (MDHA)/School of Dental Hygiene (SDH) Mentorship Program is a partnership that supports the transition of dental hygiene students into the profession through open communications, guidance, and inspiration that benefits both parties.

Goals/Objectives

1. The dental hygiene student will observe their mentor in a professional practice setting with the goal of being exposed to real world workplace experience to better prepare them for dental hygiene practice.
 - Second and third year dental hygiene students will be assigned an MDHA mentor for the duration of their dental hygiene education.
 - The second year student will observe their mentor once per term, while the third year student will observe their mentor once in the academic year.
2. Mentors and mentees maintain open communications through regular contact.
 - The mentor and mentee will agree on a form of contact and time interval to build a mutually beneficial relationship.
 - The mentor and mentee will attend all MDHA/SDH Mentorship Program events throughout their two year commitment.
3. The program will enrich both mentor and mentee by establishing life-long professional contacts.
 - The mentor will offer professional guidance, while the mentee will bring the current research and knowledge gained from their studies.

Mentee (Student) Roles and Responsibilities

The mentee is the student who receives guidance from an experienced individual, usually for personal and professional development. The mentee takes the initiative to ask for help or advice. A great opportunity is provided to the student to receive one-on-one mentoring within the profession of dental hygiene in private practice.

To be involved in a mentoring relationship is a privilege for both participants, and as a result it is important to be gracious and thoughtful towards each other. When unclear about what to do or how to act, please seek guidance from your mentor. The gesture of asking conveys respect for what the two of you are working to accomplish.

Some basic premises of what makes the ideal mentee are:

1. Eagerness to learn
2. Patience
3. Have a positive attitude
4. Engage/Reach out

The student mentee will complete one rotation form/observation (**signed by the mentor**) and submit it to the course coordinator, Mrs. Lorraine Glassford, within **one week** of the observation. As part of the MDHA/SDH Mentorship Program students **MUST** visit their MDHA/SDH mentor at practice a minimum of 3 times during their studies: once in Term 1 and again in Term 2 in DH 2, and once in Term 2 of DH 3. During the 2nd observation in Term 2 of DH2, the student mentee must also complete a Mentor Observation Worksheet with the help of their mentor. This worksheet must be signed by the mentor and submitted within **one week** of the observation.

The student mentee will attend **all** 4 MDHA sponsored evening events throughout their two years of studies. Although it is an expectation for student mentees to attend each evening event, unforeseen reasons do exist why one may have to miss an event. It is the student mentee's responsibility to relay to mentor and the MDHA Mentorship Committee that they are unable to attend the event. It is encouraged that the mentee then try's to arrange an alternate date to catch up and connect with their mentor.

Recommendations/Guidelines for Mentee

1. Listen and respect the opportunities, limitations and format of the relationship he or she is able to provide for you. Always act with courtesy and respect towards your mentor.
2. Use active listening skills during discussions with your mentor. Be careful not to interrupt, unless you need to clarify a point and you see no other opportunity or pause. Take notes when appropriate, ask good questions and have a purpose for your questions.
3. Be prepared to ask for specific guidance and advice. The more specific you can be, the easier it will be for your mentor to help you.
4. Always be considerate and respect your mentor's time as you do your own.
5. Be on time with commitments or meetings. If your mentor offers a specific time frame of availability, respect his/her wishes by following through.
6. When observing your mentor within private practice it is imperative that you **arrive at the site 15 minutes prior** to the clinic operations.
7. Always act in a professional manner. Remember professionalism involves both verbal and non-verbal communication, so be cognizant of your actions.
8. Make only positive or neutral comments. If you disagree with your mentor's values, behaviours, or attitudes, discuss it with him/her directly and in private.

