QAP CONTINUING COMPETENCY PROGRAM REFERENCE INFORMATION

INTRODUCTION

Continuing study and self-assessment of educational needs is the fundamental and lifelong responsibility of a health professional. Advances in technology, innovations in health care delivery, a growing body of research and increased knowledge of clients makes it imperative for the dental hygienist to keep abreast of continued changes within the dental/dental hygiene field.

Professional development is a vital component in ensuring a level of quality of a registrant's practice and the safety of the public. Continuing competence (CC) is defined as a lifelong process that enables registrants at all stages in their careers to be involved in a process that allows them to use their judgment to seek out learning opportunities that improve their knowledge, skills and practice.

The College of Dental Hygienists of British Columbia (CDHBC) Bylaws require the maintenance of competency by each practicing registrant in order to ensure public safety. The CHDBC Quality Assurance Program (QAP) was developed to meet this mandate in order to comply with the 2005 changes in the *Health Professions Act (HPA)*. The requirement to establish a process for the registrant to obtain competency through continued professional development resulted from these changes in the *Act*. All practicing registrants in BC will be phased into the QAP over a 5-year period with the last cohort being phased in by the beginning of 2018. Once in the QAP registrants will be required to complete the Quality Assurance Program Assessment Tool. This tool will inform the registrant of areas requiring additional study and will in turn guide learning activities.

As a registered professional it is an obligation to keep current with all aspects of dental hygiene practice. This includes competencies as outlined in the *National Dental Hygiene Competencies for Entry to Practice 2010* document. Learning goals and related activities should be of significant depth to relate the dental hygiene process of care. All activities should result in improvements that can be applied to dental hygiene practice and/or the quality of dental hygiene care delivered.

The CDHBC Continuing Competency Framework was constructed to provide greater diversity in activities with a focus on improving the registrant learning. The program incorporates guided learning as populated from the QAP Assessment Tool and self-directed learning based on reflections of one's practice. The registrant will identify goals, action plans and activities that address his/her learning needs. This process will incorporate active reflection on learning activities and application into practice.

Learning activities are guided by the QAP Assessment Tool and through self-reflection on practice needs. Learning activities that are incorporated within the continuing competency framework will need to relate to the six continuing competency (CC) principles.

POLICY

In 2013, the Board of the College approved the QAP Continuing Competency policies, effective April 1, 2013. The policies are based on the six principles outlined below:

Principle #1: Continuing competency activities must be evidence-based and contribute to scientific, practical, professional or ethical aspects of the registrant's dental hygiene practice.

Principle #2: Registrants have the professional responsibility to maintain safe, competent, evidence-based dental hygiene practice through on-going professional development, reflective practice and integration of learning into practice.

Principle #3: Registrants have a responsibility to demonstrate professional development through self-reflection on their current practice, knowledge, skills and abilities.

Principle #4: Every Registrant in a practicing registration category will participate in the QAP, complete the assessment tool and develop an individualized learning plan with articulated learning goals. The learning plan should be of substantial depth, applicable to his/her area of practice and identified needs (i.e. self-identified needs and low scoring categories on the QAP Assessment tool).

Principle #5: It is the Registrant's responsibility to retain records that support all continuing competency credit submissions such as certificate of completion, self-reflection papers, evaluations and other supporting documentation for each current cycle and for at least five years thereafter.

Principle #6: The College supports quality improvement efforts at a personal or organization level as an important and critical way to incorporate acquired knowledge into the dental hygiene practice setting.

General Information

All continuing competency activities should fall within the CC framework and align with the CC Principles.
The Quality Assurance Committee (QAC) reserves the right to approve or disapprove credits for activities based on their relevance to the practice of dental hygiene as described in the [Scope of Practice Statements](#).

Continuing Competency (CC) credit requirement: Once enrolled in the QAP, the CDHBC required 75 CC credits per five-year cycle. Until such time when a registrant is enrolled in the QAP, the CC credits remain at 75 CC credits in a 3-year period. The College's CC requirements have been in place since 1995. Due to the 2005 *HPA* mandate to implement a QAP, the College updated the CC program to align with this program.

