College of Dental Hygienists of British Columbia

Quality Assurance Program

Online Learning Plan Workshop

March 2014

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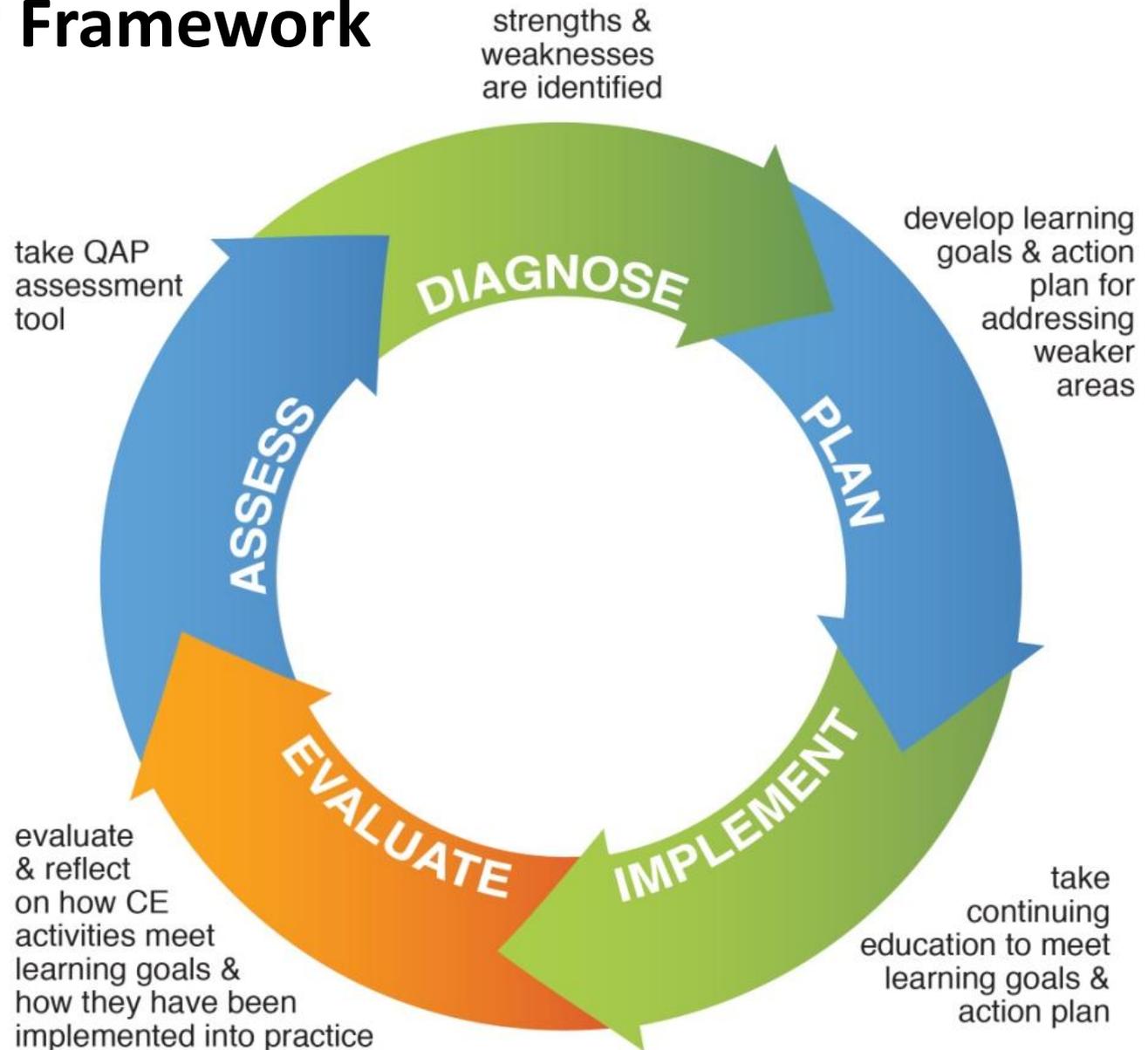Senior DH Practice Advisor

