

**DENTAL HYGIENE PROGRAM**  
**Indiana University South Bend**

Assessment Plan – Adopted: January 1994  
Updated June 2011

Dental Hygiene is the study of the art and science of preventive oral health care including the management of behavior to prevent oral disease and promote health. The IUSB Dental Hygiene Program is three years in length and leads to the Associate of Science degree, or is four years in length leading to the Bachelor's in Science in Dental Hygiene degree. The first year for the ASDH and the first two years for the BSDH consist of general education and biomedical courses, which serves as the foundation of the dental hygiene curriculum, and represents a knowledge base for the profession. The last two years incorporate courses in dental and dental hygiene sciences and provide the theoretical and clinical frame work of dental hygiene practice.

**1. Flows from the Institution's Mission and Program's Mission**

MISSION OF THE DEPARTMENT OF DENTAL HYGIENE

The mission of the programs in dental education is to be a leader in providing high quality education and clinical experiences to undergraduate students for future roles as oral health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.

**2. The plan has conceptual framework**

Program outcomes/competencies are based on the programs core goals and objectives (Appendix 1 and 2). These competencies are achieved through carefully sequenced courses and learning experiences that utilize the dental hygiene treatment model as the framework for understanding and applying of Dental Hygiene theory and practice.

The dental hygiene curriculum includes four content areas: general education, dental sciences, and dental hygiene science (Appendix 3). The courses in general education, taken in the first year of study, provide the prerequisite background for components of the curriculum which prepare the students to communicate effectively, assume responsibility for individual oral health counseling, and participate in community health programs.

Biomedical science courses are sequenced throughout the three years and provide a background for dental and dental hygiene sciences. The courses in dental science are taken during the two years of professional study and provide the student with knowledge of oral health and disease as a basis for assuming responsibility for assessing patient preventive needs, developing patient counseling programs, and providing prescribed

patient care. Dental hygiene sciences are in the two years of professional study. These courses are designed to prepare the student to assess, plan, implement and evaluate dental hygiene services as a member of the dental health care team.

With the dental hygiene treatment model as a framework, students approach patient treatment, as a process in which treatment decisions are based on individualized patient needs, utilizing a systematic approach. Students learn how to assess the patient's oral health; to utilize assessment data to determine and develop individualized and appropriate treatment; to implement the treatment utilizing the plan, and finally to evaluate the effectiveness of the plan at various points in the treatment.

The course work in the curriculum is provided through a mix of lectures, laboratories, and clinical experiences. This blend of methodologies allows students to learn the theoretical basis for practice while applying this information first in laboratory environment, then clinically.

Program assessment occurs throughout the curriculum. Tools used to assess student outcomes include evaluation of written portfolios, exam, quiz and homework results, patient treatment grades, and skill assessments. Tools used to assess program effectiveness and outcomes include chart audits, clinical and lecture course reports, patient satisfaction surveys, results of national and state licensing exams, results of national accreditation reports, alumni surveys, graduate exit surveys, and employer surveys.

Assessment results are shared with many parties in order to enhance the learning outcomes. Feedback to students enable them to participate in remediation or enrichment efforts. Feedback to instructors enables the faculty member to suggest and/or provide proper remediation to individual students.

Collective feedback about student achievement from annual external reviews (national and state boards) suggests program strengths and weakness, and therefore needed program modifications.

See Appendix 2.

### **3. The faculty have responsibility for design and implementation**

The faculty of the Dental Hygiene Program has the responsibility for developing, approving and monitoring the curriculum and its assessment. Both the curriculum and assessment plan are reviewed and approved by IUSB faculty committees and administration.

#### **4. The plan has Institution-wide support**

Assessment strategies are identified in course syllabi, on clinic intervention forms and the University Bulletin. Report formats are supported and are approved by the entire faculty and IU system wide governance structures.

