

**CANADIAN ACADEMY OF DENTAL HEALTH & COMMUNITY SCIENCES**  
A Division of the Canadian Academy of Dental Hygiene-Est. 2001

*Pre-clinical Skills Progress Report*

Student: <u>Vishnu Sidhu</u>	Date: <u>Aug 20/24</u>	Faculty: <u>Janmohamed Johnson</u> <u>Moraw, Yousif</u>
Type of Pre-clinical Activity: <input checked="" type="checkbox"/> Instrumentation <input type="checkbox"/> Other Pre-Clinical Skills <input type="checkbox"/> Radiography		
Skill(s) practised during this session (please list): <u>Comp TEST</u>		
Student Self-Assessment (reflect on the session today and outline the important and relevant skills you learned below): - Performed comp test - Came in early to prep - Handed in peer assessment for chair movement Check TWO (2) competencies that most exemplified your performance during the preclinical / radiography laboratory session today. <input checked="" type="checkbox"/> Professionalism <input type="checkbox"/> Collaboration <input type="checkbox"/> Clinical Therapy <input type="checkbox"/> Prevention, Education and Health Promotion <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Practice Management <input type="checkbox"/> Evidence-Informed Practice		
Describe HOW you met these two (2) competency requirements. 1. <u>Used time appropriately</u> 2. <u>Reflected on comp test with debrief</u>		
Faculty Observations (provide comments below): - <u>Comp testing - 5pm</u> - * <u>REVIEW IARC before next week's class,</u> - <u>CHART ASSIGNMENT DUE AUG 22 - WORK ON TO COMPLETION</u>		
Check ONE (1) competency the student most exemplify during the preclinical / radiography laboratory session today. <input type="checkbox"/> Professionalism <input type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Clinical Therapy <input type="checkbox"/> Prevention, Education and Health Promotion <input type="checkbox"/> Communication <input type="checkbox"/> Practice Management <input type="checkbox"/> Evidence-Informed Practice		
Describe HOW the student met this competency requirement. <u>demonstrate assessment &amp; debridement instrumentation techniques.</u>		
Warnings: <input type="checkbox"/> Documents Mismanagement <input type="checkbox"/> Professional Misconduct <input type="checkbox"/> Time Mismanagement <input type="checkbox"/> Poor Work Habits		
Details:		
Faculty Signature: <u>Janmohamed Johnson R.S.T.</u> <u>Shari Moraw R.O.H.T</u>	Student Signature: <u>Vishnu Sidhu</u>	

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**Pre-clinical Skills Progress Report**

Student: <u>Nikhil Sidhu</u>	Date: <u>Sept 5/24</u>	Faculty: <u>Mohsin, S. Morrow, L. You CF &amp; M. Jannouchi</u>
Type of Pre-clinical Activity: <input checked="" type="checkbox"/> Instrumentation <input checked="" type="checkbox"/> Other Pre-Clinical Skills <input type="checkbox"/> Radiography		
Skill(s) practised during this session (please list): <u>Tested medical emergencies   tested handpiece maintenance</u>		
Student Self-Assessment (reflect on the session today and outline the important and relevant skills you learned below): <u>Worked with classmate to run through handpiece maintenance</u> <u>used time effectively to perform on practical</u>		
Check TWO (2) competencies that most exemplified your performance during the preclinical / radiography laboratory session today.		
<input checked="" type="checkbox"/> Professionalism	<input checked="" type="checkbox"/> Collaboration	<input type="checkbox"/> Clinical Therapy
<input type="checkbox"/> Communication	<input type="checkbox"/> Practice Management	<input type="checkbox"/> Evidence-Informed Practice
<input type="checkbox"/> Prevention, Education and Health Promotion		
Describe HOW you met these two (2) competency requirements. 1. <u>Time management to conduct time given appropriately</u> 2. <u>Got feedback on instrumenting for re-test.</u>		
Faculty Observations (provide comments below):		
Check ONE (1) competency the student most exemplify during the preclinical / radiography laboratory session today.		
<input checked="" type="checkbox"/> Professionalism	<input type="checkbox"/> Collaboration	<input type="checkbox"/> Clinical Therapy
<input type="checkbox"/> Communication	<input type="checkbox"/> Practice Management	<input type="checkbox"/> Evidence-Informed Practice
<input type="checkbox"/> Prevention, Education and Health Promotion		
Describe HOW the student met this competency requirement. <u>assess gaps in knowledge &amp; skill, re-test Health History, med emerg protocols</u>		
Warnings: <input type="checkbox"/> Documents Mismanagement <input type="checkbox"/> Professional Misconduct <input type="checkbox"/> Time Mismanagement <input type="checkbox"/> Poor Work Habits		
Details:		
Faculty Signature: <u>Janey Johnson</u>	Student Signature: <u>Nikhil Sidhu</u>	