CC Options if Unsuccessful on QAP Assessment Tool: If unsuccessful in a second attempt at the QAP Assessment tool, the registrant will be assigned an assessor for a professional performance assessment in their primary workplace setting. Results of this professional performance assessment will be submitted to the QAC to determine further action and learning.

If a learning activity was repeated within the 5 year time from the registrant would be required to provide rationale with the online learning plan (OLP) as to the relevance of repeating a course.

Cycles and Specific Requirements
Credit hours in excess of those required in a five-year cycle cannot be carried forward to a subsequent cycle.

- Registration Applicants: More information on the continuing competency requirements for applicants can be found in the [Registration](#) section and in the Registration Information Guide and Application available on the College [website](#). The CC policies in this section may be applied to determine eligible activities and credit amounts.

- New Registrants: Three and five-year CC cycles begin January 1st of the year following initial registration. Credits obtained after initial registration but prior to the beginning of the cycle will apply towards that cycle.

- Full, Full (365 Day Rule Exempt) and Conditional Registrants: The three and five-year CC cycles are based on a January 1st to December 31st year. 75 CC credits are required in order to renew registration by February 28th of the year following the end of a registrant's five-year CC cycle for those enrolled in the QAP. For those still in a three-year CC cycle, 75 credits are required in order to renew registration by February 28th of the year following the end of a registrant's three-year

CC cycle. For Conditional registrants, local anaesthesia courses taken as a requirement for Full registration **are not eligible for credit.**

- Non-Practicing Registrants: Non-practicing registrants are not required to maintain their CC credits, but when converting to a practicing registration class, must show evidence of completing 75 hours of CC within the previous three years. A new five-year cycle will commence January 1st of the year following conversion from non-practicing to practicing registration.

  Registrants will have 60 days following the date of registration category upgrade from non-practicing to practicing to complete the QAP Assessment Tool. Furthermore, any credits completed during the time between the completion of the QAP Assessment Tool and January 1st of the following year will count towards that cycle.

Continuing Competency Program Requirements

Description
Once a registrant has entered the five-year QAP cycle, 75 hours of Continuing Competency (CC) credits are required to maintain a practicing registration status. Completion of the QAP Assessment tool is the mandatory first step in this five-year cycle. If a registrant has not yet commenced the QAP cycle, they will still be required to complete 75 CC credits in a three-year period. Regardless of the type of CC cycle the registrant is assigned, a five-year QAP or three-year CC cycle, activities will be based on the revised QAP Continuing Competency Framework.

Learning activities fall within two categories: *Guided Learning Plan* and *Self-Directed Learning Plan*. After the completion of the QAP Assessment Tool, results will populate the online learning plan (OLP) of the registrant to inform the guided learning plan. Learning activities are up to the professional judgment of the registrant but should be from credible sources, contain sufficient intellectual depth and apply to dental hygiene practice.
For those enrolled in the QAP

- Cycle length: five-years (starting January 1st and ending December 31st)
- CC credits required: 75
- QAP Assessment Tool completion required at the beginning of each CC renewal period
- Credits can be in both the guided learning plan and the self-directed learning plan

- CC credits exceeding the 75 credits cannot be carried over into the next reporting period
- Jurisprudence Education Module to be completed during the five-year cycle

For those who have not entered the QAP CC cycle

- Cycle length: three-years (starting January 1st and ending December 31st)
- CC credits required: 75
- A [learning plan form](#) may be completed for each CC activity to prepare the registrant for entry into the QAP. The form may be accessed at the CDHBC website.

Specific Guidelines for the Framework for CC Activities

Activities for Guided learning plans and Self-directed learning plans will fall within three categories: Group-Learning, Self-Learning and Reflective-Learning. Credits will be based on activity time or type and will fall within one of the above categories. All twenty of the continuing competency credit activities will fall within one or more of the three competency categories. Credit activities being applied to one of the three learning categories should be reflective of the registrant's identified learning needs.

