

Entry-to-practice Canadian Competencies for Dental Hygiene

Webinar for Canadian Educators

- *Slide deck*
- *List of verbs to support Bloom's taxonomy*
- *Resources*



Federation of
Dental Hygiene
Regulators of Canada

Fédération des organismes
de réglementation d'hygiène
dentaire du Canada

November 8, 2023

Entry-to-practice Canadian Competencies for Dental Hygiene

Webinar for Canadian Educators

| **Welcome!**

- **Survey Results**
- **Key Terms and Concepts**
- **Addressing Specific Challenges**
- **Resources**



Survey results



| Survey results

- Entrepreneurial activities
- Legislative and professional responsibilities
- Methods of inquiry
- Development of health literacy and oral self-care abilities
- Advocacy to address oral health inequities



Methods of inquiry

B.3 Use various methods of inquiry



B.3.1 Understand how knowledge is constructed.

B.3.2 Assess gaps in current knowledge and evidence.

B.3.3 Participate in research activities.

B.3.4 Transfer knowledge to others.

K2	Understanding	“Know why.” Understand the meaning, translate, interpolate, and interpret instructions and problems. State a problem in one's own words.
S2	Attempting	Imitation: Observe and pattern behaviour after someone else, following instructions and practising. Performance may be of lower quality. Guided response: Learn a complex skill (early stages), including imitation and trial and error. Adequacy of performance is achieved by practising.



Methods of inquiry

Methods of inquiry



[Ann Transl Med.](#) 2019 Feb; 7(4): 67.
doi: [10.21037/atm.2018.08.31](https://doi.org/10.21037/atm.2018.08.31)

PMCID: PMC6409232
PMID: [30963062](https://pubmed.ncbi.nlm.nih.gov/30963062/)

Patient satisfaction and outcomes of static progressive stretch bracing: a 10-year prospective analysis

[Nipun Sodhi](#),^{1,2} [Benjamin Yao](#),² [Hiba K. Anis](#),² [Anton Khlopas](#),² [Assem A. Sultan](#),² [Jared M. Newman](#),³ and [Michael A. Mont](#)^{1,2}



Matt K.

JAS Knee device has done wonders in getting my ROM back to acceptable levels. Extension is now about 5 degrees and flexion is about ... I'm confident that I'll get my & flexion even better over the next hs.

AAHS AMERICAN ASSOCIATION FOR HAND SURGERY
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Effectiveness Of Static-Progressive Joint Active System (JAS) Splint On Upper Limb Joint Stiffness
Kobi Steinberg, MD, Danit Langer, OT/PhD, Hanna Melchior, OT, Joshua A Cohen, MD and Gershon Zinger, MD MS, Shaare Zedek Medical Center, Jerusalem, Israel

Joint Active Systems
Sean didn't let his injury keep him down! In partnership with his doctor, physical therapist, and JAS, he was able to get back on the pitch!

With JAS, Sean was able to get back on the soccer pitch!

JAS THE ROM SPECIALISTS®



Exercise

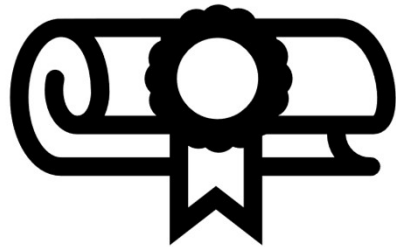
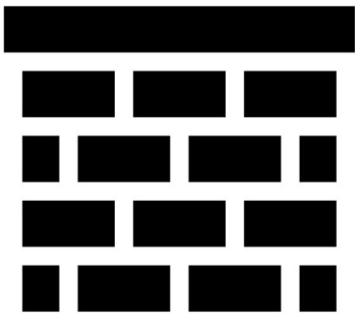
1. Reflect on a clinical decision you recently had to make.
2. Could the question be answered by looking at reliable sources?
3. If yes, what resource? Where did/could you find it?
4. Compare your answers with colleagues. Note the differences and similarities.
5. Identify a question that, in your experience, couldn't be answered by a reliable source? How might you address it?