OLP Topics That Will be Covered

- The difference between a "guided-learning plan" and a "self-directed learning plan"

- Learning goals and action plans in the OLP

- Components of SMART learning goals

- Development of a SMART learning goal and an action plan

- Diversity of individual OLPs

- Reflection on learning

- Reminder of the QAP CC Framework

QAP Framework

strengths &
weaknesses
are identified

develop learning
goals & action
plan for
addressing
weaker
areas

take QAP
assessment
tool

DIAGNOSE

PLAN

ASSESS

IMPLEMENT

EVALUATE

take
continuing
education to meet
learning goals &
action plan

evaluate
& reflect
on how CE
activities meet
learning goals &
how they have been
implemented into practice

Guided vs. Self Directed Learning Plans

- **Guided learning plan (GLP):**
  - A**D**PIE
  - Based on the results of the QAP assessment tool. They are broken into content subcategories which are required areas of learning.
  - Aim to have learning goals articulated by the end of the first year while content areas are still fresh in your mind.

Content Categories and Sub-Categories

A. Biological Sciences
   1. General/oral microbiology/infection control
   2. Biochemistry/nutrition/diet counseling

B. Social Sciences
   1. Psychology, sociology
   2. Communication principles, behavior management strategies

C. Dental Sciences
   1. Head, neck, oral and dental anatomy
   2. General and oral embryology and histology
   3. Radiography knowledge, interpretation
   4. General and oral pathology
   5. Dental Materials

D. Dental Hygiene Clinical Practice
   1. Health assessment/pharmacology
   2. Periodontology (including assessment & diagnosis)
   3. Non-surgical dental hygiene therapy including instrumentation and ergonomics
   4. Care of special needs populations
   5. Pain management and control
   6. Primary prevention strategies, including oral self care
   7. Emergency prevention and interventions

E. Community
   1. Public health practice including programming and client advocacy
   2. Health promotion and wellness strategies
   3. Research/epidemiology/statistics

F. Professional Issues
   1. Ethics and jurisprudence (including legislation, documentation, etc.)
   2. Collaborative relationships, referrals/administration/practice management

Guided vs. Self Directed Learning Plans

- **Self directed learning plan** goals may focus on personal interest in gaining information that will complement or improve knowledge, skill, communication, etc. related to the practice of dental hygiene.
  - Self directed learning is not based on results of the QAP assessment tool, and may be completed at any time during the QAP CC cycle.
  - Note: regardless of the # of self directed QAP CC credits, the "Guided Learning Plan" goals must be met prior to the end of the QAP cycle.

Why Learning Goals and Action Plans?

- **Learning Goals and Action Plans:**
  - requirements for the QAP in the development of a registrant's Guided Learning Plan (GLP)

- **Purpose**:
  - **Learning Goals provide:**
    - purpose and direction
    - identify the expected results of activities
  - **Learning Goals heighten performance levels by:**
    - setting targets
    - organizing and prioritize learning
    - assisting in and making decisions for appropriate ways to address each goal
  - **Action Plans provide:**
    - detailed plan of activities required to reach the goal

What is a Learning Goal?

- ADPIE
- A well defined description of an achievable target that will guide learning opportunities and strategies.
- Learning goals need to be specific to one's professional learning and dental hygiene practice setting.
- Professional judgment will determine how the learning goal meets one's GLP.

What is a **SMART** Learning Goal?

S	• SPECIFIC
M	• MEASURABLE
A	• ACTION ORIENTED
R	• REALISTIC
T	• TIME CONSTRAINED

How to Write a **SM**ART Goal

- **S = Specific:** allows you to know what you want to achieve, provides detail, is focused and clearly written.
  - <u>What</u> do I want to achieve?

    <u>EXAMPLE</u>: Strengthen my understanding of the Dental Hygiene Diagnosis (DHD) and properly document

- **M = Measurable:** provides criteria allowing you to know you have accomplished the goal, as well as keeping you on track along the way.
  - <u>How</u> will you know the goal is met?