Continuing Competency Categories Defined

Group-Learning

- Courses, seminars, exchanges
- Study-clubs, workshop, symposium
- Simulations
- Webinar with participation element

- **Group-learning:** Large or small group activities or courses that may or may not be facilitated. The following are limited examples of CC credits that would fall within this category:

  - Courses, workshops, study club
  - Attending a conference or symposium
  - Membership on a dental hygiene committee or professional organization
  - Post-diploma dental hygiene related education

Self-Learning

- Planned learning

- Article reading

- Systems learning

- Poster presentation
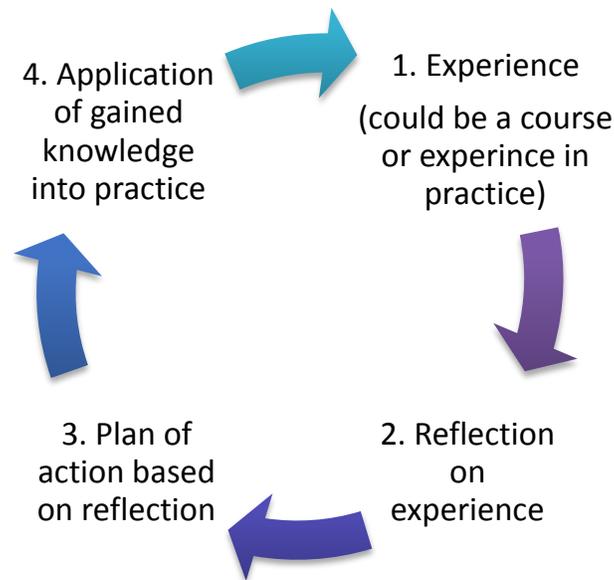
Reflective-Learning

- Developing a self-directed learning plan

- Reflective writing/journaling

- Mentorship/peer feedback

- **Self-learning**: Independent learning that is self-paced while working towards a learning outcome. The following are limited examples of CC credits that would fall within this category:

  o Completing dental hygiene learning modules online
  o Professional writing for a scientific journal/ publication
  o Reading a dental hygiene journal article or text book chapter
  o Authorship of a chapter in a dental hygiene textbook
  o Volunteer work

- **Reflective-learning:** The active pursuit of learning from an experience (be it a course, a journal reading or an experience in practice) by reflecting on the experience in order to understand and guide future actions when placed in a similar situation. The following are limited examples of CC credits that would fall within this category:

  o Mentorship of a peer – providing reflective feedback to a registrant
  o Peer assessment – providing reflective feedback to a peer
  o After completion of a formal course, taking the time to document a reflection on how the course will impact or how it has changed the registrant's practice and how the knowledge will be incorporated into their process of dental hygiene care in their specific practice setting
  o Reflective journaling/writing

Reflective learning is not a new concept and has been shown to make a positive and meaningful impact on a professional's area of practice. Reflective learning is practical for dental hygienists as they have a new experience with almost every client they come in contact with. (Note: a client is not only considered a patient but for different dental hygiene practice settings may refer to a government agency, organization, or group of people.) The experience may come from working with a client, from a journal reading or attending a

course. The dental hygienist then analyzes the specific experience determining all positive and negative aspects. Then the dental hygienist would plan additional activities they would implement if placed in a similar situation. (Note: additional activities may not be required if the self-reflection was able to problem solve the issue) The final step of the learning cycle is to incorporate that knowledge into the practice setting, which will create new experiences when used in future events.

The following is a diagram of the process of reflective learning and is based on the Kolb's experiential learning process:

Reflective Learning Flow Chart

Adapted from Klob's experiential learning cycle and the Koole reflection process [2, 6]

Learning Activities and Credit Framework

 The twenty Continuing Competency (CC) activities are based on time and/or the specific activity. Each of the boxes briefly describes an activity or activities along with credit limits for that activity and specific criteria applicable for the specific activity. Certain activities have a maximum limit on how many credits may be claimed in a CC cycle. All activities must relate to and improve one's dental hygiene practice in the individuals practice setting.

The number of credits a registrant claims for falls within two categories: unlimited and limited.

