

Canadian Performance Exam in Dental Hygiene

*Guide for the Candidates
of the CPEDH*

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INTRODUCTION

Purpose of this Guide

Canadian dental hygiene regulators have a legislated, ethical, professional, and social responsibility to ensure that those entering the profession are competent and able to provide safe clinical care, whether educated within or outside of Canada. They also have a responsibility to ensure the assessment process used to make these decisions is comprehensive, fair, and accurate.

This guide describes the assessment process designed to meet these goals.

The intended audience of this guide is applicants and candidates of the Canadian Performance Exam in Dental Hygiene.

Glossary

Term	Definition
Actual client	A person who meets the selection criteria for Part 2 of the exam (see Selection of Actual Clients, page11). The Exam Administrator selects actual clients for Part 2 of the exam.
Applicant	A person who has applied to take the CPEDH and has not yet been accepted.
Canadian Performance Exam in Dental Hygiene	The performance-based assessment that consists of two parts. Acronym: CPEDH.
Candidate	A person who has applied and been accepted to take the CPEDH and meets all the requirements for eligibility.
CPEDH	See Canadian Performance Exam in Dental Hygiene.

Term	Definition
Exam Administrator	The person appointed by the Executive Director to assist in the review and administration of CPEDH exams.
Exam Site Coordinator	The person working in collaboration with the Exam Administrator to ensure the security and oversight of the CPEDH.
Executive Director	The Executive Director for the CPEDH is a national position. The Executive Director oversees the CPEDH and works in collaboration with the Oversight Group to ensure currency of CPEDH resources.
Immediate family member	A spouse (including common-law relationship), child (including stepchild), grandchild, sister and brother, mother and father (including step-parents), mother-in-law and father-in-law, grandmother and grandfather, brother-in-law and sister-in-law.
Non-accredited program	An undergraduate dental hygiene program offered by a university or other institution that has not been recognized through an approved accreditation process or a mutual recognition agreement.
Oversight Group	The group appointed by the Federation of Dental Hygiene Regulators of Canada (FDHRC) that oversees the development and delivery of the CPEDH.
Performance-based assessment	Testing that requires the candidate to demonstrate their knowledge or skills in simulation-based settings or in an authentic clinical context.

Term	Definition
Rater	A person hired by the Exam Administrator to assess candidates' performance at a particular station(s) for a particular exam offering.
Registration/reception	The person responsible for checking candidates and standardized clients into the CPEDH.
Review Committee	The group appointed by the Oversight Group to consider requests for reviews.
Roving proctor	A person responsible for supporting raters to ensure station documentation is complete and the station documents are replenished for the next candidate.
Standardized client	A person trained to portray the personal history, physical symptoms, emotional characteristics and everyday concerns of a real client (see Standardized Client, page 10).

CANADIAN PERFORMANCE EXAM IN DENTAL HYGIENE

Purpose

The purpose of the Canadian Performance Exam in Dental Hygiene (CPEDH) is to ensure that dental hygienists possess the breadth and depth of clinical skills to safely and effectively enter professional dental hygiene practice in Canada. The exam is dedicated to the assessment of these skills for two reasons. First, evaluating the performance of clinical skills is the most direct way in which Canadian dental hygiene regulators can determine an individual's competence and therefore readiness to practice. Second, other opportunities to assess candidates, such as the assessment of prior learning and success on written exams, are generally focused on knowledge. Thus, the CPEDH represents a critical piece in the comprehensive and valid assessment of dental hygiene competence.

Exam Structure

Performance-Based Assessments (PBAs)

The CPEDH uses performance-based assessments, or PBAs, and the assessment process comprises two parts. You'll apply and demonstrate your knowledge in simulation-based settings with standardized clients (Part 1) and in authentic clinical contexts with actual clients (Part 2). Successful completion of the PBAs requires both a minimum level of performance on Part 1 and a sufficient level of performance on both parts combined.

Together, Parts 1 and 2 are constructed from ten competency-focused clinical scenarios, known as stations (see Figure 1). For each station, you'll encounter a realistic dental hygiene situation in which you are required to perform one or several tasks, or manage a situation. Part 1 comprises seven simulation-based stations that emulate clinical situations using standardized clients and/or manikins. Limited clinical interventions are performed on the standardized clients (e.g., head and neck assessment), or on manikins or other simulation dental equipment. In contrast, Part 2 comprises three stations, each of which requires you to perform some intervention on an actual client with a specific and known therapeutic requirement.

The collection of ten stations is intended to broadly sample from the National Dental Hygiene Certification Board competency profile. Competencies judged to be most central to clinical competence are much more likely to be the focus of a station than those judged as less central. This is deliberate so that the decision about candidate competence can be made based on scenarios that examine clinical competence most directly. The full list of competencies central to the development of the assessment stations are listed in the *Canadian Performance Exam in Dental Hygiene (CPEDH) Blueprint Development* document. In addition, the ten stations feature different client types that present the most important and/or frequent client care situations as judged by a panel of Canadian dental hygiene experts. The client types most likely to form the basis of a station are listed in the *Consensus Definitions for Competencies and Client Types for the CPEDH – Adjunct to CPEDH Blueprint*.

Part 1 always precedes Part 2. Importantly, to protect the safety of actual clients in Part 2, candidates who do not demonstrate a minimum level of competence in Part 1 are not permitted to participate in Part 2. The final determination of competence is made using the overall performance across all ten stations from both Part 1 and 2.

Stations are labelled using the part number, a hyphen, and a station number. That is, the first station for Part 1 is labelled 1-01, the second station is 1-02, and so on. All stations for Part 2 are prefixed with “2-”.

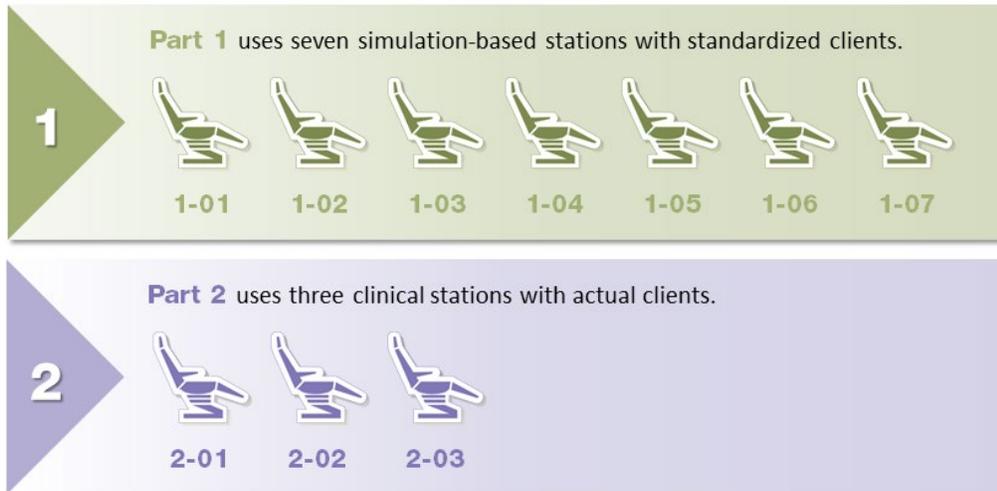


Figure 1: Parts 1 and 2 of the performance-based assessment.

Part 1: Simulation-Based Stations

Part 1 is approximately a three-hour assessment. You’ll be notified of the date, time, and location of your assessment. On the assessment day, the Exam Administrator informs you of your assigned start station and rotations. You’ll rotate through each station until all seven are completed for Part 1.

Station Set-Up

The seven simulation-based stations include seven independent and clinical interactions. That is, each case involves a new client interaction and/or problem and requires a new set of competencies.