Key terms and concepts

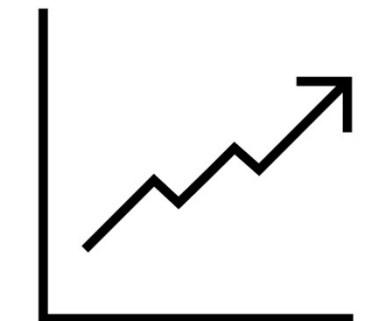
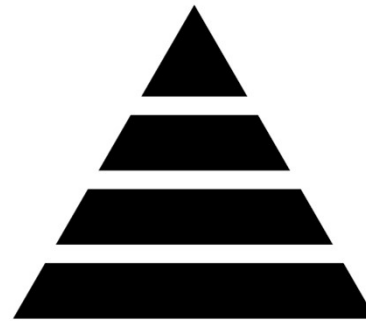


Competencies



Entry-to-practice
competence

Miller's pyramid of
clinical competence



Bloom's trajectory



A competency primer...in 3 minutes or less!

A **competency** is a combination of skills, knowledge, behaviours and judgment needed to perform an activity to accepted standards.





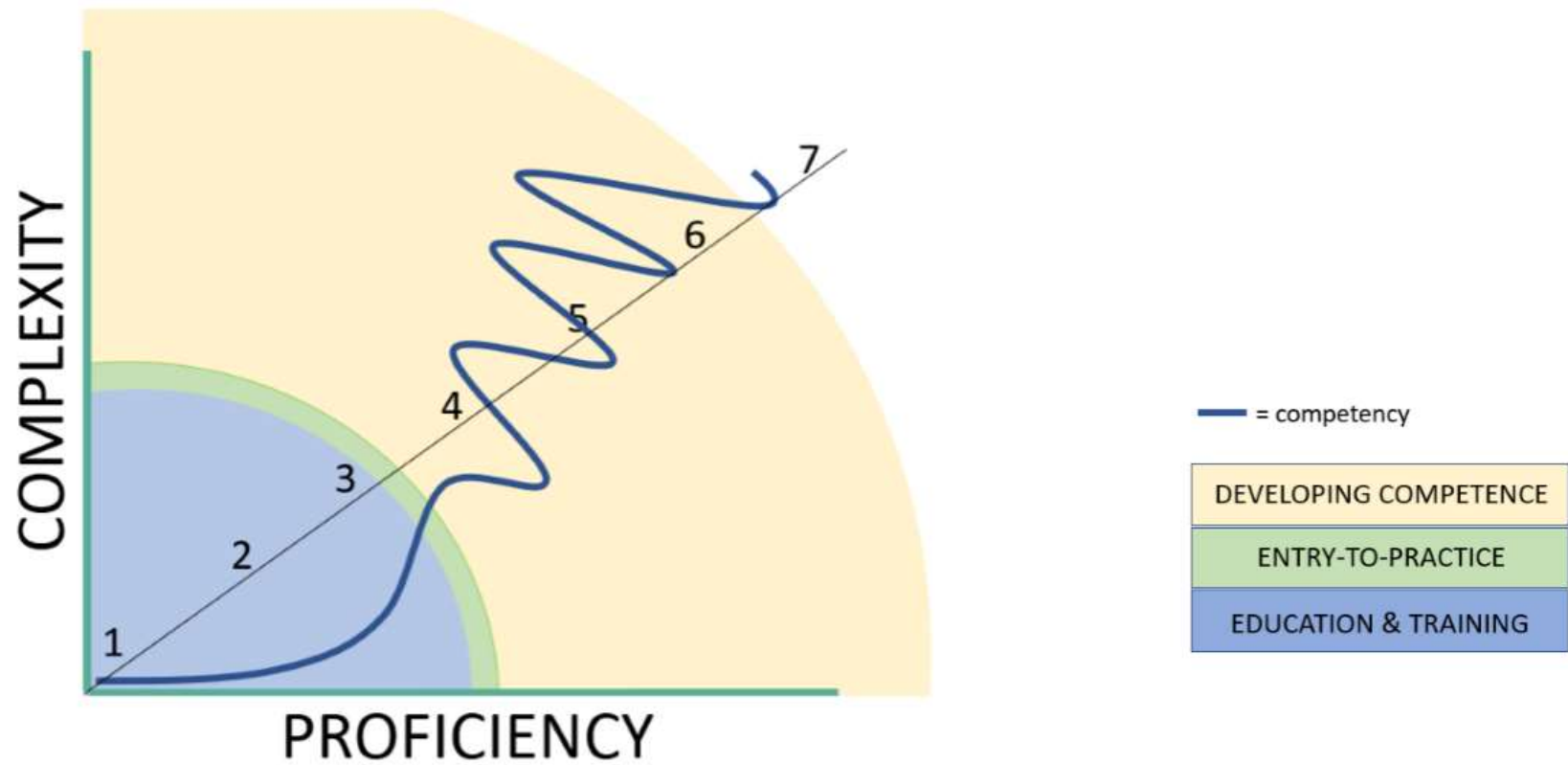
What is
entry-to-practice?