    <u>EXAMPLE</u>: document DHD in every client's chart

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SM**A**RT

- **A = Action Oriented:** provides momentum to complete the goal. Should contain an action verb.
  - Use action verbs as they relate to the learning context: (Blooms Taxonomy)
    - **Knowledge:** identify, label, recognize, record, **understand**
    - **Comprehension:** describe, identify, review, select, summarize
    - **Application:** apply, demonstrate, **document,** operate, write
    - **Analysis:** analyze, calculate, diagram, distinguish, relate
    - **Synthesis:** arrange, categorize, develop, explain, generate, plan
    - **Evaluation:** assess, compare, contrast, evaluate, explain, predict, summarize

  EXAMPLE: I will strengthen my understanding of the DHD and properly document the DHD in every chart

SMA**R**T

- **R = Realistic:** helps keep the goal reasonable, but should provide stimulation. The goal should not be too simplistic as it needs to be substantial enough to generate learning and challenge the registrant.
  - <u>Can</u> the goal be achieved, and does it meet the learning need?

<u>EXAMPLE</u>: strengthen my understanding of the DHD and document this in every clients chart

SMAR**T**

- **T = Timely:** needs to have a target or deadline as to when the goal will be reached. Should align with available resources and motivate the registrant. Timeframes promote action.

  – <u>When</u> will this goal be completed?

  <u>EXAMPLE</u>: Commencing by the end of March 2014
  (Note – this is a target start date. There is no completion deadline, as this will be a continual process)

Final SMART Learning Goal Statement:

- By the end of March 2014 (**T**), I will strengthen my understanding (**S**) (**A**) of the dental hygiene diagnosis and properly document (**A**) (**R**) this in every (**M**) client's chart. (**S**) (**M**) (**R**)

SMART Learning Goal Worksheet

Access writable PDF on the CDHBC Website under Forms and Resources - Online Learning Plan Resources

Component of Goal		Description of Component	My Goal Components
S	**Specific**	Enough detail to provide a clear picture of the desired outcome.	
M	**Measurable**	Must be quantifiable so you know goal is meet.	
A	**Action-Oriented**	Should contain an action verb of an appropriate level from Blooms Taxonomy.	
R	**Realistic**	Should be reasonable and still of substantial depth to stimulate and motivate you.	
T	**Timely**	Is there a time frame?	

Adapted from: http://www.collegept.org/Assets/Resources%20-%20QM/QMF_SMART_LearningGoals_updated.pdf

Break-Out-Group Activity: SMART Learning Goal

- In groups of 2 or 3, use the SMART Learning Goal Worksheet provided to develop a SMART Goal based on the following Content Category and Sub- Category (3 min)

  – **Dental Hygiene Clinical Practice – Periodontology (D-2)**

Blooms Taxonomy of Verbs
(to assist you as you develop your SMART Learning Goal)

- **Knowledge:** identify, label, recognize, record, understand
- **Comprehension:** describe, identify, review, select, summarize
- **Application:** apply, demonstrate, document, operate, write
- **Analysis:** analyze, calculate, diagram, distinguish, relate
- **Synthesis:** arrange, categorize, develop, explain, generate, plan
- **Evaluation:** assess, compare, contrast, evaluate, explain, predict, summarize

Break Out Group Activity

- In your groups, discuss this goal to determine if the learning goal is SMART (3 min)

Participant Example?

What is an Action Plan?

- AD**PI**E
- A detailed plan on how the registrant will achieve the learning goal
- Helps focus the learning activity
- Determines resources
- Provides structure for the learning activity

Example of a Learning Goal with Multiple Components
C5 – Dental Sciences - Dental Materials

- By the end of April 2014, I will identify the pros and cons of light vs. self cured sealants, as well as distinguish between the various sealant materials in order to determine appropriate selection for my clients.