A case description (i.e., case stem) is posted outside each station. Each station may include a standardized client (i.e., actors trained to portray certain roles), a manikin and/or a written scenario including a standardized set of equipment or materials as warranted by the case. Each station has one rater, who stays at that station and rates each candidate who comes through that station. You will be given the required number of labels, which are used for identification at each station throughout the assessment process.

Station Timing

The Exam Site Coordinator maintains the exam schedule, timing of the stations, and correct candidate rotation. Support staff clearly signals the start and end of each station as well as the transition time between stations.

Prior to entering each station, you'll give the requested Candidate Identification Number labels to the station rater. The rater uses the labels to identify your paperwork. When signaled, you have 5 minutes to read and prepare for the case. You have 15 minutes to complete the task(s) of the station. (You are not required to use the full time if you have completed the task(s) of the station.) Two minutes are allowed to transition between stations. (Additional time may be granted for variances in location settings and/or special accommodations.) See **Figure 2** for the timing of Part 1 stations.



Figure 2: Timing of Part 1 stations.

Prior to entering the station, a signal will indicate the beginning of the 5 minute time frame to read a case stem that provides necessary background information, client details, and/or expectations associated with the station. Once signalled to start, you have 15 minutes to interact with the standardized client. A warning signal will indicate when 2 minutes are remaining in the station. As a guiding rule, you should avoid engaging with the rater as much as possible during the standardized client interaction (unless required by a case stem in which the rater plays a role in the scenario). This helps to ensure you and all candidates are attending to the standardized clients at all times. Raters only interject if needed and are not permitted to provide any feedback.

When support staff signals the end of the station time, you have 7 minutes before the next case (2 minutes to transition and 5 minutes to read the next case stem). During the transition, you must avoid any communication with other candidates in order to protect the integrity of the assessment.

Daily Schedule

See the following **sample** Part 1 candidate schedule for the seven stations.

Overall Instructions

- Raters remain at the same station for the duration of the assessment. Candidates rotate through stations.

Sample Candidate Timetable for Part 1 Clinical Assessment (with 2-minute transitions)

Time	Task
9:00 – 9:15	Registration
9:30 – 10:00	On-site orientation
10:00 – 10:10	Washroom break
10:15 – 10:20	Start Exam — Rotation 1: Read case stem
10:20 – 10:35	Rotation 1: Complete station tasks
10:35 – 10:37	Transition
10:37 – 10:42	Rotation 2: Read case stem
10:42 – 10:57	Rotation 2: Complete station tasks
10:57 – 10:59	Transition
10:59 – 11:04	Rotation 3: Read case stem
11:04 – 11:19	Rotation 3: Complete station tasks
11:19 – 11:21	Transition
11:21 – 11:26	Rotation 4: Read Case Stem
11:26 – 11:41	Rotation 4: Complete station tasks
11:41 – 11:43	Transition
11:43 – 11:48	Rotation 5: Read case stem

Time	Task
11:48 – 12:03	Rotation 5: Complete station tasks
12:03 – 12:05	Transition
12:05 – 12:10	Rotation 6: Read case stem
12:10 – 12:25	Rotation 6: Complete station tasks
12:25 – 12:27	Transition
12:27 – 12:32	Rotation 7: Read case stem
12:32 – 12:47	Rotation 7: Complete station tasks
12:47 – 13:00	End of exam: Departure

Posted Schedule

During the orientation, the Exam Site Coordinator provides you with a customized copy of your own schedule (see the On-Site Orientation, page 22).

Part 2: Client Clinical Stations

Part 2 is approximately a four-hour assessment. You'll be notified of the date, time, and location of your assessment. On the assessment day, the Exam Administrator informs you of your assigned start station and rotations. You'll rotate through each station until three stations are completed for Part 2.

Station Set-Up

Your three client clinical stations include three independent clinical interactions. (Note: If more than three candidates are taking the exam, more than three stations will be operating, but each candidate completes only three clinical stations.) The client clinical stations are similar to the simulation-based stations except they take place with actual clients and include a specific intra-oral assessment and clinical therapy (e.g., probing, debridement [specific teeth depending on difficulty, such as 2.4–2.7]). You are given 12 Candidate Identification Number labels (four for each station), which are used for identification in the assessment process.

A case stem is available within each station. Each station includes an actual client and a standardized set of equipment or materials as needed for the case. Each station has one rater, who stays at that station and rates each candidate who comes through that station.

Station Timing

The Exam Site Coordinator maintains the exam schedule, timing of the stations, and correct candidate rotation. Support staff clearly signals the start and end of each station as well as the transition time between stations.

Upon entering each station, you'll give the four Candidate Identification Number labels for that station to the rater. The rater uses the labels to identify your paperwork. You have 60 minutes to review the case and complete the tasks of the station. (You are not required to use the full time if you have completed the tasks of the station.) A warning signal will indicate when 5 minutes are remaining in the station. Fifteen to thirty minutes are allowed to transition between stations. See **Figure 3** for the timing of Part 2 stations.

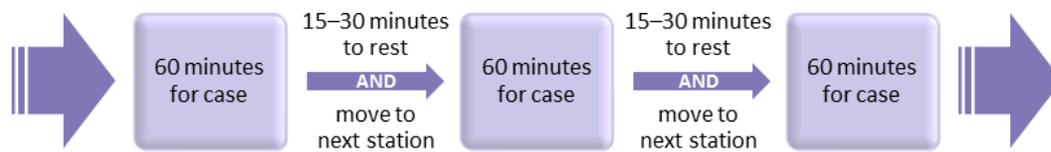


Figure 3: Timing of Part 2 stations.

Once signalled to start, you have 60 minutes to respond to the clinical challenge. The rater gives the quadrant details to you in writing via the *Clinical Care Notes with Tooth Debridement Assignment* form. You will read this along with the actual client's health history, then complete the process of care for your specified area. Given the nature of the clinical environment, raters may intervene to ensure client safety and comfort. However, as in Part 1, raters only interject if needed and are not permitted to provide any feedback.

When support staff signals the end of the station time, you have 15–30 minutes to rest and to move to the next case. During the transition, you must avoid any communication with other candidates in order to protect the integrity of the assessment. If any station requires local anaesthetic, all stations must have a 30-minute transition. This 30-minute transition allows the raters to administer or arrange for local anaesthetic for the next area of the mouth. If you determine a client needs topical anaesthetic, you may provide it during your 60-minute station tasks.

Daily Schedule

Daily schedules and number of stations are determined based on the number of candidates. For 1–3 candidates, 3 stations are used; each additional candidate requires an additional station. That is, 4 stations are required if there are 4 candidates, 5 stations for 5 candidates, and so on. See the following **sample** Part 2 candidate schedule for the three stations.

Overall Instructions

1. Raters remain at the same station for the duration of the assessment. Candidates rotate through three stations.
2. Each candidate is assessed on a quadrant of three different actual clients by three different raters.
3. Instruments are supplied for candidates and stations are reset with new instruments and supplies as required during station transition periods.
4. Actual clients are provided by the Exam Administrator. The clients are screened ahead of time to ensure they meet the client selection criteria.