Miller's pyramid

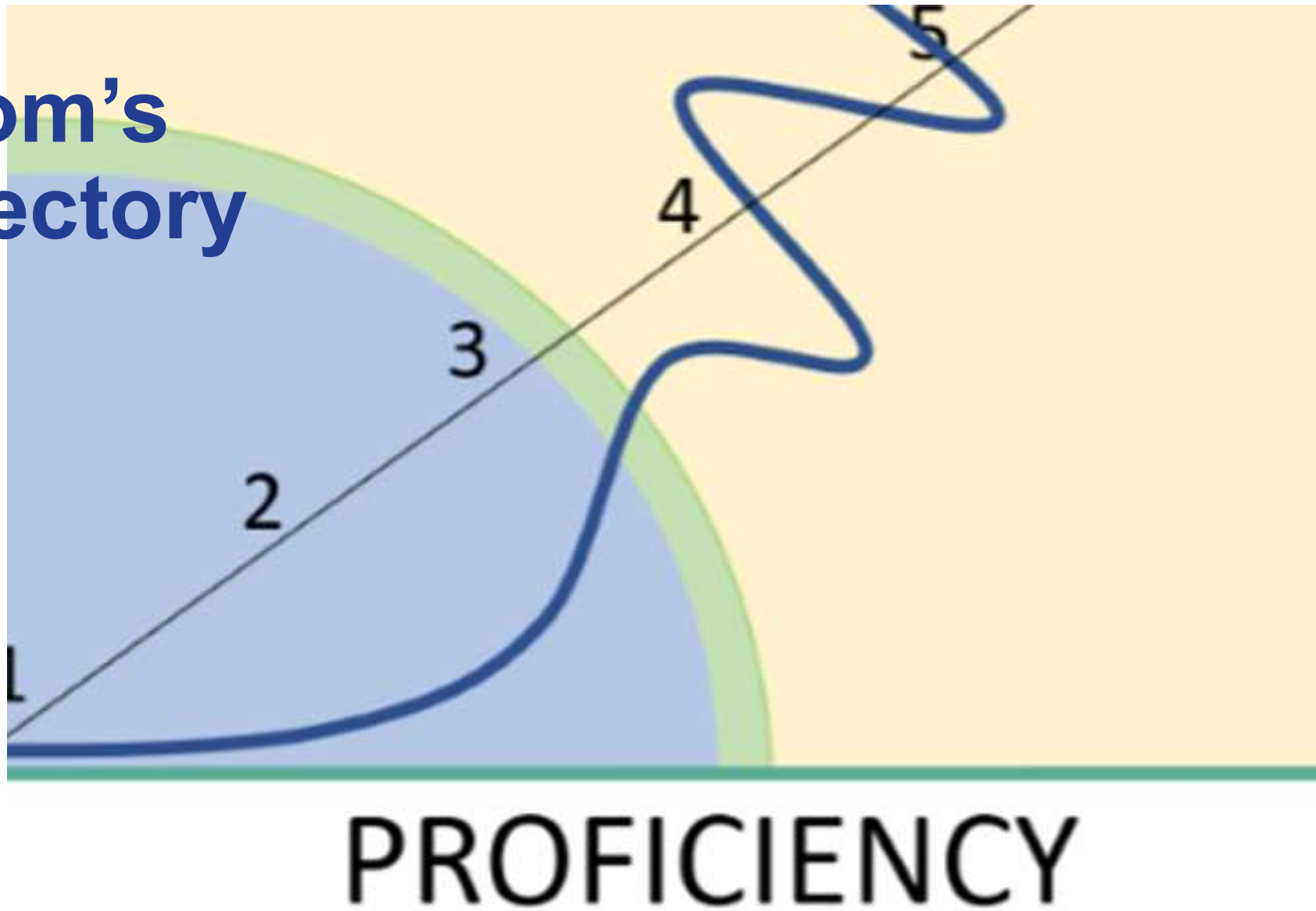


The progression of a competency



Bloom's Trajectory

Used to express the expected level of proficiency

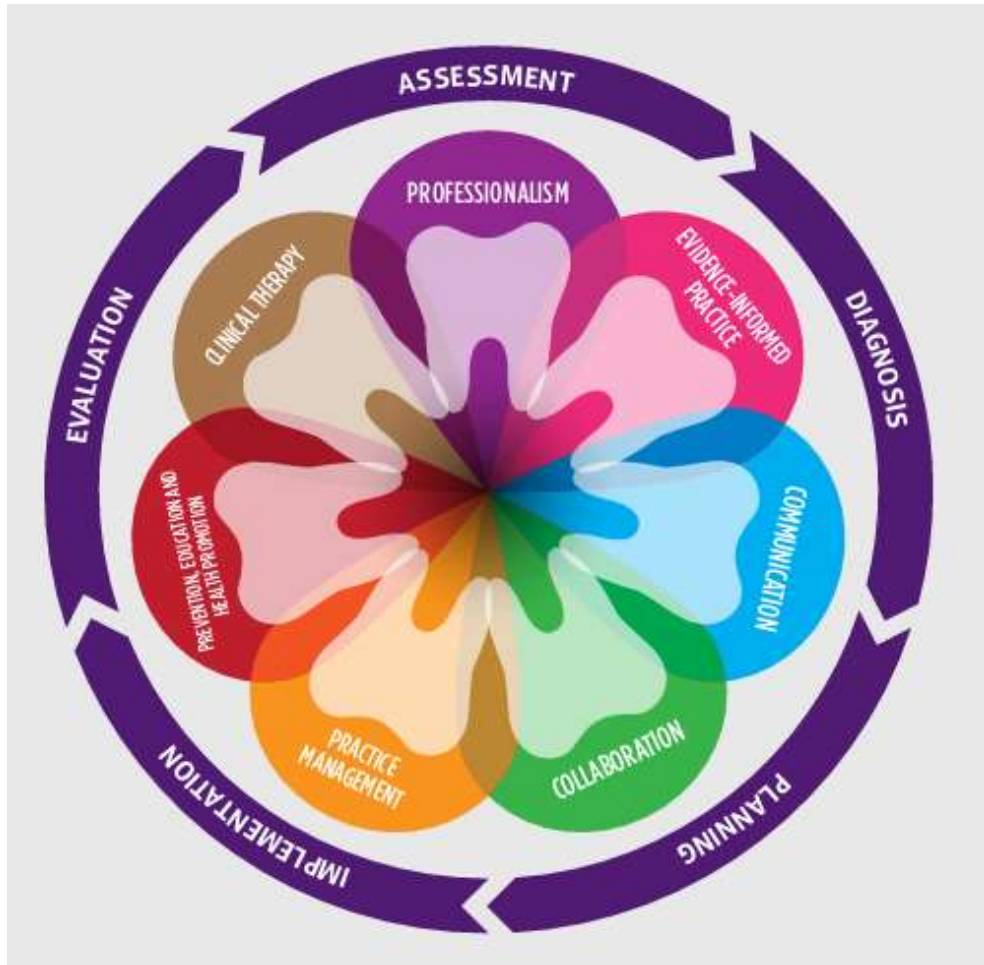




Bringing it all together: Learning to drive



**Entry-to-Practice
Canadian Competencies
for Dental Hygienists**



Domains of Expertise

KNOWLEDGE DOMAIN

	LEVEL NAME	LEVEL DESCRIPTORS
K0	Awareness	“Conscious incompetence.”
K1	Remembering	“Know what.” Recall data or i
K2	Understanding	“Know why.” Understand the State a problem in one’s own
K3	Applying	Know how to use a concept in learned in the classroom into demonstrate, solve a problem
K4	Analyzing	Know how to examine inform concepts into component pa Distinguish between facts an construction, and internal re
K5	Evaluating	Know how to weigh up ideas Assess effectiveness of whol critical thinking. Conduct str
K6	Creating	Know how to bring informati structure or pattern from div creating a new meaning or st approaches, ideas.

