



CDHBC – Prior Learning Assessment Recognition (PLAR) Resources for Applicants

PLAR Portfolio Requirements and Expectations

This document is meant to act as a resource to consolidate key information and terms related to the CDHBC - Prior Learning Assessment Recognition Portfolio (PLAR) expectations. This document is broken into 4 tables with an explanation within each table for how the information is to be applied within the PLAR Portfolio:

- **Table 1: Organization of Module Competencies**
- **Table 2: BC Ministry of Advance Education (BC MoAE) Bachelor’s Degree Foundational Abilities**
- **Table 3: Assessment Principles**
- **Table 4: Classification of Portfolio Evidence**

Table 1: Organization of Module Components	
Table 1 is meant to assist applicants in understanding the organization of the Modules and terminology that will be used throughout the PLAR process	
Module # and Competency Title	Module 1: Research Use
Module 1 Competency Statement	To use scientific information to support evidence and theory-based dental hygiene decisions and services.
Module 1 Competency Indicators**	1.1 Navigate through diverse databases related to oral and general health issues. 1.2 Critique study methodology and conclusions for their relevance and application to dental hygiene services. 1.3 Synthesize and extrapolate information from current and credible research to support evidence-informed decision making about oral health services. 1.4 Systematically examine group data related to services provided against epidemiological data, the effectiveness and/or cost-effectiveness of care outcome.
Module # and Competency Title	Module 2: ADPIE for clients with limitations and impairments
Module 2 Competency Statement	Safely and effectively perform a needs assessment, develop a dental hygiene diagnosis and plan, implement and evaluate dental hygiene services for clients with complex needs and/or disabling conditions.
Module 2 Competency Indicators	2.1 Perform needs assessments grounded in evidence-based approaches for clients* with multifaceted medical histories and complex and long-term medical treatments including those living with limitations and impairments. 2.2 Prioritize oral and general health issues grounded in oral health literature for clients living with limitations and impairments. 2.3 Develop diagnostic statements based on a comprehensive knowledge of pathophysiology. 2.4 Incorporate epidemiological, social and environmental data into planning of oral health interventions for clients* with limitations and impairments living in diverse environments. 2.5 Provide evidence based on dental hygiene services for clients* across the life stages including those limitations and impairments. 2.6 Mentor health care workers and professionals on issues and protocols related to oral care. 2.7 Manage primary oral health care for clients effectively and safely with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.



CDHBC – Prior Learning Assessment Recognition (PLAR) Resources for Applicants

PLAR Portfolio Requirements and Expectations

<p style="text-align: center;">Module # and Competency Title</p> <p style="text-align: center;">Note: this Module is organized into two units ‘A’ and ‘B’ with each module containing a competency title</p>	<p>Module 3: Interprofessional practice to support safer and better oral health outcomes</p> <ul style="list-style-type: none"> ○ Module 3 - Unit A: Best practice standards to support client safety and better oral health outcomes. ○ Module 3 - Unit B: Interprofessional practice to support client safety and better oral health outcomes.
<p style="text-align: center;">Module 3 Competency Statement</p> <p style="text-align: center;">Note: the competency statement applies to both Unit ‘A’ and Unit ‘B’</p>	<p>Initiate collaborative approaches to support client safety and better oral health outcomes through the management and coordination of care.</p> <p>The term ‘safer care and better oral health outcomes’ is a term often used in health care literature. However, it is also acknowledged that ‘better health outcomes’ are essential components of safer care. The term is being used to place emphasis on the importance of the health outcomes.</p>
<p style="text-align: center;">Module 3 Competency Indicators</p>	<p>Module 3 - Unit A:</p> <p>3.A.1 Address the safety issues pertinent to the provision of dental hygiene services for clients* with complex needs or disabling conditions (including vulnerable populations).</p> <p>3.A.2 Collaborate in the development of policies to promote client safety and better health outcomes.</p> <p>3.A.3 Implementation of policy protocols and/or standards of practice related to client* safety and better health outcomes (including infection control, medical emergencies, referrals, dental hygiene services and program protocols as appropriate for practice context).</p> <p>3.A.4 Create and/or integrate systems to manage information within the practice context.</p> <p>Module 3 - Unit B:</p> <p>3.B.1 Use strategies related to coaching, mentoring and networking to promote collaborative problem solving and decision making.</p> <p>3.B.2 Incorporate activities to solicit peer feedback to assess outcomes of services.</p> <p>3.B.3 Use strategies to effectively communicate with diverse clients* including those with learning disabilities and/or cognitive impairments.</p> <p>3.B.4 Work with others to advocate for access to oral care.</p> <p>3.B.5 Demonstrate knowledge of the roles and responsibilities of personnel involved in the delivery of dental hygiene services for individuals with complex needs or disabling conditions.</p>