- Unlimited activities include box activity numbers: 1, 4,10, 12, 13, 16, 17
- Limited activities include box activity numbers: 2, 3, 5, 6 , 7, 8, 11, 14, 15, 18, 19, 20, 21

The activities and credits included in the **QAP CC Framework** are examples of what may

be appropriate learning activities but do not represent an exhaustive list. As potential activities and courses change and evolve it is not possible to create an all-inclusive list of current activities that would be appropriate for continuing professional development. Professional judgment on the part of the registrant will be needed to determine if the activity completed meets a registrant's required or identified learning need, with the exception of the three separate learning activities found in Boxes 18, 19, and 20, as these require QAC approval **60 days prior** to the activity.

Activity Box Number	Activity Name	Credits	Additional Information
#1	• Courses, lectures, presentations • Online Dental Hygiene courses	1 credit/hour	*Must have relevance to dental hygiene practice.* Activities completed under this section may be presented in a variety of formats. For example: presentations, seminars, clinical sessions, webinar and study clubs.
#2	• Attending dental hygiene/dental conferences	2 credits / conference Maximum 12/ cycle	*Does not include courses taken at conference. Courses would be claimed under Activity Box #1.*
#3	• Completion of online jurisprudence education module (JEM) for renewal of registration	2 credits/cycle	Accessed via [CDHBC website](#).
#4	• Listening to a podcast	.5 credits/activity	*Must have relevance to dental hygiene practice.*
#5	• Reading a journal article or chapter in a dental hygiene related text book	1 credit/article Maximum 25 credits/cycle	*Must complete a reflective component to support learning, [reflective template form](#) recommended.****
#6	• Dental hygiene related teaching or presenting, completed outside of paid hours	1 credit/hour Maximum 15 credits/cycle	This includes the development and delivery of education or a course related to the practice of dental hygiene outside of regular paid hours. This would also include the presentation of original research at a scientific convention where there is no remuneration. *Optional: [Lesson planning template](#) available.*
#7	• Membership on a dental hygiene	1 credit/hour Maximum 20	Recommended to complete a [reflection](#) on how this enhances the

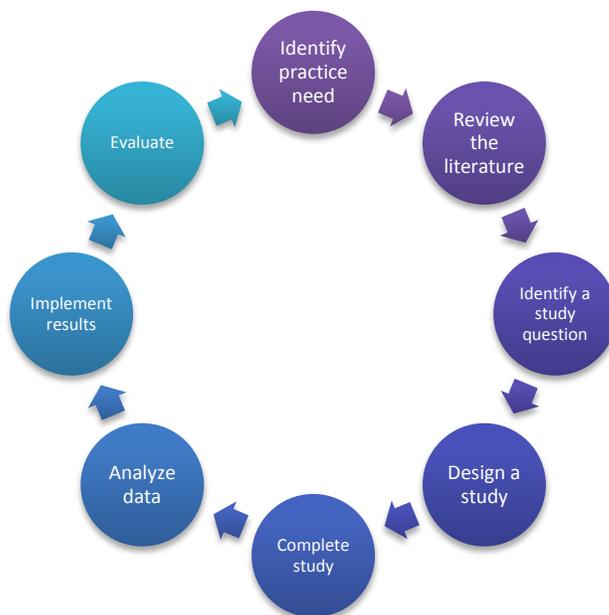|		credits/cycle	registrant's dental hygiene practice.***
	• Mentoring a peer (10 max) • Assessor, Examiner or Investigator (10 max)		
#8	• Preparation for QAP Tool or preparation for a dental hygiene board exam	Hour for hour credits Maximum 15 credits/cycle	Registrants cannot claim for BCDHA modules under this category and then again under Activity Box #9.
#9	• BCDHA Comprehensive Dental Hygiene Refresher Modules	3 credits Maximum/module	*As applicable to guided learning plan or self-directed learning plan.*
#10	• Post-diploma dental hygiene related education	13 credits Maximum/course credit	Registrants may be enrolled full or part-time in post-diploma dental or dental hygiene programs of study offered by recognized education institutions that lead to a Bachelor, Master or Doctorate degree or other specific credential with a dental related component. Courses may be on-site or online and each course qualifies for 13 CC credits per university/college credit. A copy of the registrant's university/college transcript or proof of course registration must be retained.
#11	• Other formal university or college level education	20 credits Maximum/cycle	*Must be supported by a self-directed learning plan including a substantial reflection describing relevancy to dental hygiene practice along with how this knowledge will be applied in his/her dental hygiene practice.**** Proof of successful completion must be retained.*
#12	• Primary/Secondary research related to dental hygiene practice	1 credit/ research area	*Development and/or literature review for a research project.* *Credit may be claimed for publication of research under Activity Box 14.*
#13	• Reflective learning completed in addition to learning activity	1 credit/ learning category	*Must record a substantial reflection and application to dental hygiene practice in learning plan.* *Completion of "Reflection Template Form" recommended.****
#14	• Develop and complete a **guided** learning plan	3 credits Maximum, inclusive of goal, plan and activity	*For those enrolled in the QAP, the guided learning plan will be developed on the Online Learning Plan.*