SKILLS DOMAIN (INCLUDING

	LEVEL NAME	LEVEL DESCRIPTION
S0	Awareness	“Conscious incompetence
S1	Readiness	Know and be ready to (health and safety).
S2	Attempting	Imitation: Observe a Performance may be imitation and trial and
S3	Basic proficiency	“Conscious competence with some confidence
S4	Full proficiency	Skilful performance coordinated performance achieving harmony and with automatic performance
S5	Expert proficiency	“Unconscious competence about it. Skills are well requirements. Responses meet the needs of the (equipment is not damaged)
S6	Creative proficiency	Create new routines creativity based upon

D.2 Collaborate with oral health professionals and others



- D.2.1 Work together to address clients' needs.
- D.2.2 Promote teamwork and partnerships.
- D.2.3 Maintain mutually supportive working relationships.
- D.2.4 Consult with others as appropriate.
- D.2.5 Encourage others to apply organizational policies.
- D.2.6 Share client information with others, consistent with informed consent and/or as required by legislation.
- D.2.7 Engage in joint decision-making with others.
- D.2.8 Use conflict management strategies as required.

**Minimum knowledge and skills
required at entry-to-practice**

The Domains of Learning (Sherbino & Frank, 2011)

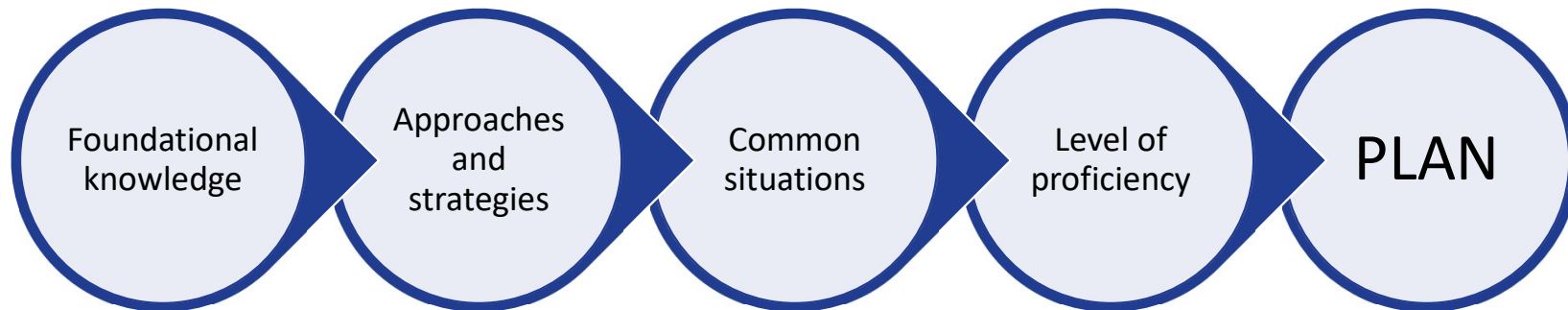
Level	Descriptor	Key Verbs	
COGNITIVE DOMAIN			
1	Knowledge	Recalls data or information	Defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
2	Comprehension	Demonstrates understanding	Assesses, classifies, compares, describes, differentiates, explains, predicts, interprets, restates, gives an example
3	Application	Applies what was learned to clinical practice	Constructs, chooses, demonstrates, develops, selects, employs, prepares, predicts, matches, uses
4	Analysis	Separates material into component parts and shows relationship between parts	Analyzes, compares, contrasts, appraises, distinguishes, differentiates, discriminates, separates, outlines
5	Synthesis	Uses diverse elements to form a whole with new meaning	Combines, compiles, creates, formulates, integrates, organizes, plans, explains, summarizes, constructs
6	Evaluation	Makes judgments about the value of ideas or materials	Appraises, determines, evaluates, judges, ranks, recommends, concludes, critiques, assesses, tests
AFFECTIVE DOMAIN			
1	Receiving	Willingly hears and considers	Perceives, acquires, identifies (demonstrates awareness of), attends, appreciates, realizes, questions, listens, selects
2	Responding	Attends and reacts to a particular phenomenon	Answers, completes, reports, participates, discusses, describes, establishes, writes, records, develops
3	Valuing	Attaches worth to a particular object, phenomenon or behaviour	Initiates, invites, shares, follows, selects, proposes, influences, appreciates, justifies
4	Organizing	Organizes values into priorities, with an emphasis on comparing, relating and synthesizing	Arranges, combines, integrates, organizes, prepares, relates, conceptualizes, formulates, examines, balances
5	Internalizing	Acts consistently in accordance with internalized values	Acts, discriminates, displays, avoids, resists, influences, requires, modifies, practises, judges
PSYCHOMOTOR DOMAIN			
1	Perception	Uses sensory cues to guide motor activity	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
2	Set	Possesses a mental, physical or emotional state underpinning a readiness to act	Brings, displays, explains, visualizes, proceeds, reacts, shows, states, volunteers
3	Guided response	Imitates, follows instruction, trial and error	Copies, traces, follows, reacts, reproduces, responds, mirrors
4	Mechanism	Applies learned responses habitually and with increasing confidence	Assembles, calibrates, constructs, displays, measures, manipulates, palpates, percusses
5	Complex overt response	Performs without hesitation or automatically	Assembles, calibrates, constructs, displays, measures, manipulates, palpates, percusses
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7	Origination	Shows creativity based on highly developed skills	Rearranges, innovates, builds, combines, composes, constructs, creates, designs, initiates, makes, originates