Sample Candidate Timetable for Part 2 Clinical Assessment (with 15-minute transitions)

Time	Role	Task
7:30 – 7:45	Candidates	Registration (candidates must arrive by 7:45)
8:00 – 9:00	Candidates	Attend orientation
9:15 – 10:15	Candidates	Review case and perform ADPIE for assigned teeth for first assignment
10:15 – 10:30	Support Staff	Resets station with new instruments, replenishes supplies
10:30 – 11:30	Candidates	Review case and perform ADPIE for assigned teeth for second assignment
11:30 – 11:45	Support Staff	Resets station with new instruments, replenishes supplies
11:45 – 12:45	Candidates	Review case and perform ADPIE for assigned teeth for third assignment

12:45 - 13:15	Rater	Assesses candidates assignments using rating scale, including charting remaining calculus
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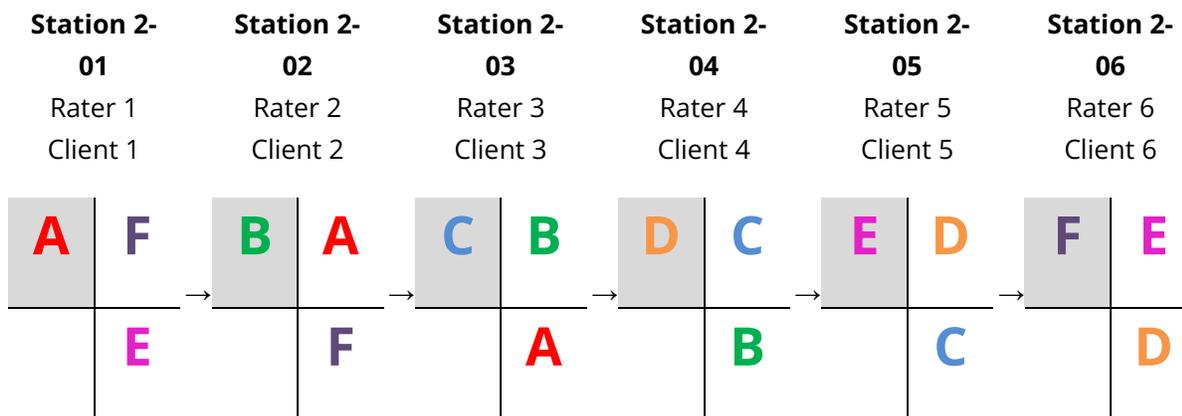
In the following sample rotation, two tables are shown: *Candidates and Assignments* and *Stations and Quadrants*. The information in the two tables is the same, but shown from different viewpoints. *Candidates and Assignments* shows the first, second, and third assignments for each candidate. *Stations and Quadrants* shows each actual client's quadrants and which candidate will work on those quadrants. Remember, you rotate through the stations, but each rater and client stay in one station.

Sample Rotation for 6 Candidates

Candidates and Assignments

Candidate	First Assignment		Second Assignment		Third Assignment	
	Station	Quadrant	Station	Quadrant	Station	Quadrant
A	2-01	1	2-02	2	2-03	3
B	2-02	1	2-03	2	2-04	3
C	2-03	1	2-04	2	2-05	3
D	2-04	1	2-05	2	2-06	3
E	2-05	1	2-06	2	2-01	3
F	2-06	1	2-01	2	2-02	3

Stations and Quadrants



Legend

Quadrant 1	Quadrant 2
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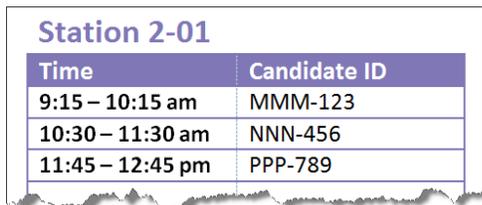
• Coloured letters refer to candidates.

Quadrant 4	Quadrant 3
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- Shaded quadrants indicate where candidates begin (that is, their first assignment).

Posted Schedule

Each station’s schedule is posted at the station. As an example, the schedule posted at Station 2-01 may look like Figure 4. During your orientation, the Exam Site Coordinator provides you with a customized copy of your own schedule (see the On-Site Orientation, page 22).



Station 2-01	
Time	Candidate ID
9:15 – 10:15 am	MMM-123
10:30 – 11:30 am	NNN-456
11:45 – 12:45 pm	PPP-789

Figure 4: Sample of station schedule posted for candidates.

Exam Offerings

Upcoming exam dates and locations will be posted or announced on the regulatory body website. At a minimum, exams are held at least once per year by one of the regulatory bodies of Alberta, British Columbia, and Ontario. Other exam locations may be coordinated by other regulatory bodies.

Feedback

Feedback will be obtained via surveys from the following primary interest groups: candidates, raters, and support staff of facilities where exams are held. Data from these surveys provide pertinent information to guide perpetual monitoring and improvement of exam processes, such as improving communications and updating resources. Feedback surveys are completed using SimpleSurvey or a similar Canadian-hosted and supported data collection site.

All individuals in the primary interest groups are sent an invitation and survey link via email within one week after the exam, and the feedback surveys are open for two weeks. Then, the data will be compiled and analyzed before submitting the results to the Executive Director.

ROLES AND ACCOUNTABILITY

Standardized Client

Standardized clients are used in Part 1 of the performance-based assessment.

Standardized clients must not be an immediate family member, spouse, or romantic partner of any candidate.

Standardized clients are trained to simulate clients in a realistic and reliable manner. As much as possible, they are carefully selected to match the characteristics of the client case being portrayed, including factors such as age, gender, and appearance. Guidelines provide standardized clients with the instructions and processes to be adhered to during the performance-based assessment; the standardized client's performance is assessed in advance of the actual simulation.

Standardized Client Conduct

Depending on the case, standardized clients may provide additional information as directed by the standardized client instructions. As a candidate, you are to treat the standardized client interaction as realistically as possible and try to ignore the fact that this is a simulation. Standardized clients must not provide any feedback.

Actual Clients

Actual clients are used in Part 2 of the performance-based assessment only. The Exam Administrator provides actual clients; candidates do not.

Selection of Actual Clients

In advance of the exam, actual clients are screened to ensure they meet the following selection criteria as well as to review their health history.

- Must be 18 years of age or older

- Must not be an immediate family member, a spouse, or a romantic partner of the candidate providing the client's treatment
- Must not be a dentist, a dental hygienist, a dental assistant, or a student of a dentistry, dental hygiene, or dental assisting program
- Must be physically able to undergo a full day of assessment and treatment (e.g., will not suffer excessive discomfort due to physical limitations such as TMD, back pain, etc.)
- Must have a blood pressure reading of ASA Classification II or lower (159 [systolic] or 94 [diastolic])
- Teeth requirements
 - Must have a minimum of 20 teeth, with teeth in all quadrants. At least three of the teeth in a quadrant must be bicuspid and molars.
 - Clients must not have generalized probing depths over 6 mm (desired range 4–6 mm). Class III furcation involvement, Class III mobility ideally kept to a minimum of 1–2 teeth.
 - Ideal testing area is free of gross caries, temporary or faulty restorations, or restorations with poor margins
 - Must not have orthodontic bands (bonded lingual arch wires are acceptable)
- Must have calculus deposits
 - Subgingival calculus must be present on the majority of teeth and present on at least 3 teeth in each quadrant that must include bicuspid and molars
 - Calculus must be clickable/clearly detectable with a click or jump (bands or ledges)
 - Supragingival calculus may or may not be present
- Must have bite-wing radiographs, taken within the last 18 months. Radiographs must be clear and exhibit minimal distortion. Interproximal bone level must be visible on the radiographs.
- Must present with written medical clearance and antibiotic prophylaxis from a physician or dentist if the client has any significant medical problem requiring antibiotic coverage (e.g., artificial heart valves, recent joint replacements, history of infective endocarditis, serious congenital heart conditions, cardiac transplant). The medical clearance must indicate the specific medical concern.
- Must have medical clearance for those with significant immunosuppression due to disease, medications, and/or treatments
- Must not have had a heart attack, stroke, or cardiac surgery within the past six months
- Must not have active tuberculosis
 - If a potential client has previously tested positive, it must be confirmed by a physician that they are no longer infectious
- Must not have orofacial herpes at the prodromal, vesicle, or ulcerated vesicle stages
- Must not have a known latex allergy
- Must not have asthma

- Must not have any condition or medication/drug history that might be adversely aggravated by the length or nature of the exam procedures (e.g., uncontrolled and/or type 1 diabetes that requires frequent breaks for snacks or bathroom use)
- Must not have been treated with any oral or intravenous bisphosphonates (e.g., Zometa, Aredia) for bone cancer or severe osteoporosis
- Must not have had recent chemotherapy or radiation therapy
 - Within last year, white blood cell count must be within acceptable level (written medical clearance required)

Candidates

Confidentiality Agreement

You must sign the *Non-Disclosure and Consent: Candidates* form before the start of each exam attempt.