#### **5. The plan uses multiple measurements**

The Dental Hygiene Program Assessment Plan employs multiple measurements, taken at specified intervals, to monitor student progress (Appendix 4). Each course has specific supporting competencies as a subdivision of the major competencies and core goals. These are related to the program goals and measure the student's readiness to move to the next clinical semester. These supporting competencies are used as benchmarks for student outcomes (Appendix 5 and 6). A critical thinking writing portfolio, patient treatment grades, skill assessments, team assessment, exams, quizzes and homework assignments are used to monitor overall progress each semester. Written and clinical licensing exams are utilized annually; while program accreditation is scheduled over a seven year cycle. Alumni surveys, graduate exit surveys and employer surveys are scheduled over a one-two year cycle. Chart audits are conducted in each clinic as are patient satisfaction surveys. At the end of each semester all faculty complete a clinical or lecture course report assessing the effectiveness of the course. Data from these measurement tools are reviewed and used for program evaluation and improvement.

Key factors relating to clinical success in the program have been strong core faculty in the clinical courses, clearly stated objectives, review of objectives throughout the semester, corroborative error method team assessments, critical thinking portfolio, and carefully monitored clinical progress.

#### **6. The plan provides feedback to students as well as the institution**

Assessment data are used to improve student learning. Program and course changes are made when necessary. For example, in the early 2000's, evaluation of critical thinking writing portfolios revealed first-year students were able to learn to identify oral structures and their variations in Clinical Practice I, but were not able to relate the conditions to states of health or disease. Therefore, for students, clinical and classroom instruction was revised to focus more on oral structures, point out more subtle variations, and their relationship to health and disease. Faculty was asked to continue to reinforce and include concepts in oral anatomy in their didactic courses and to help students identify and evaluate changes in oral structures in the clinical setting.

Results of annual licensing exams provide faculty feedback on course and clinical instruction and identifying program strengths and weakness. They are also used for overall course and program improvements. Results of accreditation reviews, alumni surveys,

graduate exit surveys and employer surveys have served as guides for program improvement and change.

Individual student feedback is part of every didactic course and clinical experience. Feedback comes in several forms, including results of tests, student-faculty conferences, written clinical evaluations, and semester student conferences. Faculty use results of assessment measurements to develop for students' individualized reinforcement and remediation strategies.

### **7. The plan is cost-effective**

The plan is cost-effective in terms of financial resources expended, but the time required for evaluation of surveys and critical thinking writing portfolios is high. However, portfolios and surveys are one of the most valuable tools in our program assessment and their use of individual student assessment. Therefore, we are looking for ways to maintain the use of the portfolio, yet reduce the time for its evaluation and analysis. We have developed a grading rubric for evaluation of the writing portfolio which has eased the length of time for grading. We have also developed an excel spreadsheet for easy tabulation of surveys. The graduate exit survey, alumni survey, and employer survey are also given through Survey Monkey which has eased in data tabulation.

### **8. The plan does not restrict access, equity or diversity**

The assessment plan is designed to improve program effectiveness and instruction as a whole. Therefore, assessment is a tool, which assists the faculty in designing courses and selecting teaching methodologies that enhance learning and remove barriers to access, equity and diversity.

### **9. The plan should provide a basis for program improvement**

At the end of each year, the Dental Hygiene Program evaluates the results of licensing examinations in terms of program goals and objectives. It also evaluates the student outcomes related to course competencies. When areas of weakness are identified, problems are assessed and prioritized.

Appendix 1.

**Program Goals, Objectives and Competencies**  
**Dental Hygiene Program/Indiana University South Bend**  
**Adopted June 2011**