Note: The key verbs are the same as for Mechanism, but will have modifiers that indicate that the performance is quicker, better, more accurate, etc.

Addressing specific challenges



| Creating an instructional plan



| Entrepreneurial activities

E.3 Engage in entrepreneurial activities



- E.3.1** Evaluate their own potential for entrepreneurialism.
- E.3.2** Develop a business plan based on a chosen service delivery model.
- E.3.3** Implement the business plan.
- E.3.4** Resolve issues facing the business.



Entrepreneurial potential self-assessment

Section 1 of 6

To what degree do the statements below correspond to you?

1: Totally disagree, 2: Somewhat disagree, 3: Somewhat agree, 4: Totally agree.

	1	2	3	4
1. I like to give myself challenges when I take on a new project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am fairly at ease in difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Where others see problems, I see possibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always worry about what others will think before doing something important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am fairly curious and I am continually in search of discovery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am a lot less effective in stressful situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I want to build something that will be recognized publicly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When faced with difficulties, I look for alternative solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. For me, what counts is action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Business Plan

A business plan, the first step in planning your independent dental hygiene practice, is a document that summarizes the operational and financial objectives of a business and contains the detailed plans and budgets for how the objectives will be realized. The following describes the major components of a business plan.

Executive Summary & Mission Statement

The **executive summary** gives the reader a brief overview of your business and of your proposed plan. It should capture your passion and enthusiasm for the project.

The **mission statement** outlines your business philosophy and your vision of what your business will become. Include the name and address of your business and a short description of why you have chosen your location.

Staffing

Recruiting and hiring the right staff is crucial to the success of your business. Remember that your staff represents your business and vision when you cannot be in the office. The following is a list of some key positions you may be considering:

- receptionists
- dental assistants
- dental hygienists
- dentists (chair rental agreement only)

Include a brief summary of your proposed staff members duties and how they will be paid.

Timelines

Describe your proposed schedule for getting your practice up and running.