			Must create a SMART* learning goal and action plans of appropriate depth to meet the goal and complete all activities associated with the plan. At the completion, a substantial reflection and application to dental hygiene practice must be sufficiently documented.***
#15	• Completing a **self-directed** learning plan on the OLP** •	1 credit/ goal	*Including a SMART* learning goal, action plan to address the goal, completion of all activities related to the goal, along with a reflection for each activity.*
#16	• Authorship of textbook chapter (15 credits) • Authorship of article published in a peer-reviewed oral health science publication (10 credits) • Original research published in a peer reviewed oral health science publication (15 credits)	15 credits Maximum/cycle	The publication of dental hygiene related articles in scientific peer-reviewed journals, as well as the publication of books and chapters in books, and the publication of research. All publications must be relevant to dental hygiene practice.
#17	• Published reviews of books relating to dental hygiene outside of regular work hours • Dental hygiene related articles written and published in non-peer reviewed publications outside of regular work hours	3 credits Maximum/cycle	Credits will be granted for these activities when there is no remuneration and the activity relates to dental hygiene practice.
#18	• Directed study/ mentoring learning	QAC to approve credits. Maximum 20 credits/cycle	A formalized learning contract must exist between the mentor and the individual, and a "*Mentor Approval Form*" must be completed for submission to the QAC **60 days in advance** of the activity.
#19	• Volunteer work in a community oral health project	QAC to approve credits. Maximum 20 credits/cycle	*Volunteer work must contribute to the improvement of the dental hygienists practice. A "Volunteer Approval Form" must be completed* for submission to QAC in order to obtain approval for this activity at **least 60 day in advance** of the

			activity.
#20	• Other learning activities	QAC to approve credits. Maximum 20 credits/cycle	A "*QAP CC Credit Activity Approval Form*" *must be completed for submission to QAC. Must be supported through the **OLP*** *describing relevancy and applicability to dental hygiene practice.*
#21	• Basic Computer Skills Courses	1 credit/hour Maximum 5 credits/cycle	*Must complete a reflective component to support learning,* *reflective template form* *recommended.****
*SMART: Specific, Measurable, Action oriented, Realistic and Timely Goals ** Online Learning Plan ***Completion of "Reflection Template Form" recommended for boxes 5, 11, 12, 16, 21			

Primary and Secondary Research Defined (Box #13)

Primary and secondary research will be granted 1 credit per subject. Note that a maximum of 15 credits will be awarded once this original research is published. A combination of the credits from both box 13 and 14 are meant to reflect the work required to complete a primary research project.

Practice based research follows a similar process as reflective learning. Primary research follows the same process used for any research project although the need for the research may arise from a need the registrant sees in practice.   Once this need is perceived the registrant will develop a question to address the need, design and completes the study, analyze the data and finally implement results into the practice setting with a final evaluation on the process and results. The following is a flow chart that demonstrates a general overview of what practice-based research entails.

Secondary research related to dental hygiene practice would include a search of - reliable articles based on a question that has arisen from the registrants practice to create a literature review. This may include a PubMed search or Cochrane review to locate appropriate information based on the question, then analyzing the information to determine if it can or should be implemented into practice. If so, information should be incorporated into practice and then evaluated on how effective it has been. This category may be combined with reflective learning (box 12) once the reflective component is completed.

