

Program Level Assessment Plan

Dental Hygiene

- Plan developed by the Dental Hygiene Department for academic year 2016-2017.
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Mission, Goals, and Student Learning Outcomes:

- The mission of the Dental Hygiene department within the Community College of Denver is to achieve excellence in the preparation of dental hygienists for delivering the highest quality of oral health assessments, diagnosis and treatment planning, and clinical care in their professional careers. The program provides superior instruction and curriculum development in all areas of the dental hygiene process of care to develop the student skills necessary for graduates to contribute critical thinking, problem solving, and evidence-based decision making to their respective employers. Graduates are personally responsible, ethical professionals capable of delivering care to all types of patients within diverse community populations necessary in this 21st century workforce.

Outcomes:

Students will:

- Accurately assess a patient including all aspects from medical history and vital signs to periodontal status in order to provide a comprehensive treatment plan.
 - Medical history/patient medications
 - ASA Classification
 - Radiograph exposure/interpretation
 - Extraoral/Intraoral examination – variations of normal, hard charting, existing conditions, decay
 - Periodontal Charting
 - Periodontal Risk Assessment
 - Caries Risk Assessment
 - Treatment Plan
 - Post-treatment Follow-up and Reassessment
 - Correct use of intraoral and extraoral photos

- Patient ethnic/cultural considerations
- Patient motivation factors
- Patient ability to understand and perform oral hygiene self-care
- Based on the knowledge gathered in the patient assessment, provide a comprehensive treatment plan that takes into account all relevant factors.
 - Treatment Plan that is concise
 - Treatment Plan that is culturally sensitive
 - Treatment plan that takes into account patient motivation
 - Treatment plan that takes into account patient's ability to perform the requisite recommendations
 - Post-treatment Follow-up and Reassessment

Assessment Plan

Presentation: Students are given an assignment called the "Complex Patient." This assignment is a compilation and assimilation of all skills learned throughout the Dental Hygiene program. The assignment is introduced in the summer semester with full details of the assignment given in the first semester of the students' second year during clinic theory with the assumption that students will search for and start an assessment on a suitable patient as soon as possible. The final presentation is given at the end of clinic theory class in the second year, spring semester shortly before graduation. The details of the assignment are as follows:

Complex Patient Requirements

1. Periodontal classification II, III or IV
2. Moderate, heavy or super heavy deposit load
3. Minimum of one medication (can be herbal or RX).
4. Cannot be a former or current RDH student or DDS
5. You should be able to modify behaviors in this patient to achieve improved oral health
6. Things to consider (not a complete list but this should get you thinking): what was the original plaque score, will decreasing this be a goal? How will you decrease this? Will decreasing this reduce periodontal or caries risk? What is the patient's periodontal risk/caries risk? Does the patient's health status play a role in his/her oral condition? If so, can this be modified? If yes, how? What is the patient's dental IQ? In what way(s) can you impact this? What is the long term prognosis for periodontal disease? Caries? What is the familial history? Can you make an impact on other family members?

PROTOCOLS

1. You will deliver a case presentation via PowerPoint during clinic theory your 2nd semester of 2nd year.
2. You will be given the specifications of what is to be presented in the PowerPoint at the beginning of your clinic theory course 2nd semester, 2nd year. A rubric will be provided spring semester.
3. You will need to track this patient for at least 2 visits after completion of the initial treatment (can include 2 maintenance or a 6 week re-eval and a maintenance).
4. You must take intraoral photos at every visit- minimum of 3 sets.
5. If you identify a patient during summer clinic that you think would be suitable for your complex patient requirement, you must make an appointment with Mrs. Hoffer to discuss why this patient should qualify. Be prepared to justify your choice.
6. You will be collecting information about:
 - a. Dental history
 - b. Intraoral and extraoral information
 - c. Social history/background
 - d. Periodontal examination information
 - e. Current radiographs and RI
 - f. Completed Initial Therapy, a 4-6 week re-eval and a maintenance appointment
 - g. Treatment plan

RECOMMENDATION: Do not wait until spring semester to choose this patient. It will make scheduling and evaluation of maintenance appointments difficult.

Grading Plan: Presentation will be graded by the course instructor of record and two additional faculty members (either full-time or adjunct) for calibration and objectivity. A rubric will be given to all faculty members grading to calibrate results and have consistency among graders. Rubric is included below.

Evaluation and Remediation (if necessary): Overall results of all students will be compared and checked for consistencies in errors by the instructor of record while compiling grading rubrics from the three examiners. Errors generated in particular categories that arise in 30% of the class or more will be investigated on the program level for student and instructor performance. These issues will be brought to the Program Director for examination and discussion during the quarterly curriculum management meetings with all faculty. For example, student errors in the periodontal examination part affecting more than 30% of students will be tracked among the assessment matrix to improve outcomes in those particular courses delivering that information. The errors will be charted in a matrix format to determine which classes are providing introductory instruction and reinforcement in the particular area where the error occurred. A plan to redevelop or boost the curriculum in those areas will be determined which could include the addition of an Objective Simulated Clinical Examination (OSCE), a process evaluation, or

a project addressing the particular deficiency. The type of addition will be dependent upon the area where the error occurred and what would be the most appropriate way to fix the deficiency. Other student errors will be likewise tracked and assessed. These errors will also be matched against incoming NBDHE scores in that particular category as well for confirmation or disagreement.