Advertising & Promotion

What are the advertising and promotional tools you will use to attract clients? These may i



THE CANADIAN DENTAL
HYGIENISTS ASSOCIATION
L'ASSOCIATION CANADIENNE
DES HYGIÉNISTES DENTAIRES



Resources



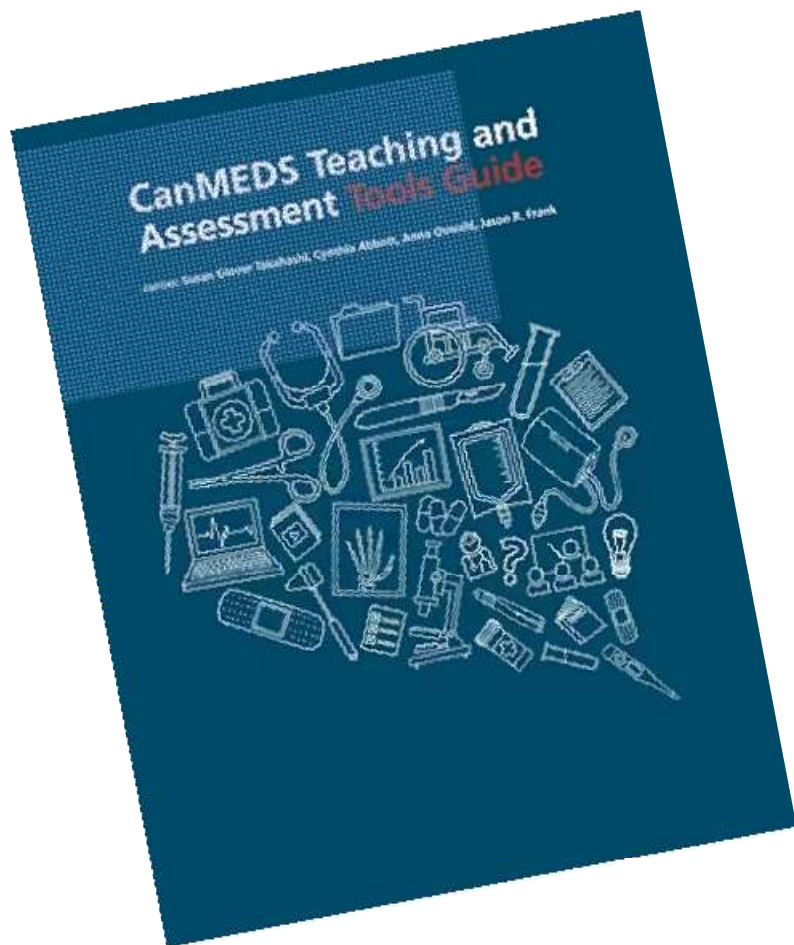


Internal

- Colleagues
- Curriculum specialist
- Library staff and resources

External

- Other programs
- Internet
- FDHRC site
- CanMEDS



The CanMEDS Assessment Tools Handbook

An Introductory Guide to Assessment Methods for the CanMEDS Competencies

Editors
Glen Bardieri • Jonathan Sherbino • Jason R. Frank
First Edition



Health Advocate▼

Teaching

- T1. Lecture or Large Group Session: Foundations of the Health Advocate Role
[Download MS Word](#) | [Download PDF](#)
- T2. Presentation: Teaching the Health Advocate Role
[Download MS Word](#) | [Download Power Point](#)
- T3. Guided Reflection and Discussion: Recognizing health advocacy
[Download MS Word](#) | [Download PDF](#)
- T4. Small Group Learning: Inventorying and evaluating your health advocacy
[Download MS Word](#) | [Download PDF](#)
- T5. Guided Reflection and Discussion: Health advocacy resources
[Download MS Word](#) | [Download PDF](#)
- T6. Case Report: Preparing a case report on health advocacy habits
[Download MS Word](#) | [Download PDF](#)

Assessment

- A1. Multisource feedback: Health Advocate multisource feedback
[Download MS Word](#) | [Download PDF](#)
- A2. Written Questions and Answers: Short-answer and essay questions for the Health Advocate Role
[Download MS Word](#) | [Download PDF](#)
- A3. Objective Structured Clinical Exam (OSCE) for the Health Advocate Role
[Download MS Word](#) | [Download PDF](#)

Guided reflection and discussion
Teaching Tool T3

10

Key process steps in health
advocacy

1. Establish an understanding of the patient's preferences, needs, strengths, and values for health care.
2. Collaborate with the patient, other health care professionals, and/or health promotion organizations.
3. Develop the action plan with the patient, other health care professionals, and/or health promotion organizations to help the patient achieve their self-identified goals.
4. Implement the agreed-to plan (i.e. by supporting, following, or on occasion leading, as appropriate).
5. Maintain open communication with the patient, other health care professionals, and/or health promotion organizations.