Program Goals		
Program Goal	Degree Objective	Major Competencies
<p>Provide students with an educational program that requires the highest level of professionalism</p>	<p>ASDH:</p> <ul style="list-style-type: none"> <li>• utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services;</li> <li>• communicate - write, speak, listen - effectively acquire, develop, and convey ideas and information</li> <li>• practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner;</li> </ul> <p>BSDH:</p> <ul style="list-style-type: none"> <li>• serve as a resource of oral health knowledge and education for the community and other health care professionals;</li> <li>• become an active participant in the community of professionals by developing leadership skills</li> </ul>	<ol style="list-style-type: none"> <li>1. <u>Ethics</u>: The dental hygiene graduate must be able to manage ethical issues related to the practice of dental hygiene.</li> <li>2. <u>Professional Identity</u>: The dental hygiene graduate must contribute to the enrichment of dental hygiene by promoting the knowledge, skills and values of the profession.</li> <li>3. <u>Information Management, Critical Thinking, Reflective Practice</u>: The dental hygiene graduate must be competent in the evaluation of current information and be able to synthesize the information in a critical, scientific manner.</li> </ol>
<p>Offer challenging educational experiences that promote the use of sound judgment, critical thinking skills, evidence based decision making, and delivery of high quality patient care</p>	<p>ASDH:</p> <ul style="list-style-type: none"> <li>• utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services;</li> <li>• practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner;</li> <li>• apply critical thinking skills to one's practice of dental hygiene;</li> </ul> <p>BSDH:</p> <ul style="list-style-type: none"> <li>• utilize the knowledge of the different career roles of the dental hygienist;</li> <li>• serve as a resource of oral health knowledge and education for the community and other health care professionals;</li> <li>• become an active participant in the community of professionals by developing leadership skills</li> </ul>	<ol style="list-style-type: none"> <li>4. <u>Assessment</u>: The dental hygiene graduate must be able to systematically collect, analyze and accurately record baseline data on the general, oral and psychosocial health status using methods consistent with medico legal principles.</li> <li>5. <u>Planning</u>: The dental hygiene graduate must be able to discuss oral health, identify actual and potential problems, relate contributing factors and propose treatment options.</li> <li>6. <u>Implementation</u>: The dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic procedures that promote, assist and maintain the oral health of the patient.</li> <li>7. <u>Evaluation</u>: The dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and education services to meet the patients needs.</li> </ol>
<p>Emphasize the role of the dental hygienist as a patient educator involved in community health engagement activities related to health promotion and disease prevention</p>	<p>ASDH:</p> <ul style="list-style-type: none"> <li>• utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services;</li> <li>• practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner;</li> </ul> <p>BSDH:</p> <ul style="list-style-type: none"> <li>• utilize the knowledge of the different career roles of the dental hygienist</li> <li>• take an active role in effecting solutions to community problems and needs that will increase the access to care and ultimately the health of citizens;</li> <li>• serve as a resource of oral health knowledge and education for the community and other health care professionals;</li> </ul>	<ol style="list-style-type: none"> <li>8. <u>Community Involvement</u>: The dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities and effectively interact with diverse population groups.</li> <li>9. <u>Self-care Education and Communication</u>: The dental hygiene graduate must be able to provide planned educational services using interpersonal communication skills and educational strategies to promote optimal health.</li> </ol>

Appendix 2

**ASSESSMENT PLAN**

Dental Hygiene Program/Indiana University South Bend

Adopted: January 1994, updated June 2011

Degree objectives	Curriculum	Assessment Tools (Student Assessment)	Assessment Tools (Program Assessment)
utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services;	General Education Biomedical Sciences Dental Sciences Dental Hygiene Sciences	Critical Thinking Writing Portfolios Exams Quizzes Homework assignments Patient Satisfaction Surveys Patient Treatment Grades Skill Assessments Team Assessment	NBDHE Scores Licensing Scores Alumni Surveys Employer Surveys Graduate Exit Surveys Patient Satisfaction Surveys Accreditation Review Team Assessment
communicate - write, speak, listen - effectively acquire, develop, and convey ideas and information	General Education Dental Hygiene Sciences	Critical Thinking Writing Portfolios Exams Quizzes Homework assignments Patient Satisfaction Surveys Patient Treatment Grades Skill Assessments	Alumni Surveys Accreditation Review Employer Survey Patient Satisfaction Surveys
practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner;	General Education Dental Hygiene Sciences	Critical Thinking Writing Portfolios Exams Quizzes Homework assignments Patient Satisfaction Surveys Patient Treatment Grades Skill Assessments	Accreditation Review Employer Surveys Patient Satisfaction Surveys
apply critical thinking skills to one's practice of dental hygiene;	General Education Biomedical Sciences Dental Sciences Dental Hygiene Sciences	Critical Thinking Writing Portfolios Exams Quizzes Homework assignments Patient Satisfaction Surveys Patient Treatment Grades Skill Assessments	NBDHE Scores Licensing Scores Alumni Surveys Employer Surveys Accreditation Review Patient Satisfaction Surveys