Be sure to read the form carefully: you are obligated to maintain the confidentiality and security of the exam materials as set out in the following rules.

Authorized Information

There are several sources of information regarding the content of the exam that are authorized and that you are strongly encouraged to access in preparation for the exam. These include:

- *Guide for Candidates of the CPEDH (this document)*
- *Canadian Performance Exam in Dental Hygiene (CPEDH) Blueprint Development*
- *Consensus Definitions for Competencies and Client Types for the CPEDH – Adjunct to CPEDH Blueprint* document
- Orientation video

Rules for Before, During, and After Exam

In applying to participate in the CPEDH, you agree to abide by the following rules:

1. All oral and written instructions regarding the exam process must be followed.
2. Recording or memorizing exam scenarios for communicating information to other candidates, individuals or agencies, for distribution, financial gain, or any other purpose is strictly forbidden.

3. All exam content must be kept confidential, even after the exam. This includes exam scenarios and their content including script, materials, client characteristics, and any other characteristic the disclosure of which may compromise the validity of the exam.
4. Communication about the exam with anyone other than exam personnel is prohibited.
5. You may converse with exam personnel if required, in a discrete and confidential manner. If you need to use the washroom, you must indicate this to exam personnel.
6. Study or reference materials must not be brought into the exam.
7. You must not use or be in possession of any electronic devices (e.g., cell phones, cameras, pagers, MP3 players such as an iPod, smart watches etc.) in the exam.
8. You must not document or otherwise create or preserve records of exam content for any reason.
9. You must not treat a spouse or romantic partner.
10. You must not be an immediate family member, spouse, or romantic partner of any standardized client.
11. You must not engage in behaviour before, during, or after the exam that disturbs other candidates or causes them anxiety.
12. You must not make disruptive comments about the exam, unnecessarily question exam policies and procedures, or engage in other behaviour that disturbs other candidates or is disrespectful of exam personnel.
13. You must refrain from breaches, unethical conduct, or any attempt to subvert the exam. This includes anything that could affect your results, the results of another candidate, or the results of a potential future candidate. If you witness such behaviour, you are obligated to report it to exam personnel or to the exam administrator as soon as possible.
14. Conduct occurring before, during, or after the exam that violates these Rules may result in but is not limited to the following: dismissal from the exam, invalidation of exam results, assignment of a failing grade, and/or a report provided to Canadian dental hygiene regulatory authorities.
15. You must communicate with clients, raters, and other personnel in either English or French (depending on the language of the exam) at the stations.
16. You are strictly prohibited from communicating with clients and other candidates during breaks.
17. At the end of the exam, you must leave the exam premises immediately and must not remove any exam materials from the exam site.
18. Make all arrangements for transportation before entering the exam site. Those waiting for you must do so away from the exam area.

ORIENTATION AND TRAINING

Candidates

In-Advance Orientation

You must view the following orientation items and sign a statement confirming that you have viewed the material.

- Video about stations and rotations
- *Guide for Candidates of the CPEDH (this document)*

On-Site Orientation

Following check-in on exam day, you must attend an orientation session that reviews the exam process, interactions with raters and exam staff, physical facilities, station process, and instruments/equipment available.

Washroom Breaks

- Candidates must request permission to use the washroom during station rotations: this can be relayed to the Exam Site Coordinator by the rater who informs a roving proctor
- If the Exam Site Coordinator grants the request, an exam personnel must accompany the candidate to and from the washroom
- All exam materials must be left at the station
- The candidate must not talk to any person during this break
- **Time missed during the washroom break cannot be made up**

EXAM RULES

Privacy

All personal information required for administration of the CPEDH is collected, used, retained, and/or destroyed in compliance with relevant federal and provincial privacy legislation.

Your personal information is collected and used for the purpose of administration of the CPEDH.

Personal and personal health information is protected using physical, administrative, and technical safeguards that are appropriate to the sensitivity of the information. Personal and personal health information will not be shared with any third party without consent and will be retained for as long as it remains necessary or relevant for the purposes of the CPEDH or as required by law.

Clinical Attire

You must wear appropriate clinical attire, including scrubs, personal protective eyewear, and shoes with enclosed toe and enclosed heel. When working on clients in Part 2, you must wear over gowns, which are supplied on-site. Over gowns are not required for Part 1 unless specified. Your hair must be clean and well-managed. Hair longer than shoulder length and any hairstyle that falls forward toward a simulator, laboratory equipment, or client when bending forward must be pulled back and fastened at the nape of the neck. Beards and moustaches need to be closely trimmed and neat to allow the dental mask to seal tightly.

The exam is scent-free. You, all other candidates, clients, and personnel involved in the exam must refrain from wearing perfumes, colognes, aftershaves, and other scented products.

Infection Prevention and Control (IPC)

You are expected to review and adhere to provincial IPC Standards/Guidelines. Visit the website of the province in which you are taking the exam to access their IPC guidelines. Candidates are expected to follow provincial authority and exam facility COVID-19 protocols.

Links to the provincial IPC guidelines are:

Province	Document	Link
Ontario	College of Dental Hygienists of Ontario: Infection Prevention and Control Guidelines	http://www.cdho.org/docs/default-source/pdfs/reference/guidelines/cdho-ipac-guidelines.pdf https://www.cdho.org/docs/default-source/pdfs/reference/guidelines/gui-returning-to-practice.pdf

COVID-19: College of Dental Hygienists of Ontario (CDHO) Guidance on IPAC in Dental Hygiene Practice

Best Management Practices for the Disposal of Biomedical/ Pathological Wastes in Ontario <https://www.cdho.org/docs/default-source/pdfs/reference/dental-waste/biomedical.pdf>

There may be times that the exam facility's policies exceed the provincial IPC requirements and, in these cases, the facility's policies would apply. At all times, you (and the testing facility) must comply with the highest IPC standard. IPC guidelines apply to both Part 1 and Part 2 of the CPEDH. The following elements must comply with the IPC guidelines in each province:

- Performing hand hygiene
- Donning and doffing of Personal Protective Equipment (PPE)
- Handling and disposal of sharps
- Obtaining/transporting additional supplies
- Assessing risk of transmission; e.g., illness of candidate or client:
 - If you have symptoms of an active communicable disease/respiratory illness (e.g., TB, influenza), you must report to the Exam Administrator upon arrival. It may not be appropriate for you to treat clients on that day.
 - A risk assessment must be completed prior to any interaction with clients to determine the interventions required to prevent transmission.
- Removing all PPE when leaving operator
- Moving from station to station (e.g., washing/disinfecting protective eyewear, performing hand hygiene, doffing and donning of PPE)

Arrival and Registration at the Exam

All performance-based assessment sessions will start promptly based on the schedule. You must arrive at the exam location by the designated registration time and check in with the exam receptionist. Candidates who arrive after the registration closes are considered late arrivals and are not admitted to the exam (see also Disqualifications, page 32).