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**Pre-clinical Skills Progress Report**

Student: <u>Verona Sidhu</u>	Date: <u>Sept 12/24</u>	Faculty: <u>Ms. Johnson, Ms. Samchaneh, Ms. Morrow &amp; Ms. Gousif</u>
Type of Pre-clinical Activity: <input checked="" type="checkbox"/> Instrumentation <input type="checkbox"/> Other Pre-Clinical Skills <input type="checkbox"/> Radiography		
Skill(s) practised during this session (please list): <u>Retested HSS, G11/12, G1/2</u>		
<p><b>Student Self-Assessment</b> (reflect on the session today and outline the important and relevant skills you learned below):</p> <ul style="list-style-type: none"> <li>• Can see the improvement in consistency</li> <li>• Need to use instrument appropriately for HSS</li> </ul> <p>Check TWO (2) competencies that most exemplified your performance during the preclinical / radiography laboratory session today.</p> <p><input checked="" type="checkbox"/> Professionalism      <input checked="" type="checkbox"/> Collaboration      <input type="checkbox"/> Clinical Therapy      <input type="checkbox"/> Prevention, Education and Health Promotion</p> <p><input checked="" type="checkbox"/> Communication      <input type="checkbox"/> Practice Management      <input type="checkbox"/> Evidence-Informed Practice</p> <p>Describe HOW you met these two (2) competency requirements.</p> <ol style="list-style-type: none"> <li>1. Instructors communicated area of improvement</li> <li>2. Worked with classmate to review technique</li> </ol>		
<p><b>Faculty Observations</b> (provide comments below):</p> <p>- instrumentation re-test, test results &amp; submit instruments, remain clean &amp; bolts. must sign equipment into faculty's dispensary</p> <p><u>Retested G 11/12</u></p> <p>Check ONE (1) competency the student most exemplify during the preclinical / radiography laboratory session today.</p> <p><input checked="" type="checkbox"/> Professionalism      <input type="checkbox"/> Collaboration      <input type="checkbox"/> Clinical Therapy      <input type="checkbox"/> Prevention, Education and Health Promotion</p> <p><input type="checkbox"/> Communication      <input type="checkbox"/> Practice Management      <input type="checkbox"/> Evidence-Informed Practice</p> <p>Describe HOW the student met this competency requirement.</p> <p><u>assess gaps in knowledge, perform skills to meet the benchmarks as per instrumentation rubric.</u></p>		
<p><b>Warnings:</b></p> <p><input type="checkbox"/> Documents Mismanagement      <input type="checkbox"/> Professional Misconduct      <input type="checkbox"/> Time Mismanagement      <input type="checkbox"/> Poor Work Habits</p> <p>Details:</p>		
Faculty Signature: <u>Cathy Johnson</u>	Student Signature: <u>Verona Sidhu</u>	

Lucy Jones credit

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Clinical Skills Assessment Report - Fit, Cement and Remove Molar Bands

Student: Vishav Sidhu Level: 2A Faculty: Mr. Mcrosky Date: March 11, 2025

4-Demonstrates 100% Competency (0 minor/critical errors) 3-Demonstrates 80% Competency (1-2 minor errors)  
2-Demonstrates Competency 60% (3-4 minor errors) 1- Unable to demonstrate competency (≥5 minor errors and/or ≥1 critical errors)

Students that do not demonstrate critical (bolded) items will automatically receive a grade of 1.