- This one Learning Goal can be broken into 2 separate action plans to address the goal:
    1. Review application of light vs. self cured sealants in Textbook X
    2. Complete course X on sealant materials and selection

Access CDHBC Website, click "Forms & Resources", then "QAP Continuing Competency Learning Activities" for CC Framework

QAP Continuing Competency Categories

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

Self-Learning
- Planned learning
- Article reading
- Systems learning
- Poster presentation

Reflective-Learning
- Developing a self-directed learning plan
- Reflective writing/journaling
- Mentorship/peer feedback

TABLE 2. QAP Learning Activity / Credit Framework, based on Time and/or Activity

1.
- Courses, lectures, presentations
- On-line Dental Hygiene courses

1 credit/hr

2.
- Attending dental hygiene/ dental conferences

  Does not include courses taken at conference

2 credits/conference
Max 12/cycle

3.
- Completion of online jurisprudence education module (JEM) for renewal of registration

2 credit/cycle

4.

- Listening to a podcast

.5 credit/activity

5.

- Reading a journal article or chapter in a dental hygiene related text book

  Must complete a reflective component to support learning

1 credit/article
Max 25 credits/cycle

6.

- Dental hygiene related teaching or presenting completed outside of paid hours

  Optional: Lesson planning template available

1 credit/hour
Max 15 credits/cycle

7.

- Membership on a dental hygiene committee or attending Professional meetings (10 max)
- Mentoring a peer (10 max)
- Assessor, Examiner or Investigator (10 max)

1 credit/hour
Max 20 credits/cycle

8.

- Preparation for QAP Tool or preparation for a dental hygiene board exam

Hour for hour credit
Max 15 credits/cycle

9.

- BCDHA Comprehensive Dental Hygiene Refresher Modules

  as applicable to guided learning plan or self directed learning plan

3 credits max/module

10.

- Post diploma dental hygiene related education

13 credits max/course credit

11.

- Other formal university or college level education
  Must be supported by a self-directed learning plan including a substantial reflection describing relevancy to DH practice along with how this knowledge will be applied to DH practice

20 credits max/cycle

12.

- Primary/Secondary research related to dental hygiene practice

1 credit/research area

13.

•Reflective learning completed in addition to learning activity

Must record a substantial reflection & application to DH practice in learning plan

1 credit/learning category

14.

•Develop and complete a **guided** learning plan

Must create a learning goal and plan and complete all activities associated with the plan. At the completion, a substantial reflection & application to DH practice must be sufficiently documented

3 credits maximum inclusive of goal, plan and activity

15.

•Completing a **self-directed** learning plan on the OLP**

Including a SMART* learning goal, appropriate related activities to address the goal.

1 credit/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 max/cycle

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 max/cycle

18.

•Directed study/mentoring learning

"Mentor Approval Form" to be completed for submission to QAC

QAC to approve credits
Maximum 20 credits/cycle

19.

•Volunteer work in a community oral health project

" Volunteer Approval Form" to be completed for submission to QAC

QAC to approve credits
Maximum 20 credits/cycle

20.

•Other learning activities

"QAP CC Credit Activity Approval Form" to be completed for submission to QAC. Must be supported through the OLP** describing relevancy and applicability to DH practice.

QAC to approve credits
Maximum 20 credits/cycle

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Break-Out-Group Activity: Develop an Action Plan

- On the back of your worksheet write one "Action Plan" that will help you address the SMART learning goal. (2 min)
  - It's not important to know the name of a particular course or journal article; just know the type of activity you will engage in to help you reach the goal. The specific name of the activity can be filled in at a later date.
- Once you have completed your plan, discuss this with the person next to you. Does this action plan address a portion of the SMART learning goal you developed? (2 min)

Participant Example?

Action Plan
D-2 Dental Hygiene Clinical Practice - Periodontology

1. By the end of March 2014, I will review Tab 5 of the CDHBC Registrant's Handbook to ensure I understand the Practice Standard related to documentation of the DHD.

2. By the end of March 2014, I will read Chapter19 in the Dental Hygiene Theory and Practice 3rd ed Textbook (Darby & Walsh) to ensure I understand the components of the DHD in order to accurately and concisely develop client specific statements.

3. By the end of April 2014, I will develop a form that will provide a realistic way to incorporate the DHD into our clients chart. I will then present this at our dental hygiene staff meeting to gain feedback from the other RDH and set a start time to implement the form.