## ASSESSMENT PLAN

Dental Hygiene Program/Indiana University South Bend

Adopted: January 1994, Updated June 2011

<b>CONCEPTUAL FRAMEWORK</b> <b>Bachelor of Science in Dental Hygiene</b>			
*In addition to the program goals of the ASDH program, the BSDH program will have the following outcomes			
Degree objectives	Curriculum	Assessment Tools (Student Assessment)	Assessment Tools (Program Assessment)
utilize the knowledge of the different career roles of the dental hygienist;	Dental Sciences Dental Hygiene Sciences	Critical Thinking Writing Portfolios Capstone course assignments	Alumni Surveys Graduate Exit Survey Accreditation Review
serve as a resource of oral health knowledge and education for the community and other health care professionals;	Biomedical Sciences Dental Sciences Dental Hygiene Sciences	Capstone course assignments	Alumni Surveys Employer Survey Graduate Exit Survey Accreditation Review
become an active participant in the community of professionals by developing leadership skills;	General Education Dental Hygiene Sciences	Capstone course assignments	Alumni Surveys Graduate Exit Survey Accreditation Review
take an active role in effecting solutions to community problems and needs that will increase the access to care and ultimately the health of citizens;	General Education Biomedical Sciences Dental Sciences Dental Hygiene Sciences	Critical Thinking Writing Portfolios Capstone course assignments	Alumni Surveys Graduate Exit Survey Accreditation Review
apply to graduate programs	General Education Biomedical Sciences Dental Sciences Dental Hygiene Science		Alumni Surveys Graduate Exit Survey Accreditation Review

Appendix 3

**Assessment Plan**

Dental Hygiene Program /Indiana University South Bend

Adopted: January 1994; Updated June 2011

Dental Hygiene Curriculum

General Education	Biomedical Sciences	Dental Sciences	Dental Hygiene Sciences
English Composition	Human Anatomy	Oral Anatomy	Preventive Dentistry
Public Speaking	Physiology	Head & Neck Anatomy	Fundamentals of Dental Hygiene
Psychology	Human Nutrition	Oral Histology & Embryology	Clinical Practice of Dental Hygiene I, II, III
Sociology	Microbiology	Oral Pathology	Community Practice of Dental Hygiene I, II
Common Core Courses (Natural World, Human Behaviors and Social Institutions, Literary and Intellectual Traditions)*BSDH only	Chemistry	Periodontics	Medical and Dental Emergencies
Critical thinking* BSDH only	Pharmacology	Pain Control	Ethics and Jurisprudence
Non-Western Cultures* BSDH only	General Pathology	Dental Materials	Advanced Procedures
Introduction to Computing* BSDH only		Radiography I, II, III	Bachelor's Capstone Course* BSDH only
Information Literacy * BSDH only			

The courses in General Education are taken in the first year of study for the ASDH degree and the first two years of study for the entry-level BSDH degree. These prerequisites provide background for components of the curriculum which prepare the students to communicate effectively, to participate in community health programs, and to assume responsibility for individual oral health counseling.

Biomedical Science courses are sequenced throughout the first two years. These subjects provide a background for dental and dental hygiene sciences.

The courses in Dental Science are taken during the two years of professional study. The courses provide the student with knowledge of oral health and diseases as a basis for assuming responsibility for assessing patient preventive needs, for developing patient counseling programs, and for providing prescribed patient care.

Dental Hygiene Sciences are part of the professional course work. These courses are designed to prepare the student to assess, plan, implement and evaluate dental hygiene services as a member of the dental health care team.

The BSDH Capstone course is taught the final semester in the program. This course prepares students to become leaders in the field, broadens their perspective on the profession, and immerses them in the different roles of the dental hygienist.

Appendix 4

**Assessment Plan**  
 Dental Hygiene Program/Indiana University South Bend  
 Adopted: January 1994; Updated June 2011  
 ASSESSMENT TOOLS