Dental Hygiene Related Teaching/Presenting Outside of Paid Hours (Box #6)

The College supports and acknowledges the dedication of registrants in researching and preparing for dental hygiene presentations outside of regular paid hours. In order to claim credits under this activity the registrant should provide information on their online learning plan on how this activity relates to the Assessment, Diagnosis, Planning, Implementation, and Evaluation (ADPIE) process of dental hygiene care. The following information should help guide the registrant in determining how this activity will enhance their practice:

A) Discuss how you will acquire information based on the target populations needs.

D) List the priorities of this presentation based on the population's or group's needs.

P) Discuss the goals and objectives relating to the topic along with teaching

strategies that will assist you in meeting this plan.

I) Discuss how you will incorporate teaching strategies, resources and tools into this presentation.

E) After completing the presentation, reflect on the process what you would change, what went well, how useful the target population found the information along with any other reflection from the process.

A template can be found at the CDHBC website to assist the registrant in completing information relating to this activity by clicking [here](#).

Activities Requiring a Reflective Component

Although this CC framework supports self-reflection in practice, specific credit activities require the registrant to complete a substantial reflection on how the given activity related to their dental hygiene practice and how the knowledge will be applied. These include the following activities:

- Box #5 – Reading a journal article or chapter in a dental hygiene related textbook
- Box #11 – Other formal university of college level related education
- Box #12 – Reflective learning completed in addition to a learning activity
- Box #16 – Develop and complete a guided learning plan
- Box #21 - Basic Computer Skills courses

A "[Reflection Template Form](#)" has been developed to assist the registrant in determining and articulating relevance of the learning activity for activity boxes 5, 11, 12 and 16. This form is available on the CDHBC website.   As an alternative, reflections may be tracked through the online learning plan for registrants in the QAP.   Where recording reflections here the registrant must provide substantial depth relating the learning to application and relevance to dental hygiene practice along with information describing how this information will be applied in the dental hygiene practice setting.

Records of Credits on OLP

- Registrants must retain a copy of their learning activities/credits and supporting documentation for the length of the current CC cycle and one additional CC cycle.
- A record of CC credits can be tracked in the online learning plan (OLP) for each registrant as they populate activities.
- Registrants are asked to retain a copy of their CC Credits and compare the College's recorded number in the OLP to their records, and to notify the College if any discrepancy occurs.
- For those in the QAP, please consult the [Online Learning Plan Help Guide](#) as well as other resources for more details on how to record learning activities.
- For those with a CC cycle, CC activities should be recorded in a registrant's online profile. Additional materials such as a Learning Activity Form should be kept on file with a registrant's other CC materials.

Review Process

CC submissions are monitored by an audit system. Two types of reviews will occur:

Audit of CC Credit Submissions

- Further information will be requested from registrants if College staff have questions about any of the reported CC activities. A letter will be sent to registrants after the review, confirming the acceptance of the activities.

Documentation review

- Registrants could be the subject of a CC documentation review. If so, registrants would be asked to provide the College with supporting documentation for all CC activities reported in the current cycle. The CC information submitted may include registration receipts, course materials and handwritten course notes. The complete file will be returned to the registrant after the review with a letter, confirming the hours of reported CC activities that meet the guidelines.
- Registrants may appeal the denial of any CC activities to the Registrar and the Quality Assurance Committee.

Activities Requiring Approval From the QAC

The following activities require advanced Quality Assurance Committee approval for the registrant to receive credit in these activities: #18 - Mentorship, #19 - Dental Hygiene Volunteer Related Work and #20 - Other Learning Activities.

[QAP CC Credit Activity Approval Forms](#) for each of these three areas are available on the CDHBC website to assist the registrant in providing the depth of information required for the Committee to make an informed decision. The appropriate form must be completed in full for each of these activities or they will not be forwarded to the QAC. Forms must be submitted to the QAC **60 days prior** to the commencement of the activity.

