

April 2013 Bulletin



Increase your Knowledge with the Expanded Continuing Competency Activities

Since the inception of the College of Dental Hygienists of BC in 1995, a continuing competency program has been in effect that has provided registrants with a list of learning activities and credit guidelines for each activity. 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 life long 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.

With the commencement of the Quality Assurance Program (QAP) in January of 2013 and with registrant consultation, the College has expanded the learning opportunities to ensure participation in the program to be reasonable and manageable for registrants. The expanded learning activities come into effect for all registrants on April 1, 2013.


The expanded categories of continuing competency activities allow for flexibility of learning styles and incorporate a variety of activities that will relate to the dental hygienist's practice area and identified areas of practice in need of improvement. Continuing competency activities directly align with the six continuing competency principles that were revised and implemented as of April 1, 2013. The six CC Principles with examples are outlined in **Table 1**.

Table 1 Continuing Competency Principles

QAP CC Principles	Examples of Activities
<p>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.</p>	<p>A client is asking the registrant which ingredients are more effective in mouth rinses: cetylpyridinium chloride or the combination of eucalyptol, menthol, methyl salicylate and thymol. The registrant is aware of mouth rinses that contain these ingredients but does not feel knowledgeable to discuss which one would be most effective for the client's oral condition. To ensure a full knowledge of the efficacy and safety of the products prior to discussing this with the client the registrant enrolls at a course that reviews oral health products. The registrant also completes a literature review on these ingredients relating to efficacy and safety on PubMed in order to be better prepared for the next time questions are asked relating to this.</p>
<p>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</p>	<p>A registrant has not administered local anesthetic for three years and has recently accepted a position within a Periodontist's practice. The registrant reflects on his/her practice and finds that he/she is very confident in his/her debridement skills; however the registrant feels less confident about administering effective and safe local anaesthetic. The registrant enrolls in an LA Refresher Course for Dental Practitioners.</p>



April 2013 Bulletin

<p>PRINCIPLE #3: Registrants have a responsibility to demonstrate professional development through self-reflection on their current practice, knowledge, skills, and abilities.</p>	<p>The registrant encounters a series of questions from his/her client on the effectiveness of over-the-counter (OTC) whitening products in relation to professional in-office whitening options. The hygienist does his/her best to discuss the options but feels unprepared to offer an opinion on how OTC products compare with professional products. The registrant reflects on this interaction and determines that he/she requires more knowledge. He/she performs a literature search on the efficacy of vital whitening options.</p>
<p>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 tool).</p>	<p>Over the next 5 years registrants will be phased into the Quality Assurance Program (QAP) that will require them to complete the QAP tool. The QAP tool will identify the areas of gaps in knowledge. Subsequently, the registrant will reflect on the tool and their practice to develop learning goals and identify activities to meet the goals.</p>
<p>PRINCIPLE #5: It is the Registrant's responsibility to retain records that support all continuing competency credit submissions such as certificates of completion, self-reflection papers, evaluations and other supporting documentation for each current cycle and for at least 5 years thereafter.</p>	<p>Retain receipts of courses and conferences along with nametags. Keep a file of materials (articles and or chapters in textbooks). Save all learning goals, activities and self-reflections. Documentation may be saved in hard format in a binder or these could be scanned and saved on a memory stick.</p>
<p>PRINCIPLE # 6: The College Supports quality improvement efforts at a personal or organization level as an important and a critical way to incorporate acquired knowledge into the dental hygiene practice setting</p> 	<p>Quality improvement on a personal level: After reviewing the CDHBC Practice Standards and literature on clients who are at a greater risk for high blood pressure in the office, the registrant decided to incorporate taking blood pressure at baseline, prior to administering local anesthetic and with clients who are at high risk for hypertension.</p> <p>Quality improvement on an organizational level: Knowing that this change is in the best interest of all clients in the practice and demonstrates best practice, the registrant discussed the matter with the dentist and organized a staff information session. Collaboratively, an office guideline to take blood pressure readings at baseline, prior to administering local anesthetic and for those with a higher risk for hypertension was developed. Additional blood pressure cuffs were purchased and all staff received training to implement the new blood pressure guideline.</p>



April 2013 Bulletin

A summary of the expanded activities, credit allotted to each, and an example of how the activity might be reflected are outlined in **Table 2**. These activities are either in addition to those you are already familiar with, or the number of credits that can be claimed for a particular activity have been altered. Please click [here](#) to see a comprehensive list of activities.

Table 2 Expanded Continuing Competency Activities

Activity	Credits	Example
Attending a dental hygiene conference	2 credits per conference Max 12/cycle	Attending the CDHA National Conference or the Pacific Dental Conference would be eligible for 2 credits, not including the courses taken at each event.
Completion of online Jurisprudence Education Module (JEM) for renewal of registration	2 credits per cycle	Completed online prior to entering the QAP Program.
Listening to a podcast	0.5 credits per podcast	Listening to the Centre for Disease Control (CDC) podcast on periodontal disease and diabetes.
Reading a journal article or chapter in a dental hygiene related text book	1 credit per article, max 25/cycle	Reading an article in the International Journal of Dental Hygiene.
Dental hygiene related teaching or presenting completed outside of paid hours	1 credit/hour, max 15/cycle	A dental hygienist has been asked to volunteer to provide instruction to personal care aides on oral health for patients in their care. The dental hygienist researches the topic, prepares a presentation and educational pamphlets for the care aides.
Preparation for QAP Tool or preparation for a dental hygiene board exam	Hour/hour credit up to a max of 15/cycle	Professional Academy of Continuing Education, RDHEDU.com. Preparatory review and/or the BCDHA review modules.
BCDHA Comprehensive Dental Hygiene Refresher Modules	3 credits/module	Completing the module on oral microbiology and infection control.
Other formal university or college level education	Max 20 credits per cycle	<i>Must be substantiated by a self-directed learning plan including a substantial reflection describing relevancy to DH practice and include how this knowledge will be applied to DH practice.</i> Click here for a Reflection Template Form .
Primary/Secondary research related to dental hygiene practice	1 credit per research area	This activity would represent qualitative and quantitative research methods that are supported with validity and reliability appropriate interpretation of the data. 1 credit for research is awarded in this category but may be jointly claimed with the publication of research in a peer reviewed health promotion journal for an additional 15 credits.



April 2013 Bulletin

Reflective learning completed in addition to learning activity	1 credit per learning activity	<i>Must record a substantial reflection and application to DH practice in learning plan.</i> For example: a registrant completed a course at a conference on the newest chemotherapeutic mouth rinse on the market and claimed for CC credits for this course. After returning to practice the registrant reflects on the indications for mouth rinses in relation to his/her client's oral conditions and demographics and summarized his/her findings into a table for future reference in the practice setting.
Completing a self-directed online learning plan	1 credit per activity	Develop a goal for learning on a self-identified learning plan and appropriate activities to meet the goal. Once the activities are completed, reflect on the goal in the space provided in the online learning plan, then claim 1 credit for the completion of this activity.
Other learning activities	QAC to approve credits, max 20/ cycle	<i>Must be supported through the OLP describing relevancy and applicability to DH practice.</i>

Further detailed information related to this Bulletin may be accessed as follows:

- Continuing Competency Principles with examples, click [here](#).
- Complete information on the Continuing Competency framework may be accessed at [Tab 8](#) of Registrant's Handbook.