Assessment Tool	Degree Objectives Assessed	Frequency Administered	Scheduled
National Board Dental Hygiene Examination	ASDH 1	Annually	Annually / March - May
Northeast Regional Board Licensing Exam	ASDH 1, 3, 4	Annually	Annually / April-May
Indiana State Law Exam	ASDH 1, 3	Annually	Annually / June-July
Re-Accreditation Review	ASDH 1, 2, 3, 4 BSDH 1, 2, 3, 4, 5	Every 7 years	2010
Employer Survey	ASDH 1, 2, 3, 4	Every 1-2 years	2010
Alumni Survey	ASDH 1, 2, 3, 4	Every 1-2 years	2011
Graduate Exit Survey	ASDH 1, 4 BSDH 1, 2, 3, 4, 5	Every year	2011
Patient Satisfaction Survey	ASDH 1, 2, 3, 4	Each clinic	
Chart Audits	ASDH 1, 2, 3, 4 BSDH 1, 2, 3, 4	Each clinic	
Team Assessments	ASDH 1	Each Semester	
Skill Assessments	ASDH 1, 2, 3, 4	Each Semester	
Critical Thinking Writing Portfolio	ASDH 1, 2, 3, 4	Each Semester	
Exams, Quizzes, Homework Assignments (specific to supporting competencies)	ASDH 1, 2, 3, 4 BSDH 1, 2, 3, 4	Each Semester	

1. National Board Dental Hygiene Examination: The exam is written and assesses the ability to recall important information from basic biomedical, dental and dental hygiene sciences and the ability to apply such information in a problem solving context.
2. Northeast Regional Board/ Indiana State Dental Law Examination: The NERB clinical examination assesses clinical competency in dental hygiene skills. The Indiana State Dental Law Examination assesses ethics and knowledge of dental law pertaining to the state of Indiana.
3. Reaccreditation Review: Reaccreditation site visit evaluated the extent to which programs goals, institutional objectives and approved accreditation standards are met.
4. Employer Surveys: Employer surveys evaluate the extent to which employers feel the graduates are prepared for entry level positions in dental offices.
5. Alumni Surveys: Surveys evaluate how well the program prepared students for their initial positions in clinical practice.
6. Graduate Exit Surveys: Surveys evaluate student outcomes and experiences in the program. Identifies areas where students were not clear on outcomes and expectations within the program.
7. Patient Satisfaction Surveys: Surveys evaluate the effectiveness of the program and individual student performance.
8. Chart Audits: These are done randomly each clinical session by faculty. These allow for program evaluation by evaluating the effectiveness of record management.
9. Team Assessments: Each semester students are evaluated utilizing a corroborative assessment method. Three faculty watch a student while utilizing instruments on a typodont (manikin). All three faculty evaluate the student without discussion. Two of the three faculty must match in their evaluation for the point loss to be assessed.
10. Individual Skill Assessments: Each semester students are evaluated on various instruments and utilizing various techniques. They must attain a 75% in H218 and H219, an 80% in H300, an 85% in H301 and a 90% in H302.
11. Critical Thinking Writing Portfolio: Writing portfolios are used to assess how well students achieve the following goals:
  - Use writing as a means to help students “think through and organize” patient treatment.
  - Increase student ability to communicate clearly and accurately in writing
  - Increase the effectiveness of patient treatment.
  - Help students develop a more global approach to dental hygiene treatment.
  - Fulfill ADA Accreditation requirements regarding patient assignment, maintenance appointments, and evaluation of the outcome of treatment.
12. Exams, Quizzes, and Homework Assignments (including the Capstone course assignments): Each of these will individually assess the specific supporting course competencies which directly relate to the degree objectives and program goals.

**Indiana University South Bend  
College of Health Sciences  
Dental Hygiene Program  
Program Goals, Objectives and Student Competencies**

**INTRODUCTION:**

The mission of the programs in dental education is to be a leader in providing high quality education and clinical experiences to undergraduate students for future roles as oral health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.

**Program Goals:**

Indiana University South Bend Dental Hygiene program will:

1. Provide students with an educational program that requires the highest level of professionalism
2. Offer challenging educational experiences that promote the use of sound judgment, critical thinking skills, evidence based decision making, and delivery of high quality patient care
3. Emphasize the role of the dental hygienist as a patient educator involved in community health engagement activities related to health promotion and disease prevention

**Program Degree Objectives:**

To be able to fulfill the requirements of an Associate Degree in Dental Hygiene and promote the overall program goals, graduates of the Department in Dental Hygiene at Indiana University South Bend will be able to:

- utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services;
- communicate - write, speak, listen - effectively acquire, develop, and convey ideas and information
- practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner;
- apply critical thinking skills to one's practice of dental hygiene;

In addition, Bachelor of Science in Dental Hygiene graduates will be able to:

- utilize the knowledge of the different career roles of the dental hygienist;
- serve as a resource of oral health knowledge and education for the community and other health care professionals;
- become an active participant in the community of professionals by developing leadership skills;
- take an active role in effecting solutions to community problems and needs that will increase the access to care and ultimately the health of citizens;
- apply to graduate programs

Competencies for the dental hygiene graduate define and organize the knowledge, skills and professional values of an individual ready for beginning dental hygiene practice in clinical and alternative settings. These flow directly from the program goals and objectives for each degree. They are stated in terms of what a student must be able to do to be considered competent by the profession after the completion of the Dental Hygiene curriculum. "Competency" implies performance at a clinically acceptable level.

