

Classroom Structure, Documentation, and Communication Plan

Tiffany Conry

Dental Hygiene Graduate Program, Old Dominion University

TLED 640

Dr. Christine Hebert

March 30, 2025

Effective classroom management needs to incorporate rules and procedures to clearly set forth expectations for students, which can have a great impact on student learning and behaviors (Marzano et. al., 2003). In my future college classroom, I will establish rules and norms by clearly outlining expectations for participation, respect, and professionalism in the syllabus, and in a professionalism policy, reinforcing them throughout the program.

Consequences for violating these expectations will be outlined in the syllabus, including penalties for not following the guidelines set in place. Procedures for assignments, exams, and class discussions will be standardized and communicated upfront, with rubrics and guidelines for submission and participation. I will maintain documentation of grades, attendance, and any formal communications with students to ensure transparency and support their academic successes through our online learning management system and documentation platform.

For procedures and routines, I will establish clear guidelines for things like how students should submit assignments, the expectations for class participation, and how to communicate about absences, tardiness, or late work. I will also communicate guidelines for group work, class discussions, and lab activities. These will be outlined in the syllabus, professionalism policy, and assignment instructions, as needed. Most of these policies and procedures have already been established by the program I work for and, therefore, this gives me little room for developing procedures or consequences collaboratively with students as Milner et. al. (2019) recommends. However, I do take time to review the policies with students, ask for understanding, and ensure that everyone understands from the beginning.

Artifact #1 - Rules/Rule Creation

This “rules” artifact supports our policies and professionalism expectations at our institution and within our dental hygiene program. This particular document is reviewed each quarter by students with their lead instructors, signed and treated as a contract as Marzano et al. (2003) recommend for student success. In the preclinic course that I lead, I focus mainly on enforcing dress code expectations and timeliness to build good habits going into clinical rotations. Expectations and consequences are explained for failure to follow the rules listed including professionalism, breeches of confidentiality, and academic/clinical dishonesty.

RC DH Clinic and Class Policy is as follows:

Daily scores are determined based on student performance within areas shown on their Daily Grade Sheet. The evaluation scale is provided on the form. The concept of CRITICAL ERRORS is utilized in the dental hygiene program. **CRITICAL ERRORS will be penalized by an Automatic Failure of the Professionalism Category, with zero points awarded for that section.** Any student who receives three failing grades in professionalism will have their overall grade reduced one letter grade for each set of three and the student MUST meet with the program chair before returning to class/clinic. Failure to meet with the program chair may result in a failing grade for the course. Refer to student catalog for course failure policy.

Examples include, but are not limited to:

- > Unethical or inappropriate behavior of any kind.
- > Remington College is a smoke free campus. This includes vaping.
- > Disrespectful behavior or communication to patients, fellow students, faculty, or staff
- > Failure to comply with the uniform code (dress code) and expectations for Professional Appearance examples but not limited to:
 - o scrubs clean and wrinkle free, as well as free of lint or pet hair.
 - o personal hygiene: It is the expectation of any healthcare program that students are free of body odor or excessive perfume and cologne. Scrubs and lab coats should be laundered after each use.
 - o shoes and shoestrings clean. Shoes must be WHITE and non-permeable.
 - o hair clean and off the neck any hair that has the possibility of a forward motion when looking down at the patients' mouth must be restrained.
 - o Scrub caps should cover hair
 - o Light to no make-up (day time make-up)
 - o Socks that cover the ankles must be worn in the clinic
 - o Tattoos must be covered
 - o If rings are worn, they MUST be smooth bands.
 - o A watch may be worn; however, it MUST be kept under the sleeve of the jacket.
 - o One set of earrings should be studs not loops or dangling, in the ear lobe
 - o Only piercing, if any, which is visible should be the ONE pair of studs (round balls such as gold balls or pearls in the ear lobe). Facial piercings must be removed prior to clinic and may be replaced once off the clinic floor.
 - o Fingernails must clean, if any polish it must be free of chips and/or adornments.
 - o Fingernails must not be visible when viewing tips of the fingers from the palm side.
- > **THE DRESS CODE APPLIES WHETHER YOU ARE A CLINICIAN OR ON ROTATION.**
- > Errors of aseptic technique and /or infection control measures
- > Failure to recognize and correct operator safety and/or patient safety issues
- > Failure to recognize and implement appropriate modifications for health and/or medical conditions that put the patient at risk. Including not reminding patient of appt. & not review medical history at least 24 hrs. in advance.
- > Chronic tardiness — 3 or more unexcused tardies will result in a 5 point deduction from the final grade well as deduction from professionalism for the day.
- > There is NO GUM CHEWING in the clinic.
- > Absenteeism — If the student does not have a patient, s/he is to work on a manikin (instrumentation or radiographs) or assist a classmate with patient treatment. Failure to show without proper notice to lead instructor may result in suspension. Every 3 unexcused absences will result in a 10 point deduction from the final grade.
- > Failure to contact the lead instructor of absence or tardiness in clinic or labs will result in an automatic loss of all professionalism points for the day.
- > Tardiness in turning in assignments or taking quiz (without contacting instructor for possible extension—instructors syllabus will result in at minimum a letter grade reduction).
- > During lectures student must sit as if in class, with cameras on, microphone muted, and no distractions occurring in the zoom classroom.