You must show identification at the check-in for both Part 1 and 2. Identification must be a valid government-issued identification that includes both a photo and a signature (e.g., passport, driver's licence). Candidates who do not have proper identification are not admitted to the exam (see also Disqualifications, page 32).

Illness or Other Extraordinary Circumstances Before or On Exam Day

To optimize your exam performance, you are **strongly encouraged not to attempt an exam** and to make an appropriate withdrawal if, prior to the exam, you are ill or have extraordinary circumstances, including bereavement, that may affect your performance in the exam. If candidates choose to participate in the exam, they are deemed to be healthy and fit to take the exam.

If you are unable to attend an exam due to a matter that arises suddenly on the day of the exam, you must immediately notify the Exam Administrator by email.

If absent from the exam due to illness, you must provide an original *Candidate Medical Certificate* form, verifying that you were examined at the time of the illness. The date of the certificate must be appropriate for or match the exam date; certificates dated more than two days after the exam date will not be accepted.

If absent from the exam due to bereavement of an immediate family member, you must provide a copy of the death certificate.

If you cannot take the exam because of extenuating circumstances, the regulatory authority you have applied to must receive this notification with supporting documentation in writing **within 7 calendar days** after the date of the exam. If you notify the regulatory authority by this deadline, your situation will be considered and reviewed.

Contraventions

Standards and procedures for administering exams have two related objectives: giving candidates comparable opportunities to demonstrate their abilities, and preventing any one candidate from gaining an unfair advantage over others. To uphold these objectives, exam results may be cancelled or withheld, when, in the opinion of the Exam Administrator, a testing irregularity occurs; cheating has occurred; there is an apparent discrepancy in, or falsification of, a candidate's identification; a candidate engages in misconduct or plagiarism; when anomalies in performance are detected for which there is

no reasonable and satisfactory explanation; or the results are believed to be invalid for any other reason.

All contraventions (i.e., irregularities, breaches, dismissals, and disqualifications) result in a forfeiture of the exam fee. Exceptions are stated below in the specific sections.

Irregularities

The standards for valid exam administration (i.e., Standards for Educational and Psychological Testing and National College Testing Association Professional Standards and Guidelines), or 'the Standards', require that test administration is secure and that impediments are not introduced during the testing experience which can negatively impact the candidates from demonstrating their knowledge, judgment, skills, and ability on the assessment. As much as possible, the assessment administration process should accurately reflect what the candidate truly knows and is able to perform while limiting factors which may impede this measurement.

The exam process has been developed to ensure consistency and security during administration of the exam. Despite these efforts, certain irregularities may occur in administering the exam that have the potential to affect the validity and trustworthiness of the exam scores.

Exam irregularities are events which materially interrupt and potentially impact a candidate's performance on an exam and which are outside the candidate's control.

When irregularities occur, certain steps must be followed to safeguard the exam against threats to valid test score interpretation. Note that all irregularities, whether they appear on the list or not, will be recorded and included as part of the documentation of exam performance in the Exam Administrator's report.

If the Exam Administrator determines that irregular behaviour related to an exam administration has occurred, the Exam Administrator notes "under review" on applicable score reports and notifies the candidate that their scores are being withheld pending an investigation of irregular testing results. Following the investigation, information regarding the decision of the Executive Director and the basis for such decision must be provided to the candidate with the CPEDH score report and may also be provided to others, such as the Oversight Group, as appropriate. Classification of scores as "under review" does not

automatically imply any inappropriate behaviour by a candidate and irregular behaviour is not the only basis upon which scores may be invalidated.

For a candidate demonstrating inappropriate behaviour, see Breaches (page 28). For the other candidates who are affected by the behaviour of another candidate, it is an irregularity that must be documented in the Exam Site Coordinator Report.

If you are affected by an irregularity, you can request a review and may be given the opportunity to complete the task again.

Candidate Emergencies

Emergencies may be accommodated if the accommodation can be made without disrupting the exam for other candidates. For example, if the emergency requires a delay, allowing the candidate to resume the exam will be considered only if it does not negatively impact others taking the exam at the same time.

Equipment Malfunction

In the event of equipment malfunction that could affect the performance of tasks in a station, the Exam Administrator will reschedule the affected tasks for that candidate to the end of the exam session. If the equipment in the station cannot be restored to a working state **within a reasonable amount of time**, another station will be set up so that all candidates can complete the tasks for that station.

Interruption in Administration

The Exam Administrator must address any other interruptions (specifically that are not due to equipment malfunction, such as emergencies and power failures). If the source of the interruption can be addressed within **a reasonable amount of time**, the exam will be resumed once the situation has been addressed. If the interruption cannot be addressed within a reasonable time, the exam will be rescheduled to a later time or date.

Other Irregularities

Every effort is made to ensure a standardized environment for each exam administration that is suitable for candidates and personnel; for example, a well-lit area, free from extreme temperature fluctuations and other distractions; and recommending acceptable clinical attire so candidates can adjust to minor room temperature fluctuations.

However, unforeseen circumstances, or other irregularities, may arise that are outside the exam administration personnel's control that expose candidates to a form of testing irregularity, such as unanticipated loud construction outside the designated clinic area.

In cases of inclement weather, natural disaster, or other local conditions that may cause unavoidable interruptions to testing, the CPEDH will make reasonable efforts to notify candidates and determine the best course of action.

If the source of the other irregularity can be addressed within **a reasonable amount of time**, the exam will be resumed once the situation has been addressed. If the irregularity cannot be addressed within a reasonable time, the exam will be rescheduled to a later time or date.

Breaches

Inappropriate Candidate Communication

You **must not** converse or communicate with one another in any manner whatsoever while the exam is underway. Depending on the severity of the breach, you may be dismissed immediately from the exam, or you may be given one verbal warning, after which continuation of the behaviour will be considered grounds for dismissal from the exam.

Inappropriate Candidate Behaviour

You **must not** behave in a manner that disturbs other candidates, is disrespectful of other candidates, clients, or exam personnel, or disrupts administration of the exam. Depending on the severity of the breach, you may be dismissed immediately from the exam, or you may be given one verbal warning, after which continuation of the behaviour will be considered grounds for dismissal from the exam.

Exam Misconduct

If the Exam Administrator suspects exam misconduct, the Exam Administrator may take a candidate's exam materials, as well as any other documents, objects, or materials that could be used for cheating, and remove the candidate and others suspected of involvement in the misconduct from the exam.

The Exam Administrator will conduct an investigation into any suspected exam misconduct. The candidate can submit a written response to the suspicion of exam misconduct.

1. Exam personnel who suspect exam misconduct has occurred, or is occurring, must verbally inform the Exam Administrator.
2. Upon receipt of a verbal report of suspected exam misconduct from any exam personnel, the Exam Administrator must gather and analyze the existing evidence to determine whether the exam misconduct can be substantiated.
3. The Exam Administrator takes one of the following two actions:
 - a. If the Exam Administrator has reasonable and probable grounds to believe that exam misconduct has occurred, or is occurring, the Exam Administrator may take the candidate's exam materials as well as any other documents, objects, or materials related to the suspected exam misconduct, and dismiss the candidate and others suspected of involvement in the exam misconduct from the exam.
 - b. If the Exam Administrator does not have reasonable and probable grounds to believe that exam misconduct has occurred, or is occurring, the administrator permits the candidate to proceed.
4. The Exam Administrator must document the circumstances of any reports of suspected exam misconduct, including the on-site actions that occurred (e.g., candidate was removed, candidate proceeded with exam).
5. The candidate suspected of exam misconduct is given the opportunity to review the report compiled by the Exam Administrator and to submit a written response to the Exam Administrator within 14 days.
6. The Exam Administrator forwards the written report describing their analysis along with the candidate's response (if received) to the Executive Director for a decision.
 - a. The candidate's results are recorded as "under review" until the Executive Director has made a decision.
7. The Executive Director makes one of the following decisions:
 - a. Declares that it is unlikely that the candidate was involved in exam misconduct and recommends that the candidate's results be released if the candidate finished the exam. If the candidate did not finish the exam (e.g., interruptions

due to the suspected exam misconduct), the candidate is permitted to take the next available exam at no additional cost.