These competencies will serve to:

1. Define the core content of the curriculum by:
  - a. Providing a method of stating what the graduate must know at the end of each semester, as well as what the graduate must be able to do after completing the Dental Hygiene Program.
  - b. Establishing a basis for the content of all courses.
  - c. Giving guidance in decision making related to pedagogy and course sequencing.
2. Assess outcomes by:
  - a. Having methods in place to measure the degree to which a student has acquired and can demonstrate the competencies needed to care for patients and enter the profession.
  - b. Serving as benchmarks as students are promoted from one semester to the next leading to graduation and licensure.

The competencies should be viewed as standards, and serve as a guide for the dental hygiene curriculum. This educational plan needs regular review for continual improvement. The degree to which the curriculum is relevant, complete, educationally sound and organized will be a reflection of this educational plan.

#### **ORGANIZATION:**

The competencies are organized into three core goals based on the program's goals and objectives:

- I. Professionalism
- II. Patient Care
- III. Health Promotion and Disease Prevention

Within each core goal there are two to four major competencies with each major competency having three to five supporting competency. Each supporting competency has foundation knowledge, skills and values that are linked to individual courses. The supporting competencies are used as benchmarks in student, course, and program assessment. The supporting competencies are categorized through each course as Introductory, Developmental, and Competent to show the level of progression.

#### **Major competencies:**

The major competencies are defined as the ability to perform and provide a particular, but complex, service or task. The complexity of the service or task suggests that multiple and more specific abilities are required to support the performance of any major competency.

### **Supporting Competencies:**

The more specific abilities are considered subdivisions of the major competencies. The acquisition and demonstration of a “Major Competency” requires a level of mastery of all supporting competencies related to that particular service or task.

## **INDIANA UNIVERSITY SOUTH BEND DENTAL HYGIENE STUDENT COMPETENCIES:**

### **II. PROFESSIONALISM**

#### **1. Ethics:**

**The dental hygiene graduate must be able to manage ethical issues related to the practice of dental hygiene.**

- 1.1 Apply the ADHA code of ethics in all professional endeavors.
- 1.2 Utilize quality assurance standards to ensure competent and professional patient care.
- 1.3 Comply with state and federal laws, recommendations and regulations in the provision of dental hygiene care.
- 1.4 Apply ethical reasoning by taking appropriate action against an incompetent, unethical or impaired colleague.
- 1.5 Provide humane and compassionate care to all patients, respecting individual and cultural diversity.

#### **2. Professional Identity:**

**The dental hygiene graduate must contribute to the enrichment of dental hygiene by promoting the knowledge, skills and values of the profession.**

- 2.1 Participate in professional organizations at local, state, and/or national level.
- 2.2 Advance the profession through service activities and affiliations with other professional and public organizations.
- 2.3 Perform self-assessment for life-long learning and professional growth.
- 2.4 Assume a role as clinician, educator, researcher, change agent, consumer advocate, or administrator as defined by ADHA.

#### **3. Information Management, Critical Thinking, Reflective Practice:**

**The dental hygiene graduate must be competent in the evaluation of current information and be able to synthesize the information in a critical, scientific manner.**

- 3.1 Evaluate scientific literature to make evidence based decisions concerning the safety and efficacy of oral health care products and treatments.
- 3.2 Demonstrate ability to present dental information through written and oral communication.
- 3.3 Provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation and evaluation of dental hygiene services.

### III. PATIENT CARE

#### 4. **Assessment:**

The dental hygiene graduate must be able to systematically collect, analyze and accurately record baseline data on the general, oral and psychosocial health status using methods consistent with medico legal principles.