Repeated offenses will result in suspension from the clinic or classroom until issue(s) are resolved. Depending on the length of the suspension the student's lack of attendance may result in lack of clinical experiences for the quarter which would result in an incomplete (I) to be awarded to the student. The student will have one week into the next quarter to complete the previous quarter or a grade of "F" will result. Refer to student catalog.

The following situations are ground for dismissal from the Dental Hygiene Program:

- > **Breaches of patient confidentiality (HIPAA violations are an automatic failure of the course and may face dismissal from the program).**
- > **Academic/Clinical Dishonesty. Cheating of any kind is not tolerated in this program and will lead to automatic dismissal.**

The above policies will apply to, didactic courses, clinics/labs with and without patients.

Student Name:

Student Signature:

Date:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

Q8:

Artifact #2 – Procedures

The following artifact supports policies and procedures. Assignments are submitted in various ways in my classroom and in each assignment description, I outline how the final product is to be submitted to me. The Bookshelf Assignment is something quick and easy we do to make sure all students have access to their textbooks and that they are activated at the beginning of any given course. Below I request certain file submissions and do so on all digital Brightspace uploads. I have found that Brightspace does not support many variations common to Mac/Apple and will not allow me to download them. Similarly, in my syllabus, I outline the same request, including penalties for not following these directions. I will give grace the first time and any further instances will be deducted points because it can be very time consuming to contact students each time this occurs.

[Assignments](#) > [Bookshelf Assignment](#)

Bookshelf Assignment

▼ [Hide Assignment Information](#)

Instructions

Please visit the top module for this course > Student Resources

Verify you have access to the following textbooks:

- *Wilkins' Clinical Practice of the Dental Hygienist*
- *Patient Assessment Tutorials*
- *Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation*
- *Case Studies in Dental Hygiene*

*****Please let me know if you have access to the Wilkins' WORKBOOK!**

Submit a file upload stating you have opened each of the required texts and have access to the required content. LIST THE TITLE & EDITION OF EACH TEXTBOOK. (.doc,.docx,.jpeg,.odt,.pdf ONLY)

**If you have any trouble, please indicate which textbook you encountered an issue with so we may resolve it ASAP.*

Due on Oct 9, 2024 11:59 PM

Available on Oct 7, 2024 12:01 AM. Access restricted before availability starts.

Submit Assignment

Files to submit *

(0) file(s) to submit

Submit

Cancel

click Submit to complete the submission.

Add a File

Record Audio

Record Video

Artifact #3 – Procedures

The next artifact supporting procedures is a discussion rubric I provide to all of my classes. We review it before the first discussion board assignment, and I explain that these expectations are for all discussion posts we will have throughout the quarter. I stress the importance of proper citations and penalties for failure to do so. Classrooms do not begin well managed therefore, I make sure to address this at the beginning of the quarter when we are establishing our classroom management practices and expectations to begin building our processes (Marzano et. al., 2003).