Directed Study Mentorship (Box #18)

There are three credit activities that require pre-approval from the Quality Assurance Committee (QAC): Directed study/mentoring, volunteer activities and other learning activities. These guidelines have been developed to assist and encourage registrants to apply for CC credits through directed study and mentoring and to assist the QAC with evaluating the applicability to improving one's area of practice.

Definitions:

Directed study and mentoring are methods of acquiring specific knowledge or skills through specified learning activities, with the guidance of an identified mentor. A mentor has been defined by the QAC as a "wise and trusted teacher or guide".

Examples of Directed Study and Mentoring Learning Activities:

- Dental hygiene volunteer work in a foreign country
- Written report on a literature review of a specific topic
- Clinical skill development in a specific area of dental hygiene practice
- Acquisition of residential care knowledge and skills.

Role of the Mentor:

The mentor selected by the registrant will have expertise in the registrant's desired area of study as well as the ability to guide the registrant in his/her learning. The mentor must agree to mentor the registrant and must be involved with development of the Directed Study/Mentoring contract. The mentor's signature on the contract is required. Examples of suitable mentors are:

- A community health dental hygienist promoting tobacco cessation
- An educator or clinician with advanced skills and knowledge in residential care
- The head of a dental foreign aid mission

Process for Developing a Directed Study/Mentoring Contract:

1.   The registrant determines and records what they would like to learn (their goal / learning objective) and explains why they believe it would benefit their practice of dental hygiene (their purpose).

2.   The registrant approaches an appropriate mentor about the contract. The mentor must have appropriate qualifications in order to mentor the registrant.

3.   The mentor must agree to mentor the registrant and, together, they develop specifics as to how the learning will occur, based on the [Directed Study/Mentoring Contract Form](#).

4.   The registrant and mentor together determine when the contract will start and end and where the learning will take place.

5.   The mentor and registrant determine the number of CC credits that will be requested by the registrant (see CC Activity box #18).

6.   If the mentor is a registrant, the mentor determines the number of CC credits that will be requested for mentoring (see CC Activity box #7) and for mentoring preparation (see box # 5 and 6).

7.   The mentor and registrant sign a contract.

8.   The registrant submits the contract to the Quality Assurance Committee for approval.

Once the contract has been completed, the registrant and mentor should individually record CC credits in their Online Learning Plan.

The following forms must be completed and include the required information before being submitted to the QAC for review and approval of CC credits and activities for the following credit activity categories: mentorship, volunteer, other learning activities.

Dental Hygiene Related Volunteer Work (Box #19)

A registrant wishing to claim CC credits for dental hygiene related volunteer work must complete in full the [QAP Volunteer Contract Form](#). QAP decisions will be made based on a fully completed form and the depth of information provided, along with a reflection on how the preparation for this activity will enhance the registrant's practice. Required information includes:

- A description of the experience
- Learning goal and detailed activities planned to meet the goal

- Reflection on the relevancy to the registrant's dental hygiene practice
- Details on how the activity will relate to the registrant's dental hygiene practice
- Details on how the activity will be applied to the registrant's dental hygiene practice
- Detailed reflection on how the experience will enhance and be applied into the practice setting
- Detail on how the activity aligns with the QAP CC Principles
- Projected timeline
- Credits being requested
- Registrant's signature

Other Learning Activities (Box #20)

Other Learning Activities is a category for activities that may not fall within the mainstream of dental hygiene learning activities and will require the registrant to complete the [QAP CC Credit Approval Form](#) in full. QAP decisions will be made based on a fully completed form and the depth of information provided along with a reflection on how the preparation for this activity will enhance the registrant's practice. Required information includes:

- A description of the activity
- Learning goal(s) and detailed activities planned to meet the goal(s)
- Reflection on the relevancy to the registrant's dental hygiene practice
- Details on how the activity will relate to the registrant's dental hygiene practice
- Details on how the activity will be applied to the registrant dental hygiene practice
- Detailed reflection on how the experience will enhance and be applied into the practice setting
- Detail on how the activity aligns with the QAP CC Principles
- Projected timeline
- Credits being requested
- Registrant's signature