- b. Declares that he or she does not have confidence in the exam results and requires the candidate complete another performance exam at no additional cost, and may recommend sanctions. The candidate's results are recorded as "nullified exam" and this exam does not count as a failed attempt.
 - c. Declares that the candidate was involved in exam misconduct and recommends sanctions. The candidate's results are recorded as "unsuccessful exam attempt" and this exam counts as a failed attempt.
8. Possible sanctions may include, but are not limited to, the imposition of special conditions for subsequent testing, at the candidate's expense; a permanent ban on testing; or initiation of legal action.
 9. If the Executive Director's decision is either 7(b) or 7(c), the Executive Director forwards the Exam Administrator's written report to all Canadian dental hygiene regulators.
 10. The Executive Director informs the candidate in writing of the decision and subsequently informs the Oversight Group of the analysis and decision regarding the suspected exam misconduct.

Dismissals

Dismissal from the exam for any reason results in an automatic failure.

Improper Performance

Dismissal from the exam may result from improper performance relative to procedural skills or clinical judgment which jeopardizes the health or safety of the client, candidate, or rater. A candidate may be dismissed from the exam upon agreement between the Exam Administrator and rater(s). Examples of improper performance include, but are not limited to:

1. Failure to disclose a condition which would potentially jeopardize the health or safety of the client, candidate, or raters.
2. Failure to uphold client welfare and/or comfort.
3. Rude, abusive, uncooperative, or disruptive behaviour.
4. Failure to comply with infection prevention and control.

5. Excessive trauma to tissue and/or performance is inadequate in the validated judgment of the raters.
6. Failure to recognize or respond to proper handling of hazardous material(s).
7. Failure to adhere to the *Guide for Candidates of the CPEDH*.

Unethical Conduct

Professional behaviour is an important aspect of dental hygiene practice. If unethical conduct of a candidate is observed or reported, the candidate is dismissed from the exam. If the exam has already concluded, the candidate will receive notification of failure in their performance report.

Examples of unethical conduct include, but are not limited to:

1. Copying from another candidate during the exam.
2. Copying or memorizing test items for communicating information to other candidates, individuals, or agencies, for distribution, financial gain, or any other purpose.
3. Receiving or distributing information about the exam either before or after the exam.
4. Receiving assistance from another candidate, practitioner, or educator.
5. Giving help to or coaching others during the exam.
6. Engaging in any conduct before, during, or after the exam that disturbs or is disrespectful toward other candidates, clients, or exam personnel.
7. Receiving detailed knowledge of the client's intra-oral condition (e.g., reviewing previous client records and charts).
8. Inappropriately altering client records, radiographs, treatment records, or exam forms.
9. Providing treatment to a client prior to the performance exam.
10. Using unauthorized aids or reference materials, including electronic devices, at any time during the exam.
11. Having non-registered individuals pose as registered exam candidates.
12. Beginning the exam before being instructed to do so and/or continuing the exam after being told to stop.
13. Disregarding instructions from the Exam Administrator, raters, or any exam personnel.
14. Modifying exam results letters to give a false impression of having passed the exam or misrepresenting the candidate's exam status.
15. Engaging in behaviour that compromises the standards of professional conduct or care.
16. Participating in any activity that would be considered illegal such as assault, harassment, or theft.

Disqualifications

Improper or Missing Identification

- Candidates who do not have proper identification will not be allowed into the exam (see also

Arrival and Registration at the Exam, page 24). Improper or missing identification is deemed a disqualification and results in the forfeiture of exam fees but does not count as a failed attempt. Improper identification includes, but is not limited to, the following invalid identification: expired government-issued identification, unmatched names, not government-issued identification, identification without a photo, and identification damaged beyond legibility.

Late Arrivals

- Candidates who arrive after the registration closes will not be allowed into the exam (see also

Arrival and Registration at the Exam, page 24). A late arrival constitutes a disqualification. This disqualification results in the forfeiture of exam fees but does not count as a failed attempt.

Failure to Show

A no-show counts as an attempt. No-shows on the date of the exam result in the forfeiture of exam fees unless accompanied by a medical certificate from a regulated health professional or other relevant documentation to support reasons for a no show (e.g., emergency medical surgery, death in family, significant motor vehicle accident). Cases are considered on an individual basis. Failure to show for two different exams requires a special request to the Executive Director for permission to apply for further attempts. Special requests must include documentation outlining the circumstances for each failure to show and any supporting documentation.

EXAM APPLICATIONS

Eligibility Criteria

You are eligible to apply to attempt the CPEDH only if you are a graduate of a recognized dental hygiene program and have successfully completed the National Dental Hygiene Certification Board (NDHCB) written exam or an equivalent exam accepted by the Canadian

provincial or territorial regulatory authority in which you are applying for registration/licensure.

Language Proficiency Requirements

Applicants must be sufficiently proficient in English—both orally and in writing. The October 2022 exam is offered in English only.

While the CPEDH exam is offered in English, individual provincial regulatory bodies may have language proficiency registration/licensure requirements requiring evidence of proficiency in a specific language (English or French). Candidates are responsible for knowing all regulatory requirements for the province in which they wish to register following successful completion of the CPEDH, including language proficiency requirements.

Application Procedure

Contacts

Applicants wanting to obtain information about the CPEDH should contact or visit the website of the Federation of Dental Hygiene Regulators of Canada:

Federation of Dental Hygiene Regulators of Canada

75B Colonnade Road

Ottawa, ON K2E 0A8

Phone: 613-260-8156

Website: www.ndhcb.ca

Email: exam@fdhrc.ca

Exam Application Submissions

To apply, you must complete and return the *Exam Application* form. The deadline for submitting an application is August 29, 2022. The deadline for submitting an application that includes a request for accommodations is August 29, 2022. Applications received after these deadlines will not be processed.

A complete application must include:

1. A notarized copy of your National Dental Hygiene Certification Board Certificate.
2. Either a notarized copy of your dental hygiene diploma/degree or an official transcript sent directly from the post-secondary institution where you completed your dental hygiene diploma/degree.
3. Two current, notarized, passport-compliant photographs.
4. Evidence of professional liability insurance for a minimum amount of \$1,000,000 for the CPEDH (see Liability Insurance, page 34).
5. Exam fee payment.
6. Reporting of any active communicable disease/respiratory illness (e.g., TB, HBC). If you have such an illness, it must be reported in writing, and the report and any related documentation must be included with the application form. Appropriate follow up will be completed to determine what, if any, actions are required.

The name you use to apply for the exam must match the first name, middle initial, and last name (e.g., Jane S. Doe) that appears on your valid government-issued photo identification (e.g., driver's licence, passport).

Any exam having an insufficient number of applicants by the application deadline may be cancelled. Therefore, you are encouraged to apply early. If this happens, applicants receive a full refund of their exam fees.

Once an application is submitted, it is considered a contract. If you fail to fulfill all requirements of the application, or are unable to take the exam, the Refund Policy applies (see page 37).

Liability Insurance

All applicants must provide evidence of holding professional liability insurance for a minimum amount of \$1,000,000. This insurance may be obtained from the Canadian Dental Hygienists Association, some provincial dental hygiene associations, or another independent broker of your choice.

Confirmation of Acceptance for the Exam

Once your complete application is processed, the Exam Administrator assigns you a permanent unique CPEDH Candidate Identification Number. This Candidate Identification Number is used on grading forms and will be used in any correspondence related to the exam whether by phone, fax, or email.

