



CDHBC-PLAR Pre-Application Self-Assessment Information

The [CDHBC-PLAR Pre-Application Self-Assessment](#) is a tool that provides a potential PLAR candidate an opportunity to assess previous abilities, knowledge, and experience in relation to the PLAR competencies and BC MoAE Foundational Abilities. Prior to completing the Pre-Application Self-Assessment, the potential candidate is encouraged to read and become familiar with the PLAR process by reviewing information found on the TRU website in the following document: [Overview of the CDHBC PLAR Portfolio](#).

Prior to completing the Pre-Application Self-Assessment, it is worth considering the following:

- A potential candidate should allow adequate time to reflect on past knowledge, skill, abilities, and experiences in order to produce specific meaningful examples of evidence.
- The potential candidate should explain how the examples meet the indicators within each module at a baccalaureate degree level.
- Allow adequate time to complete the Self-Assessment (put aside four to five hours at a minimum).
- The PLAR Portfolio process requires reflection, organization, self-direction, and rigor. When completing the Pre-Application Self-Assessment, ensure the evidence you are considering incorporating demonstrates sufficient depth, breadth, currency, and authenticity to satisfy the module indicators.

The following excerpt is an example of a Pre-Application Self-Assessment for Module 1.

MODULE 1: RESEARCH USE

1. How frequently do you perform the following tasks? Check the best answer for each item.

Module 1: Research Use Indicators	Rating Scale			
	1	2	3	4
1.1. Navigate through diverse databases related to oral and general health issues.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2. Critique study methodology and conclusions for their relevance and application to dental hygiene services.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3. Synthesize and extrapolate information from current and credible research to support evidence-informed decision making about oral health services.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4. Systematically examine group data related to services provided against epidemiological data, the effectiveness and/or cost-effectiveness of care outcome.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* The dental hygiene profession defines the term 'client' as including individuals, groups, communities and populations.

2. In what context(s) do you demonstrate these abilities?

1.1 -1.5: When the periodontist I work for was considering incorporating new products and new technologies into our practice setting I would research the products and bring information back to our staff meetings. I usually use PubMed and/or Google Scholar to search my question. I researched information on the following: VELscope, Oraqix, Clinpro 5000, MI Paste, Peroxex vs Peroxex, Enamel Pro-Varnish vs Vanish, Pro-relief vs. Protect. I do not limit my literature searches to dental hygiene scientific journals, but look for information in credible peer reviewed journals. I have found that the psychology journals have enhanced information I have obtained from dental and dental hygiene journals in regards to effective communication and cultural competency when providing education for clients of all ages. I also researched information on cultural sensitivity/competence, and effective communication with immigrants (East Indian, Filipino and Chinese), and looked up information for systemic diseases, and complex client needs and oral health care needs. These include: Down Syndrome, cardiovascular diseases (heart attack, high blood pressure, arrhythmias, angina), Type I and II diabetes, rheumatoid arthritis, and some cancers (oral, thyroid, breast and colon). Researching these, has allowed me to understand the diseases and ensure I make the correct modifications for dental hygiene care when appropriate.

1.2, 1.3 and 1.4: I have had to determine if the research method and source were valid and then decide if the information met the needs of the client(s) prior to making a decision to purchase this for our office. Credible research is not the only determining factor on whether we incorporate a product in to the practice. We also discuss the effectiveness based on clients needs, ease of use and how cost effective the product is. I then worked with the periodontists and office manager to develop protocols for use in the office and/or information sheets we could provide to the clients.

1.1 and 1.5: Being efficient with search engines has also assisted me when I need to provide information on the spot to clients. I have a computer in my operatory and often find resource to print at the front desk then share relevant details with the client.

1.5: Application of the research into practice is also demonstrated in my chart notes. As conversations related to client care are documented as well as the technologies and products I use with the clients during care.

Please note: This is only an example. Ensure that you are providing information that reflects your experience and knowledge.