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

**The term Competency Indicator and Performance Indicator are interchangeable.



CDHBC – Prior Learning Assessment Recognition (PLAR) Resources for Applicants

PLAR Portfolio Requirements and Expectations

Table 2: BC Ministry of Advance Education (BC MoAE) Bachelor’s Degree Foundational Abilities

Table 2 provides information related to the BC MoAE ‘Foundational Abilities’ as they apply to the CDHBC - PLAR process. The expectation is that the competent PLAR candidate will embed, within the evidence submitted for each *Module Competency Indicator*, the following 6 BC MoAE Foundational Abilities.

BC MoAE Foundational Ability	Description as they apply to the PLAR process
1. Depth and breadth of knowledge	<p>The PLAR candidate will:</p> <ul style="list-style-type: none"> • Apply knowledge and critical understanding that builds on post-secondary diploma education to continuously improve practice decisions. • Apply knowledge of the roles and practice of other health professionals. • Critically evaluate information from multiple sources with an open-minded, inquisitive, logical, and inquiring perspective to seek conclusions that are as precise as the information and the context allow.
2. Knowledge of methodologies	<p>The PLAR candidate will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Understand a variety of qualitative and quantitative methods of research and discern appropriateness of approaches to answer practice questions and/or solve a practice problem. • Assess currency and relevance of research to inform dental hygiene practice.
3. Application of knowledge	<p>The PLAR candidate will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Observe, analyze, critique, consolidate, and integrate evidence-based information to inform practice decisions. • Make judgments and critique information and concepts. • Frame problems in order to find a solution.
4. Communication skills	<p>The PLAR candidate will demonstrate the:</p> <ul style="list-style-type: none"> • Application of the varied dimensions of communication to elicit, clarify and share information with diverse individuals, groups and other health care professionals in a clear, structured, effective and professional manner. • Ability to incorporate communication that is empathetic, trauma informed and includes cultural safety and humility.
5. Awareness of limits of knowledge	<p>The PLAR candidate will:</p> <ul style="list-style-type: none"> • Articulate and demonstrate within the module evidence an understanding of personal limits of knowledge, skills and abilities that might impact client safety and care. This includes but is not limited to recognizing when consultations and referrals are required with other health and allied-health professionals.
6. Professional capacity/autonomy	<p>The PLAR candidate will:</p> <ul style="list-style-type: none"> • Exhibit the ability to be self-directed in making autonomous decisions while having the interpersonal awareness and self-awareness of recognizing personal and professional limits of knowledge and abilities. • Exhibit academic integrity and accountability for actions, and how to work effectively in a team environment. • Demonstrate the application of good judgement and ethical decision making. • Demonstrate the essential skills and abilities of compassion and concern for others, interpersonal skills, interest and motivation.