What will your OLP look like?

- Very different for every registrant's learning needs, style and practice setting.
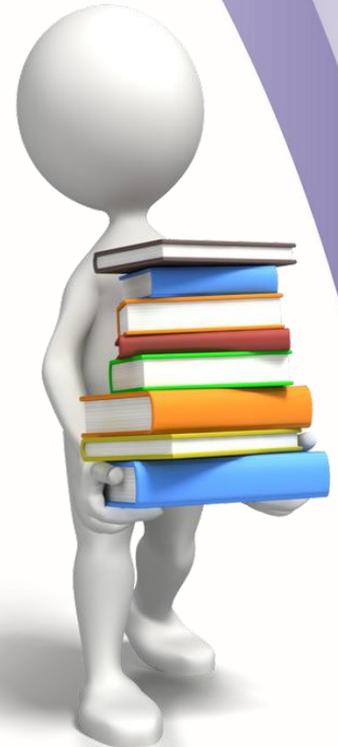
Diversity of Learning Goals
Learning Goal – DH Clinical Practice:
D-5 Pain Management & Control

- **Example: Private Practice Dental Hygienist**
  - By the end of June 2014, I will be competent in calculating the maximum dose for LA drugs along with the delivery of oral local anesthetic through various techniques.

- **Example: Community Public Health Dental Hygienist**
  - By the end of April 2014, I will update my knowledge of oral local anesthetic and epinephrine pharmacology, and neurophysiology to ensure continued competence with my understanding related to this aspect of pain control.

OLP – Quick Look

- Learning Goal and Action Plan
- Adding a New Activity and Reflection

Learning Goal and Action Plans

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Adding a New Activity and Reflection

Learning Plans / Biological Sciences / Learning Goal: Diet and Prevention of Early Childhood Caries / Add a New Activity

Add a New Activity

Enter your activity into the fields below, then click the Continue button.   * Indicates Required Field

Title of Course, Lecture, or Activity *   Diet and Prevention of Early Childhood Caries

Presenter / Sponsor *   Dr. X at the PDC

Applicability   Course/lecture

Credits *   2.5

Start Date   Jan 31 2014

End Date *   Jan 31 2014

Notes   Referenced Canada's Food Guide through presentation.

Reflect on how this activity helped you achieve your learning goal *

The course presented by Dr. X was an excellent review of the multifactorial relationship between diet and prevention of early childhood caries and caries for toddlers and parents respectively. The references and

Reflection

- ADPI**E**

- Reflection enables the registrant to:
  - Deepen their understanding of what has been learned
  - Identify application of knowledge to the practice setting

- Remember:
  - The refection is your experience and no one else's
  - Reflect in your own words how the learning has impacted and relates to your DH practice?

In Summary...

- The QAP incorporates the ADPIE process through the learning cycle
  - **A** -QAP tool, **D** -GLP, **P** -LG, **I** -AP, **E** -Reflection
- Incorporate the SMART format when developing Guided Learning Plan goals
- Guided Learning Plan goals should be specific to your needs and practice setting
- Action plans need to relate to the developed learning goal
- Reflecting on learning promotes understanding and helps guide future actions
- The new QAP CC Framework provides ideas for types of acceptable learning activities

The End

If you have any further questions please contact CDHBC at
cdhbc@cdhbc.com

Additional Resources

- QAP Information Guide http://www.cdhbc.com/PDF-Files/QAP_Guide_May2013.aspx

- QAP Continuing Competency Learning Activities http://www.cdhbc.com/PDF-Files/QAP-Learn-Act-final.aspx

- Blooms Taxonomy of Action Verbs http://www.cdhbc.com/PDF-Files/Blooms-Action-Verbs.aspx

- SMART Learning Goal Worksheet http://www.cdhbc.com/PDF-Files/SMART-Learning-Goal-Work-Sheet-Feb-12.aspx

- Learning Goal/Action Plan Sample http://www.cdhbc.com/PDF-Files/Learning-Goal-Samples_Feb-13-14.aspx