- 4.1 Obtain, review and update a complete medical and dental history, including an assessment of vital signs as indicated.
- 4.2 Identify medical conditions that require special precautions or consultation prior to or during dental hygiene treatment.
- 4.3 Perform a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's needs.
- 4.4 Analyze and interpret the assessment data to formulate a dental hygiene diagnosis.

#### 5. **Planning:**

**The dental hygiene graduate must be able to discuss oral health, identify actual and potential problems, relate contributing factors and propose treatment options.**

- 5.1 Establish a planned sequence of educational, preventive, and therapeutic services collaboratively with the patient, based on the dental hygiene diagnosis.
- 5.2 Formulate goals and establish expected outcomes related to the dental hygiene diagnosis using a patient centered approach.
- 5.3 Obtain the patient's informed consent based on a thorough case presentation.
- 5.4 Make referrals to other health care professionals as indicated by the patient care plan.

#### 6. **Implementation:**

**The dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic procedures that promote, assist and maintain the oral health of the patient.**

- 6.1 Provide dental hygiene care to eliminate and/or control local etiologic factors to prevent and control caries, periodontal disease and other oral conditions.
- 6.2 Utilize approved clinical techniques and behavioral management strategies to control pain and anxiety.
- 6.3 Manage medical emergencies in the provision of patient care.
- 6.4 Use approved infection control procedures.

**7. Evaluation:**

The dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and education services to meet the patients needs.

- 7.1 Determine the outcomes of dental hygiene procedures using indices, examinations, and patient self-report.
- 7.2 Determine patient satisfaction with oral health care received.
- 7.3 Develop and maintain a supportive periodontal therapy program.
- 7.4 Provide subsequent treatment or referrals based on evaluation findings.

**IV. HEALTH PROMOTION AND DISEASE PREVENTION**

**8. Community Involvement:**

**The dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities and effectively interact with diverse population groups.**

- 8.1 Identify services and agencies that promote oral health and prevent oral disease and related conditions.
- 8.2 Assess, analyze, plan, implement and evaluate community-based oral health prevention strategies.
- 8.3 Encourage the public (consumer groups, businesses, legislators, and government agencies) to support health care issues.
- 8.4 Provide dental hygiene services in a variety of settings.
- 8.5 Respond to personal, patient/client or community requests for information about dental concerns or issues.

**9. Self-care Education and Communication:**

The dental hygiene graduate must be able to provide planned educational services using interpersonal communication skills and educational strategies to promote optimal health.

- 9.1 Identify the health needs of individuals and assist them in the development of appropriate and individualized self-care plans.
- 9.2 Encourage patients to assume responsibility for their health and promote adherence to self-care plans.
- 9.3 Utilize effective written, verbal and non-verbal communication skills.

# Appendix 6 Competency Coverage (Used for Outcomes Assessments for Program/Course Improvement)

Key: I = Introductory; D = Developmental; C = Competent

	PROFESSIONALISM													PATIENT CARE								HEALTH PROM& DISEASE PREV																	
	Ethics					Professional ID IM, CT, RP*								Assessment				Planning				Implementation				Evaluation				Comm Involvement						Edu&Cmu			
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	7.1	7.2	7.3		7.4	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3		
<b>First Year Fall Semester</b>																																							
H214																																			2				
H217																																			6				
H218																																			14				
H224																																				F			
H242																																			8				
<b>First Year Spring Semester</b>																																							
H205																																			6				
H211																																			2				
H213																																			12				
H216																																				28			
H221																																				F			
H300																																			3				
H305																																				12			
H308																																				6			
<b>Second Year Summer I</b>																																							
H308	D	D	D	D																															28				
H315																																				5			
<b>Second Year - Fall Semester</b>																																							
H320	D	D	D	D																															16				
H341	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		28				
H344																																					5		
H346	D	D	D																																	12			
H321																																					6		
H347																																					9		
<b>Second Year Spring Semester</b>																																							
H342	C	C	C	C																																28			
H347	C	C	C	C																																	16		
H348	C	C	C	C																																	13		
H328	C	C	C	C																																	8		
H351																																					5		
H444																																					9		
	11	13	15	6	12	5	5	11	9	8	10	13	10	11	13	9	5	5	7	7	9	8	7	10	5	4	5	4	6	3	5	4	6	7	6	10			

\*Information management  
 critical thinking, reflective practice

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