CDHBC – Prior Learning Assessment Recognition (PLAR) Resources for Applicants

PLAR Portfolio Requirements and Expectations

Table 3: Assessment Principles

Table 3: Evidence provided within the portfolio to meet the *Module Competency Indicators* and *Model Rubrics* *** should demonstrate the following principles:

Principles	Definition
1. Breadth	<ul style="list-style-type: none"> • A demonstration of the candidate’s ability to connect their past learning in a coherent manner, linking the learning to the module competency indicator and required criteria within the rubrics.
2. Depth	<ul style="list-style-type: none"> • Does the communication and application of knowledge within the narrative and product provide evidence to demonstrate the candidate’s abilities at a bachelor’s degree level? • The candidate should refer to BC MoAE descriptions and once in PLAR, refer to the Module Rubrics. The rubrics outline the grading criteria for each module competency indicator. • Blooms Taxonomy of Verbs at the higher level demonstrate critical thinking and application of knowledge (i.e., Analyze, Evaluate, Create and sometimes Apply)
3. Currency	<ul style="list-style-type: none"> • Outdated knowledge and skills will not meet PLAR standards.
4. Sufficiency	<ul style="list-style-type: none"> • Is there enough information in a submitted piece of product or outcome evidence for an Assessor to reasonably identify the candidate’s learning knowledge, skills, and abilities as meeting the competency indicator? • Is an additional piece of product evidence required to demonstrate the candidate abilities in having met the competency indicator?
5. Authenticity	<ul style="list-style-type: none"> • Evidence submitted for the PLAR Portfolio assessment must be the work of the candidate seeking credit. • Verification evidence may be in the form of a letter or thank you card.

***Once accepted into PLAR, Candidates have access to the rubrics on the Thompson Rivers University Learning Platform



CDHBC – Prior Learning Assessment Recognition (PLAR) Resources for Applicants

PLAR Portfolio Requirements and Expectations

Table 4: Categories of Portfolio Evidence

Table 4 is meant to provide guidance on how each type of evidence is to be used within the Portfolio.
 Note: examples are not all inclusive, rather a list to provide ideas of what might be appropriate to submit as evidence of past learning.

Category of Classification	Description	Example(s)	Application
Narrative	An introduction to all PO and Verification evidence outlining how the evidence links to a given performance indicator. The narrative should outline the candidate's abilities and what they learned as it relates to the competency indicator.	Word document/PDF outlining the: <ul style="list-style-type: none"> • Module name • Competency Indicator • Description of how prior learning is addressed in the PO and how the PO meets the specified competency indicator 	<ul style="list-style-type: none"> • One Narrative must accompany each piece of PO and Verification evidence for each competency indicator • Reflects on the learning/abilities that occurred and the application and/or outcome
Product or Outcome (PO)*	Evidence produced by the candidate that demonstrates experiential learning related to a competency indicator. It must draw on the learning that occurred, not the experience. * a PO may be used for more than 1 indicator	<ul style="list-style-type: none"> • Anonymized client records • Publications • Meeting minutes • Webinar presentations • Lesson plans • Research/literature review • Mentorship plan • Referral letters • Training and calibration materials 	<ul style="list-style-type: none"> • Each Performance Indicator must have at least 1 PO evidence of depth, quality, sufficiency and relevance • It is acceptable to have 2-3 pieces of PO if one piece is lacking sufficiency, demonstrating application of a specific competency indicator.
Verification	Evidence (solicited or unsolicited) that authenticates the product outcome evidence submitted by the candidate. This may include outlining the sections of the product the candidate was responsible for if PO evidence was completed on a collaborative team.	<ul style="list-style-type: none"> • Letter from employer/co-worker • Thank you card from organization where the candidate presented • Newspaper clipping • Awards & Certificate 	<ul style="list-style-type: none"> • When it is not apparent that the PO evidence was produced by the candidate, verification evidence must accompany the PO.

When the candidate requests a letter of verification, they should provide parameters to the verifier to ensure the following is included in the letter:

- Authentication of the product outcome evidence
- Explanation of the nature of candidate's involvement in the work
- Information on expectations of the project and how they were accomplished
- Comments on the knowledge, skills
- , and abilities of the candidate in working on this project
- Credentials of verifier