9. **NO CELL PHONE USAGE** at anytime during your observation of your mentor or at any MDHA sponsored evening or event.
10. Visiting your mentor within private practice is a professional related activity. Business attire (**NO jeans**), clinic jacket, appropriate foot wear, and name tag must be worn . Please refer to the University of Manitoba, College of Dentistry, Clinic Manual section on Professional Conduct and Appearance Guidelines for detailed explanations and expectation on this point. Further, as a guest within your mentor's place of employment specific office protocols must be abided to at all times.
11. If you are part of a mentor/mentee pairing where you and another classmate share the same mentor you must make arrangements to observe your mentor on a day separate from your classmate. Two students cannot observe the same one mentor at once. Having two observers at once may take away from your own personal learning experience. Further, two observers may make this experience overwhelming or uncomfortable for the patient, mentor, and/or office.
12. If time permits and job shadowing is allowed, visit with and question other team members in the office.
13. Any concerns with scheduling or with the mentoring experience are to be addressed with the MDHA Mentorship Committee. Please contact the MDHA, Attention Mentorship Committee at: mentorship@mdha.ca
14. Keep the door open to return to your mentor for assistance or advice at a future time.
15. Follow up with your mentor after completion of the program to keep in touch and to share personal progress.

Mentor Roles and Responsibilities

Mentors are caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Some basic premises of what makes the ideal mentor are:

1. Engage/Reach Out
2. Patience
3. Role Model
4. Guidance/Encouragement
5. Positive Attitude

As part of the MDHA/SDH Mentorship Program students **MUST** visit their MDHA/SDH mentor at practice a minimum of 3 times during their studies: once in Term I and again in Term II in DH 2, and once in Term II of DH 3. Following these observations mentors are required to fill out an online “MDHA/SDH Mentorship Program Student Observation Mentor Feedback” form. This form is to be completed within **one week** of your mentee observing you in practice. You can access this online form directly from the MDHA website www.mdha.ca. **The form must be completed and submitted to ensure the student receives credit for each observation.**

The MDHA/SDH mentor will attend **all** 4 MDHA sponsored evening events (one per term) through out the two years of your mentee’s studies. Although it is an expectation for mentors to attend each evening event, unforeseen reasons do exist why one may have to miss an event. It is the mentors responsibility to relay to mentee(s) and the MDHA Mentorship Committee that they are unable to attend the event. It is encouraged that the mentor then try’s to arrange an alternate date to catch up and connect with their mentee(s).

Recommendations / Guidelines for Mentor

1. Listen and respect the opportunities, limitations and format of the relationship he or she is able to build with you. Always act with courtesy and respect towards your mentee.
2. Use active listening skills during discussions with your mentee. Be careful not to interrupt, unless you need to clarify a point and you see no other opportunity or pause.
3. Schedule time after observations with mentee to debrief and to clarify any questions or concerns they might have.
4. Be prepared to provide specific guidance and advice. The more specific you can be, the easier it will be for your mentee to learn.
5. Always be considerate and respect your mentee's time as you do your own.
6. Be on time with commitments or meetings. Be respectful of each others priorities and time commitments.
7. Always act in a manner which respects the current Canadian Dental Hygienists Association Dental Hygiene Code of Ethics and Practice Standards.
8. Make only positive or neutral comments. If you disagree with your mentee's values, behaviours, or attitudes, discuss it with him/her directly and in private.

9. Any concerns with scheduling or with the mentoring experience are to be addressed with the MDHA Mentorship Committee. Please contact the MDHA, Attention Mentorship Committee at: mentorship@mdha.ca
10. If time permits and job shadowing is possible allow mentee to visit with and question other team members in the office.
11. Keep the door open to return to your mentee to provide assistance or advice, or guidance at a future time.
12. Follow up with your mentee after termination to keep in touch, to share in their progress and to continue to express positive encouragement.

Suggested Mentor/Mentee Activities



Participate in Community Outreach events together!

MDHA participates in many outreach events. Plan to give back together!!!

Go for a quick coffee!

A quick and easy way to keep in touch!



Go out for a bite to eat!

Food and/or drinks are always a fun way to keep in touch and have great conversations!

Phone, text, and/or email!

Make a commitment to keep in touch by quick emails, text messages, or phone calls to see how each other are doing.