The regulatory authority administering the exam will send a confirmation of acceptance for the exam to you via email. The email will include:

- Your CPEDH Candidate Identification Number.
- The date your candidate exam package will be sent to you.
- Instructions for what to do if you change your name or contact information.

Candidate Exam Package

At least 30 days prior to the scheduled exam date, the regulatory authority administering the exam will send a candidate exam package to you by email or mail. The package will include your CPEDH Candidate Identification Number, instructions, information about the exam site, and an official receipt. Contact the regulatory authority administering the exam if you have not received the package two weeks before the exam date.

Prior to the exam, you are provided an opportunity to view an orientation video that provides general information about the exam process, location, assessment, and how to prepare for the day of the exam.

Request for Accommodations

Requests for accommodations of a physical, cognitive, or other special need must be made at the same time you apply for the exam and no later than August 29, 2022, by completing the *Special Accommodation Application* form and the *Supporting Information for Accommodation Request* form. If approved, the Exam Administrator arranges for the special accommodations; candidates do not. However, CPEDH cannot guarantee that the special accommodations will be available.

Requests for accommodations are reviewed case by case to ensure candidates seeking accommodations receive a fair and equal chance to demonstrate the required knowledge, skills, and abilities for entry to practice, without compromising the exam's reliability, validity, or security. In reviewing accommodations requests, the regulatory authority must balance the rights of the candidate with its mandate to protect the public interest through

a fair, secure, valid, and reliable licensing exam that assesses whether or not a candidate has the knowledge, skills, judgment, and abilities to conduct safe, effective dental hygiene practice.

All requests are confidential and will be discussed only with the Executive Director, the regulatory authority administering the exam, the regulatory authority who receives the candidate's application, the candidate seeking accommodations, and, if necessary, a third-party consultant.

The following list shows types of accommodations that may be used during the exam, but the list is not prescriptive or exhaustive:

1. A reader to read the exam to the candidate
2. A recorder to make dental chart entries
3. Extra time to complete the exam
4. Access to food or drink during the exam and/or during approved scheduled breaks
5. Access to medicine during the exam or during approved scheduled breaks

Applying for Special Accommodations Procedures

You must complete and submit a new form for each exam you register for.

1. Complete all sections of the *Special Accommodation Application* form and submit it with the completed *Supporting Information for Accommodation Request* form:
 - Contact information
 - Accommodation information—clear and concise description of the requested accommodations (e.g., bringing an inhaler into the exam)
 - Supporting documentation, including a declaration of the need for the accommodation completed by an appropriate professional along with the professional's qualifications (e.g., a note from a physician confirming the diagnosis and needed accommodation)
2. Send the completed *Special Accommodation Application* form and *Supporting Information for Accommodation Request* form with the *Exam Application* form.

Exam Fees

Payment of fees must be in Canadian funds for the full amount noted on the *Exam Application* form (for both Part 1 and Part 2) and must be submitted with the application.

Payment must be made in full using one of the accepted methods indicated on the application form. Cash and personal cheques are not accepted.

Official Receipts

An official receipt for fees will be emailed to you with your exam package.

Refund Policy

Requests for withdrawal from the exam must be made in writing (by mail, email or fax). A verbal request for withdrawal is not accepted. Refunds are made based on the following conditions.

Condition	Fees
Request for withdrawal before the exam application deadline	\$300 Administrative Fee retained, balance of exam fees refunded
Request for withdrawal up to 20 days after the exam application deadline	\$300 Administrative Fee plus 50% of remaining exam fees retained, balance of exam fees refunded
Request for withdrawal more than 20 days after the exam application deadline	No refund
Improper or missing identification	No refund
Late arrival	No refund
Failure to show for the exam	No refund

Administration Fees

Condition	Fees
Request for reviews (no reviews allowed regarding exam results)	\$300

Invalid/rejected credit card

\$75

EXAM ASSESSMENT

FDHRC Competencies Central to the Performance-Based Assessments

The *Consensus Definitions for Competencies and Client Types for the CPEDH – Adjunct to CPEDH Blueprint* lists the competencies from the CPEDH Competency Profile that are most applicable to the performance exam. The document presents the competencies in groupings based on their importance in terms of clinical competence. The importance of each competency was determined through the input of dental hygiene subject matter experts. CPEDH stations are created in part based on the list of competencies and their importance grouping. All competencies listed in the document are available for inclusion in the assessment. As such, you should be prepared to demonstrate your knowledge, skills, and abilities on all the listed competencies when taking the CPEDH.

Client Types Forming the Basis of the Performance-Based Assessments

The *Consensus Definitions for Competencies and Client Types for the CPEDH – Adjunct to CPEDH Blueprint* lists the “client types” or client characteristics that are most likely to be the focus of a scenario within the CPEDH. Client types included in this list are sampled from the Competency Profile in order to design scenarios that will appear in the CPEDH. All client types listed in the document are available for inclusion in the assessment. As such, you should be prepared to demonstrate your knowledge, skills, and abilities on all the listed client types.

Grading the Performance-Based Assessments

All candidates in this performance-based assessment are assessed using a global rating scale (GRS) that uses 6 dimensions and 7 rating scale descriptions.

Dimensions

An underlying principle of GRS is that the six dimensions are believed to be present in real clinical interactions with clients, and therefore must be adequately demonstrated by each candidate to function competently in clinical practice. Content experts have developed a

description for each dimension. The descriptions are intended to help candidates understand what is being assessed in each station. See the *Clinical Performance Global Rating Scale* dimensions and dimension definitions in the following table.

Clinical Performance GRS Dimension	GRS Dimension Definitions
Risk Management	The process of assessing risk and then developing and/or implementing strategies to manage the risk. In general, the strategies employed may include transferring the risk to another party (e.g. referral), avoiding the risk, reducing the negative effect of the risk (e.g. infection prevention and control or premed), and accepting some or all of the consequences of a particular risk. This refers to the candidate’s overall ability to consider and integrate environmental considerations, resources, and client condition (including the comprehensive health history) to reduce and manage risks for the client, the dental hygienist, and colleagues.
Client Assessment	The candidate’s overall ability to effectively gather a complete client history (includes comprehensive medical and dental health history) which is organized, appropriately structured, timed, and focused. Client assessment is an iterative process and requires that the candidate demonstrate continued appropriate reassessment while working towards a differential diagnosis and care plan.
Professional Behaviour	Competence is the judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, and values for the benefit of the individual and community being served. —revised from Epstein and Hundert (1) Professional behaviour includes ethical, legal, and culturally sensitive practice: e.g.,

Clinical Performance GRS Dimension	GRS Dimension Definitions
	<p>informed consent, involving clients as full partners in decision-making, and introducing themselves to the client — giving both their name and their professional role.</p>
<p>Evidence Based Decision Making</p>	<p>The candidate’s overall ability to select and develop an appropriate, safe, and effective client-centered care plan for a given client interaction that is based on current evidence and aligned with accepted clinical practices: e.g., appropriate sequencing of the care plan, identification of appropriate therapeutic interventions, or identifying the need for medical consult or referral.</p>
<p>Intervention/Procedural Skill</p>	<p>The candidate’s overall ability to demonstrate interviewing techniques, psychomotor and/or procedural skills to standard e.g., provision of (performing) preventive, therapeutic, and supportive clinical therapy, and health promotion.</p>
<p>Communication and Collaboration</p>	<p>The candidate’s overall ability to interact with clients and function effectively within a team. This includes the candidate’s ability to clearly and accurately exchange appropriate information with the health care team, the client and/or family: e.g., the use of concise and appropriate verbal, non-verbal, or written language (including documentation), demonstrating effective listening skills, empathy, and responding appropriately to the team, client, or family.</p>

GRS Rating Scale Descriptions

Content experts have developed a description for each rating score. Generally speaking, these descriptions have been designed with three concepts in mind: (a) safety, (b) reference to standards, and (c) the ability to work unsupervised/independently.