Discussion Rubric – DH122, DH124, DH250, DH252

Criteria	Ratings		Pts
Initial Post (IP) Develops an initial post with an organized, clear point of view or idea using significant detail. Post is submitted on time. <i>In-text citations added as necessary.</i>	5 pts Full Marks	0 pts No Marks	__ pts
Peer Replies (PR) Provides relevant responses to posts with clarifying explanation and detail. <i>In-text citations added as necessary.</i> Meets the minimum required replies, submitted on time. <i>Both peer replies cannot be on same day as IP.</i>	5 pts Full Marks	0 pts No Marks	__ pts
Citations In-text citations must be included, in proper format, as necessary.	Full Marks	-2pts	__ pts
Total Points: ___ / 10			

Rule Violations

Artifact #4 - Anthology

At my institution, we must follow specific policies and procedures for documenting rule violations within our program and school. The same procedures are used for documenting any instances of counseling, remediation, and performance. We currently use Anthology as our platform for documenting any and all necessary information. If I have a student who is constantly violating the attendance and tardiness policy I set a meeting with them to address the issue in a conference style setting. Doing so allows us to meet face-to-face, privately, so that we may discuss the causes of the actions and what we can do together to correct the action so that we can prevent it further (Milner et. al., 2019). After the conference, I will document our conversation and resolution agreement into Anthology. Something similar to the following would be added to Anthology for a student who is having issues being on time to class:

“Met with student to discuss recent habitual tardiness. She stated that she has been having car trouble and depending on Uber to get too and from school, which is not always on time. I listened and explained that it is important for her to be on time so that she does not miss important information and cause distractions for other student when she comes in late. She stated that she understands and will try to schedule her rides earlier in the morning so that she can have a better chance of being on time. Will follow-up with me if she has any further concerns with transportation going forward.”

Artifact #5 – Student Action Reports

Considering we are college level, and our students are adult learners, we do not have much interaction with parents or families and generally deal with issues directly with the students in question. In the instance where parents are trying to be involved, we are legally bound by The Family Educational Rights and Privacy Act (FERPA) to not disclose information unless granted and signed for by the students themselves (U.S. DOE, n.d.). Additionally, since our students are adult learners, we do not typically send home praise notes, we do however award Dean's List and President's List certificates for high achieving grades each quarter. I communicate frequently with ,y student about grades, giving feedback on each assignment. If a student is struggling at midterm time, we will fill out a Student Action Report (SAR) to document the current grade, reasons why, and what the student states they can do to ensure that they either bring it up before finals or keep it from falling below failing.

Student Action Report Remington College - Nashville Campus 441 Donelson Pike #150 Nashville, TN 37214			
Student Name: ██████████		Student ID: _____	
Program: Dental Hygiene		Term: Q5 Feb2025	Course: <u>DH264</u>
Academic			
<input checked="" type="checkbox"/> You are failing this course with an approximate grade average of <u>73.37</u> at this time. <input type="checkbox"/> You are in danger of failing this course with an approximate grade average of <u> </u> at this time.			
Attendance			
<input type="checkbox"/> Your absences now total _____ hours / _____ % of total course hours. <input type="checkbox"/> You will be dropped if your absences exceed _____ hours / _____ of total course hours.			
Record / Status Change		Effective Date of Change:	
<input type="checkbox"/> Attendance Change	<input type="checkbox"/> Grade Change	<input type="checkbox"/> Withdrawal from Course	
<input type="checkbox"/> Re-Enroll	<input type="checkbox"/> Reinstate	<input type="checkbox"/> Class/Section Transfer	
<input type="checkbox"/> Not 12 credit hour schedule	<input type="checkbox"/> Program Transfer	Section From: _____ Section To: _____	
(Provide additional information in comments section). (Also, validate the accuracy of dates in the Enrollment Folder)			
Staff / Faculty Comments			
Quiz Average 62% Midterm Grade 41%			
Instructor Signature: Tiffany Conry RDH, BSDH		Date: 02/25/2025	
Student Comments			
_____ Signature Date			
Director of Education	Date	Registrar	Date
Email completed forms to academicrecordspecialists-academicssupport@remingtoncollege.edu			

Setting high expectations for our students leads them to strive for higher achievement from the beginning and this can be done through implementing policies and procedures to follow from the very start. As teachers, we are constantly stretched thin with all of the demands we face and content we want to deliver well to our students and developing additional policies and procedures can take a lot of that valuable time. However, taking time to develop these restorative discipline measures is worth it. Investing time and effort into our students and classrooms can help to streamline our policies and procedures and improve overall experiences for our students (Milner et al., 2019).

References

- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2019). These kids are out of control": Why we must reimagine "classroom management" for equity. Corwin.
- U.S. Department of Education. (n.d.). *What is FERPA?* Protecting Student Privacy. U.S. Department of Education. <https://studentprivacy.ed.gov/faq/what-ferpa>