Ideas for Points of Discussion with Mentors

- What are your typical lengths of appointments with your clients? When and who is part of this discussion and decision? Who books your client's appointments?
- What are some of your tips or tricks to help you stay on time?
- How do you update your client's medical history at each periodontal maintenance appointment?
- What have you found that works to help motivate and/or encourage your clients?
- What do you do if you have completed your periodontal maintenance appointment with your client within the scheduled time, but now you are running late because you are waiting for the dentist to come to your room to do the client's dental exam?
- Who does the sterilization in the office? Can you show me your office's sterilization procedure(s)?
- What is a "unit" or "half unit" of debridement, scaling and root planing, or stain removal?
- How do you know how much insurance coverage your clients have? Does this impact your treatment plan? What do you do if they need more time with you than their insurance will cover and/or they are willing to pay?

- What happens if you are almost at the end or half way through your scheduled time with your client and you realize you will not complete what had been planned for that appointment?
- Who takes your clients x-rays? What is the decision process on when the clients x-rays are taken?
- Do you do an intra/extra oral exam?
- What happens if your client does not show up for their appointment? What do you do to keep yourself busy during this time?
- What do you do if your client shows up 15 minutes, 30 minutes, or more late for their appointment? How do you deal with this situation? Are there times when dealing with this situation that there is competing views between the different oral health team members within the office? If so, how do you deal with this?
- When do you sharpen your instruments? Who orders your instruments? How often do you order instruments?
- Who orders the oral hygiene aids, consumables, etc. within the office? What system does your office have in place to alert this person when supplies are running low?
- Do you get any dental and/or health benefits? If so, may I ask what they are?

Program Activity Schedule 2018-19

Mentor/Mentee Groups within DH 2

October 4, 2018, Basic Med Sciences, Theatre B, 6:00-8:00 pm

April 2019, exact date & details TBA!

Mentor/Mentee Groups within DH 3

October 4, 2018, Basic Med Sciences, Theatre B, 6:00-8:00 pm

April 2019, exact date & details TBA!

**Manitoba Dental Hygienists Association/
School of Dental Hygiene
Mentorship Program Contact Information**



MDHA Mentorship Committee

Kaleigh Warden, Personal email: kwarden@mdha.ca

Erin Melendez, Personal email: emelendez@mdha.ca

Kathy Yerex, Personal email: kyerex@mdha.ca

Shauna McGregor, Personal email: smcgregor@mdha.ca

MDHA General Inquiries:

Email: mentorship@mdha.ca

Phone: 204-981-7327

School of Dental Hygiene

Director, School of Dental Hygiene

Mary Bertone

Email: mary.bertone@umanitoba.ca

Phone: 204-789-3574

DH 2 & 3 Clinic Coordinator

Lorraine Glassford

Email: Lorraine.Glassford@umanitoba.ca

Phone: 204-789-3844

University of Manitoba, School of Dental Hygiene Global Competencies

Students, Mentors and DH Faculty are directed to the Entry-To-Practice Competencies and Standards for Canadian Dental Hygienists document found at:

www.cdho.org/Otherdocuments/EntryToPractice.pdf

The Competencies are organized into “Core Abilities” and “Dental Hygiene Services”.

Core Abilities:

1. Practice as a professional abiding by the code of ethics, committed to competence, integrity, altruism, advancement of the profession and the promotion of the public good.
2. Communicate effectively and collaboratively during professional interactions.
3. Use critical thinking strategies to make evidence-based decisions in all aspects of dental hygiene practice.
4. Serve as an advocate for individuals and/or groups.
5. Coordinate complex undertakings involving numerous individuals, bringing their contributions together to support client needs and outcomes.

Dental Hygiene Services:

6. Provide clinical therapy reflecting primary, interceptive, therapeutic, preventive and ongoing care procedures that help to enable people to achieve optimal oral health that contributes to overall health.
7. Serve as an oral health educator applying teaching and learning principles to facilitate client development of attitudes, knowledge, skills and behaviours with particular emphasis on oral health and its relationship to overall health.
8. Serve as health promoters enabling people to increase control over and improve their health and take actions towards changing social, environmental and economic conditions that impact public and individual health.

Dental Hygiene Competencies Schematic



The full Competencies document provides the details surrounding each of these abilities and services. The inter-relationship between the core abilities and the dental hygiene services is demonstrated by the above schematic.