11

Putting health advocacy into
action

1. Advocacy for services or resources.
2. Advocacy for healthy behaviours.
3. Advocacy for prevention, promotion, surveillance.

Key process steps in health advocacy

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11

Insert the five steps.

- Explore each of the steps with the whole group.
- Explore how to prepare for, act on, and evaluate each step in your specialty, based on experience — you can draw on either learners' or teachers' experience.

A1. HEALTH ADVOCATE MULTISOURCE FEEDBACK



Created for the *CanMEDS Teaching and Assessment Tools Guide* by S. Glover Takahashi. Reproduced with permission of the Royal College.

RESIDENT Name: _____

Postgraduate year (PGY): _____

See Health Advocacy Role teacher tips appendix for this assessment tool

Instructions for Assessor:

- As Health Advocates, physicians contribute their expertise and influence as they work with communities or patient populations to improve health. They work with those they serve to determine and understand needs, speak on behalf of others when required, and support the mobilization of resources to effect change.
- The competencies of the Health Advocate Role can be developed with practice and feedback. Using the form below, please help this resident physician gain insight into his/her skills by providing valuable confidential feedback.
- Rest assured this information will be shared with the physician in aggregate form and for the purposes of helping the physician improve his/her leadership competencies.
- Please return this form in a sealed envelope marked confidential to the attention of:

Indicate all that apply. I am a:

- Health professional team member
- Resident
- Medical student (including clerk)
- Faculty
- Other _____

Degree of Interaction

- Considerable teaching from this resident
- Occasional or one time teaching* from this resident

The resident...	1 Very poor	2 Needs improvement	3 Competent	4 Skillful	5 Exemplary	Not able to comment
A. Identifies health needs in a timely and appropriate manner (including advocacy for health services or resources, advocacy for healthy behaviours, and advocacy for prevention, promotion, or surveillance)						
B. Focuses on patient's health care needs, preferences, and values						
C. Collaborates with other health care professionals and/or health promotion organizations						
D. Works with patient (and their family)						
E. Balances health advocacy with stewardship of health care resources						

The following table, an adaptation of Bloom’s taxonomy, identifies and describes various levels for each domain. A list of associated key verbs accompanies each level.

The Domains of Learning (Sherbino & Frank, 2011)

Level	Descriptor	Key Verbs	
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Resources

1. Glover Takahashi et al. (2016). **CanMEDS Teaching and Assessment Tools Guide**. \$35.00

A standalone, practical resource to support program directors as they implement CanMEDS 2015.

https://www.amazon.ca/dp/1926588320?ref_=pe_3052080_397514860

2. Series of modifiable teaching and assessment tools organized by CanMEDS role (many of which were originally developed for the above guide).

<https://canmeds.royalcollege.ca/en/tools> - the tools are free

3. Sherbino and Frank. (2011). **Educational Design: A CanMEDS guide for the health professions**. \$25.00

Educational Design: A CanMEDS Guide for the Health Professions provides the core theory and essential concepts to create or redesign education programs. How do I conduct a needs assessment? Which learning methods should I use? What are the key steps in faculty development? These are only some of the questions this how-to guide answers. Also offered in electronic format.

https://www.amazon.ca/Educational-Design-CanMEDS-health-professional/dp/1926588118/ref=sr_1_1?keywords=educational+design+royal+college&qid=1639580831&sr=8-1

4. Bandiera, Sherbino, and Frank. (2006). **The CanMEDS Assessment Tools Handbook: An Introductory Guide to Assessment Methods for the CanMEDS Competencies**. \$15.00

Are you a program director, rotation coordinator or front-line educator responsible for your assessment program? This searchable, practical reference provides quick, evidence-based options for assessing all of the CanMEDS Roles.

https://www.amazon.ca/CanMEDS-Assessment-Tools-Handbook-Introductory/dp/0973915862/ref=sr_1_1?crid=TUI7YRY9N3K8&keywords=CanMEDS+Assessment+Tools+Handbook%2C+the+royal+college+of+physicians+and+surgeons+of+canada&qid=1641913955&prefix=canmeds+assessment+tools+handbook%2C+the+royal+college+of+physicians+and+surgeons+of+canad%2Caps%2C68&sr=8-1