Complex Patient Assessment – Student Grading Rubric

Criteria	0	2	4	6
Grammar/Syntax/Spelling Must be presented in power point	Not presented as a .ppt presentation and/or has >5 spelling/grammatical errors.	2-5 grammatical/spelling errors. Presentation was fair quality (poorly organized and lacked creativity)	1-2 grammatical/spelling errors. Presentation was good but not of excellent quality.	No grammatical/spelling errors. Presentation was EXCELLENT (creative and organized)
Intraoral photos	No intraoral photos	Incomplete series of photos (pre, post or maintenance missing) Only 1 set taken.	2 sets of Intraoral photos present but of poor quality and do not depict an area of disease/concern.	All 3 sets of intraoral photos present and of good quality
Patient Requirements	Does not meet the minimum periodontal class and deposit load	Does not meet minimum periodontal class and/or deposit load (MISSING ONE BUT NOT BOTH)		Meets both periodontal class and deposit load specified in Appendix II
Medical history	Medical history information not included	Medical history information included but not relevant to treatment provided nor to the presentation. No medications.	Medical history information included that is relevant to treatment provided but all information not included; no medications.	Medical history information is relevant to treatment provided and is thorough and complete. At least one Rx or herbal medication.
Dental history	Dental history information not included; risk assessment not addressed from historical standpoint.	Dental history information included but not relevant to treatment provided nor to the presentation and/or incorrect risk assessment	Dental history information included that is relevant to treatment provided but all information not included; not thorough.	Dental history information included that is relevant to treatment provided and is thorough and complete.
Intraoral and Extraoral soft tissue exam	No mention of either the intraoral nor extraoral exam (one mentioned but not the other)	Intraoral and extraoral information included but not relevant to treatment	Intraoral and extraoral information included that is relevant to treatment provided but all	Intraoral and extraoral information included that is relevant to treatment

		provided nor to the presentation.	information not included; not thorough	provided and is thorough and complete.
Dental examination	Dental examination information not included; risk assessment not addressed from current information (related to history)	Dental examination information included but not complete, thorough nor related to risk assessment or treatment referred or rendered.	Dental examination information included and thorough but not related to risk assessment nor treatment	Dental examination information included that is relevant, thorough and related to risk assessment.
Periodontal examination	All periodontal examination information not included	Periodontal examination information included but not thorough/complete and/or not related to treatment provided nor outcomes/maintenance	Periodontal examination information included that is relevant and related to outcomes/maintenance but not thorough/complete	Periodontal examination information included that is relevant, related to outcomes/maintenance and is thorough/complete.
Radiographic Interpretation	Current radiographs and radiographic Interpretation not available for presentation.	Current radiographs and RI available but of poor quality and not sufficient to the patients treatment needs.	Current radiographs and RI available, of good quality but not sufficient to the patient or treatment needs.	Current radiographs and RI available that are of good quality and sufficient to meet the patients treatment needs.
Periodontal Therapy Care Delivered	Did not complete patients Initial Therapy scaling.	Completed Initial Therapy but did not complete a 4-6 week re-eval or maintenance appointment	Completed Initial Therapy and a 4-6 week re-eval but did not complete a maintenance appointment	Completed Initial Therapy, a 4-6 week re-eval and a maintenance appointment
Treatment Plan	Treatment plan not included	Treatment plan included but did not address all topics of treatment nor maintenance/follow-up needs.	Treatment plan included which addresses all topics of treatment but does not address maintenance/follow-up needs.	Thorough and complete treatment plan.
Outcomes synopsis	Synopsis of treatment and outcomes included	Synopsis of treatment and outcomes included but not thorough		Synopsis of treatment and outcomes included and thorough

Presentation delivery	Poor presentation skills: read directly from paper, did not connect with audience, did not follow a format	Fair presentation skills: made some eye contact during delivery, read directly from notes about 75% of the time, somewhat followed a consistent format	Good presentation skills: good eye contact, read from notes about less than 50% of the time, followed a consistent format.	Excellent presentation skills: excellent eye contact, referred to notes rather than read from them, presentation had a consistent and organized flow.
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Curriculum Map

I = Introduced, R = Reinforced, M = Mastery

Assessment: W = Written (would include research paper), IN = Internship, EX = Examination

Dental Hygiene	Course Number/Program Requirements								
	DEH 101 (Clinic Theory)	DEH 102 (Preclinic)	DEH 103 (Dental Anatomy)	DEH 104 (Radiology)	DEH 111 (Med Emerg)	DEH 116 (Preventive)	DEH 123 (H&N Anatomy)	DEH 122 (Perio I)	DEH 126 (Dent Mat)
Assessment of Patient	I/EX	I/EX	I/W/EX	I/EX	I/EX	I/EX	I/EX	I/W/EX	I/EX

Dental Hygiene	Course Number/Program Requirements									
	DEH 132 (Pharm)	DEH 153 (Clinic Th)	DEH 170 (Clinic)	DEH 171 (Summer Clinic)	DEH 133 (Local Anes)	DEH 138 (Nitrous)	DEH 150 (Lasers)	DEH 202 (Nutrition)	DEH 204 (Community I)	
Assessment of Patient	I/EX	I/EX	I/EX	R/EX	R/EX	R/EX	R/EX	R/W/EX	R/EX	

Dental Hygiene	Course Number/Program Requirements									
	DEH 224 (Perio II)	DEH 213 (Oral Path)	DEH 268 (Clinic Th)	DEH 270 (Clinic)	DEH 271 (Clinic)	DEH 221 (Ethics)	DEH 225 (Community II)	DEH 285 (Clinic Th)	DEH 282 (Perio III)	
Assessment of Patient	R/W/EX	R/W/EX	R/EX	R/EX	M/EX	M/W	M/IN	M/W/EX	M/W	