Score	Rating Description
1	Performance does not meet the standard. Performance compromised client care/safety. Extensive remediation is required.
2	Performance does not meet the standard. Performance indicated cause for concern. A potential for compromised client care/safety exists; considerable remediation required.
3	Performance is inconsistent and/or performance does not meet the standard, improvement is needed and/or more education is required.
4	Performance occasionally meets the standard, and/or performance meets minimum standards, improvement is recommended.
5	Often performs to standard with only minor concerns, if any, and/or performance is safe and to standard. Some areas could be improved. Ready to practise with minor concerns if any.
6	Consistently performs to standard. Occasionally exceeds the standard. Little improvement needed if any. Ready for practice with no concerns.
7	Consistently demonstrates a high standard of performance, and/or consistently exceeds the standard; could be used as a positive example for others.

How Scores are Assigned

In each station for both Part 1 and 2, you are assessed by different raters (one at each station) using the GRS. Upon completion of all 10 stations, you will have 10 scores, assigned by 10 different raters in 10 different contexts/client interactions for each dimension. Final scores are generated by analyzing your results across the 10 stations for each dimension

independently. In other words, you do not pass or fail an individual station, but rather have each dimension score informed by 10 different raters, using 10 different contexts and clinical encounters. The score for each of the 6 dimensions across 10 stations is used to inform final decisions.

This performance-based assessment applies a non-compensatory scoring model, which means you must pass each of the 6 dimensions. Dental hygienists must demonstrate the requisite attributes across all 6 dimensions to function safely and effectively. Cut scores are calculated using standard setting methods for each dimension. While pass/fail decisions are ultimately made based on all 10 stations, a preliminary analysis is completed following Part 1 (the 7 simulation-based stations) to identify any major risks to client safety prior to candidates entering Part 2. Candidates who do not demonstrate a minimum level of competence in Part 1 are not permitted to participate in Part 2.

Exam Results

Performance Reports and Exam Results

You will receive a performance report with information about your performance on the exam. This report will be sent with the exam results and will provide relative feedback on your performance according to the dimensions tested in the exam. The performance report contains critical information, including any areas requiring improvement. Unsuccessful candidates should review the performance report carefully prior to any subsequent attempts on the exam to identify areas of study and remediation.

The CPEDH is used to certify competence to practise the profession at an entry-level, in the interest of the protection of the public. The exam is not intended to be educational. With respect to more detailed feedback on a candidate's weaknesses, the CPEDH will not provide additional feedback or recommendations regarding individual performance or remediation further to what is provided in the detailed performance report.

If you require any clarification of the information in your performance report, you are advised to send a written request to the Executive Director that administered the exam, along with your telephone contact information so that you can be reached by phone.

Information accumulated through the exam process may be used for statistical purposes and for evaluating the exam. All individual information will be kept confidential and will not be used for any other purposes without permission.

To expedite the provincial registration/licensure of candidates, a list of exam results will be forwarded to the provincial regulatory authorities at the same time as the release of individual results.

Further, your results will not to be discussed between CPEDH and a third party other than a dental hygiene regulatory body unless written consent to do so has been provided by you and submitted to the Exam Administrator.

Results Notification

The regulatory authority administering the exam notifies you of your results within approximately 4–6 weeks. Exceptions may be made if irregularities are being investigated. For reasons of confidentiality, results and performance reports will not be released by telephone or fax. CPEDH policy does not permit the release of actual exam scores or station content. Results are given as either a pass or fail; no grade is given.

Exam Attempts

Carefully assess your preparedness before attempting the exam as you are permitted a maximum number of attempts. Information about the maximum number of attempts is included with exam results for unsuccessful candidates. You should not make another attempt at a subsequently scheduled exam date without adequate remediation.

If you are unsuccessful at your final exam attempt, you are not permitted any additional attempts and are unable to register to practice as a dental hygienist.

All regulatory bodies in Canada recognize the results of each other's performance exams. Therefore, you may take the exam in any province. Canadian dental hygiene regulators share and confirm candidates' successful and unsuccessful results with one another. Exams taken in any province count towards the cumulative number of performance exam attempts permitted per candidate.

1. A candidate is allowed a maximum number of attempts to write the CPEDH. (Each regulatory authority sets its own attempt limits.)
2. After the second unsuccessful attempt, the candidate is strongly recommended to review the feedback provided from their previous attempts. Completion of formal remedial or upgrading courses is strongly recommended prior to initiating the final attempt of the performance exam.

3. A candidate who is applying for a final attempt of the CPEDH is requested to return the *Final Attempt Declaration* form to the Executive Director, verifying their understanding that this latest attempt is their final attempt at the CPEDH.
4. A candidate who has failed the maximum number of attempts allowed is no longer a candidate for the CPEDH unless he or she successfully completes, again, all of the dental hygiene course requirements of a recognized dental hygiene program and meets the eligibility criteria in effect at the time of their new application to write the CPEDH.

Request for Review

Your assessment results will be reviewed only for alleged significant irregularities in the assessment process. A review is not available with respect to alleged errors in assessment or because you do not agree with the substantive findings of the raters.

An irregularity in the assessment process may occur where there is a deviation from the stated format or conduct of the exam, such as a candidate being given less than the time allotted to complete a specified portion of the exam or the exam procedure or location being changed without notice. In addition, a process irregularity may exist due to the environmental conditions under which the exam is taken, such as extreme heat or cold or a loss of power during the exam, if not corrected in a timely manner.

The existence of irregularities in the exam process is not, in itself, sufficient to reverse the outcome of the exam. A review based on process irregularities will be successful only if the Review Committee finds that the irregularities were significant enough to detrimentally affect your performance. You must present specific facts and/or evidence to demonstrate that the alleged irregularities resulted in conditions that adversely and materially affected your performance.

Requests for review must be made in writing to the Executive Director within 30 days of the notice of an unsuccessful result and are subject to an administration fee (see

Administration Fees, page 37). Requests for review must include a detailed explanation of the circumstances surrounding the alleged irregularity (or irregularities) in the exam process and must include supporting or related evidence.

The Executive Director will notify the Review Committee of the submitted request for review and will provide the appropriate evidence to the Committee. The Committee will render a decision in writing regarding the request for review within 45 days of receipt of

the request. The Executive Director will then notify you of the Committee's decision. The Review Committee may render one of the following decisions:

1. Conclude that an irregularity occurred which adversely and materially affected the candidate's performance and allow the candidate to retake the exam at no charge. The retake will not count towards the maximum number of attempts permitted.
2. Conclude that an irregularity occurred, but was of insufficient magnitude to materially affect the candidate's performance. The results will be upheld and the attempt will be counted towards the maximum number of attempts permitted.
3. Conclude that an irregularity did not occur and uphold the candidate's exam results.
4. Take any other action deemed acceptable by the Committee.

CANDIDATE'S EXAM DAY CHECKLIST

- CPEDH Candidate Identification Number
- Valid government-issued identification that includes a photo and a signature
- Clinical attire, including scrubs
- Shoes with enclosed toe and enclosed heel
- Protective eyewear and/or face shield for candidates in accordance with provincial regulatory guidelines
- A combination lock to secure personal items in an assigned locker (if lockers are available)
- Optional: Loupes

*The CPEDH recommends that you bring only the items on this list to the exam site. A storage area will be provided for any personal items; however, the CPEDH is not responsible for any lost or stolen items.