PERFORMANCE CRITERIA (Place a check mark ONLY on items for which the student has been unsuccessful)	
<ul style="list-style-type: none"><li><input type="checkbox"/> Verbalizes all infection control protocols required</li></ul> <p><b>Set up of Equipment:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> All armamentarium is present:<ul style="list-style-type: none"><li>• Mirror</li><li>• Gauze</li><li>• Scaler</li><li>• Cement</li><li>• Band seater</li><li>• Band remover</li><li>• Pad and Spatula to mix cement</li><li>• Verbalizes need for cheek retractors with actual client</li></ul></li></ul> <p><b>Client Preparation:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Uses the appropriate client - operator positions to ensure operator and client comfort during the procedure</li></ul> <p><b>Implementation:</b></p> <p><b>Dry fit the band by:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Selecting the appropriate size of band</li><li><input type="checkbox"/> Using thumbs or band seaters to seat the band for sizing</li><li><input type="checkbox"/> Using the band remover on the distobuccal, mesiobuccal, distolingual, and mesiolingual aspects to remove the sized band</li></ul> <p><b>Cementation of the appropriately sized band by:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Obtaining the correct cement</li><li><input type="checkbox"/> Dispensing and mixing the cement according to the manufacturer's directions on the mixing pad using a spatula</li><li><input type="checkbox"/> Placing the cement into the inner part of the band, ensuring there is adequate material for seating the band</li><li><input type="checkbox"/> Ensuring the band is aligned parallel to the occlusal surface</li><li><input type="checkbox"/> Seating band with band seater, ensuring it clears occlusal surfaces and does not impinge on gingival tissues</li><li><input type="checkbox"/> Ensuring there are no visible voids or undercuts in the cement seal</li><li><input type="checkbox"/> Removing excess cement from the gingival margins using gauze and occlusal surfaces using a scaler</li><li><input type="checkbox"/> Verbalizes how client comfort is verified through occlusal assessment</li></ul>	<p><b>Removal of the band by:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Using the band remover, applies force parallel to the long axis of the tooth on the distobuccal, mesiobuccal, distolingual, and mesiolingual aspects to remove the cemented band</li><li><input type="checkbox"/> Removing all excess cement from tooth surface using a scaler and gingival margin using gauze</li></ul> <p><b>Student Comments:</b> - selected correct size (tight fit around contours of teeth) - Placed band on 46 using lower right band.</p> <p><b>Faculty Comments:</b> correct size was chosen good placement</p>

Grade (Please check one):  
/ 4  3  2  1

Laboratory Manual DFH 210

Mr. Mcrosky  
Faculty Signature

Vishav Sidhu  
Student Signature



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Clinical Skills Assessment Report - *Ligate and Remove Maxillary and Mandibular Wires using Elastic Modules*

Student: Nishra Sidhu Level: 2A Faculty: Mr. Metrosky Date: March 11, 2025

4-Demonstrates 100% Competency (0 minor/critical errors) 3-Demonstrates 80% Competency (1-2 minor errors)  
 2-Demonstrates Competency 60% (3-4 minor errors) 1- Unable to demonstrate competency (≥5 minor errors and/or ≥1 critical errors)  
 Students that do not demonstrate critical (bolded) items will automatically receive a grade of 1.

PERFORMANCE CRITERIA (Place a check mark ONLY on items for which the student has been unsuccessful)

- Verbalizes all infection control protocols required
- Set up of Equipment:**
- All armamentarium is present:
  - Mirror
  - Explorer
  - Arch wire
  - Ligating pliers
  - Elastic module
  - Verbalizes need for cheek retractors with actual client
- Client Preparation:**
- Uses the appropriate client - operator positions to ensure operator and client comfort during the procedure
- Implementation:**
- Seats arch wire fully in bracket slots by using:
  - Pliers for posteriors
  - Fingers for anteriors
- Ensures there is no crimping or deformities in the wire
- Places each elastic module under all of the wings of its bracket
- Ensures bracket is not loosened by using only the appropriate amount of force during placement of elastic module
- Removes elastic module appropriately using an explorer
- Completes the procedure within the timeframe allotted

*Student Comments:*  
 Utilized pliers to stretch elastic and placed it around the ~~top~~ bracket and he removed using explorer

*Faculty Comments:*  
 Good placement & removal

Grade (Please check one):  
 4  3  2  1

Mr. Metrosky  
 Faculty Signature

Nishra Sidhu  
 Student Signature