INDIANA UNIVERSITY

SCHOOL OF DENTISTRY

IUPUI

Indiana University School of Dentistry
Report to the IUPUI Program Review and Assessment Committee
Certificate in Dental Assisting
2016-2017

Indiana University School of Dentistry
Dental Assisting
PRAC Report, 2016-2017

Introduction: Dental Assisting Program

The Dental Assisting Campus track was approved by the Commission on Higher Education on August 4, 1971 as the first dental assisting program in the Indianapolis area. The Distance Learning track was established in 2007. Both tracks are accredited by the American Dental Association Commission on Dental Accreditation (CODA). The Dental Assisting Education Program CODA Standards can be found at: http://www.ada.org/~/media/CODA/Files/DA_Standards.pdf?la=en. The curriculum is composed of 15 mandatory courses encompassing approximately 1,000 hours of lecture, laboratory, and clinical instruction. Students who successfully complete the program receive a certificate and are required to take the Dental Assisting National Board Examination.

Using information from course syllabi, data from course review forms, CoursEval student evaluations, analysis of student performance in courses, laboratory competences, clinics, and National Dental Assisting Board results, a systematic curriculum/program review is completed annually to identify areas in need of improvement in student learning outcomes, and to strengthen the program in several key areas, including those represented by accreditation standards. Student outcomes are used as evidence of student learning and as indicators of the quality of aspects of the program from admissions through graduation.

This PRAC Report will correlate some IUPUI's Principles of Undergraduate Learning with three of nine of the Dental Assisting Program Goals and Outcomes.

Dental Assisting Program Goals and Outcomes

1. Be proficient in applying knowledge of the basic behavioral and dental sciences to clinical practice in assessing and performing dental assisting procedures.
2. Communicate effectively with other health care professionals in coordinating and providing patient care including the use of technology and practice management techniques.
3. Apply problem solving and decision making skills when assisting with dental health services under the direction and supervision of the dentist.

IUPUI Principles of Learning

PUL 1: Core Communication and Quantitative Skills

Core Communication and Quantitative Skills: The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

Core communication and quantitative skills are demonstrated by the student's ability to:

1. express ideas and facts to others effectively in a variety of formats, particularly written, oral and visual formats;
2. comprehend, interpret, and analyze ideas and facts;
3. communicate effectively in a range of settings;
4. identify and propose solutions for problems using quantitative tools and reasoning;
5. make effective use of information resources and technology

PUL 2: Critical Thinking

Critical Thinking: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to:

1. apply
2. analyze
3. evaluate, and
4. create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions

PUL 3: Integration and Application of Knowledge

Integration and Application of Knowledge: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

Integration and application of knowledge are demonstrated by the student's ability to:

1. enhance their personal lives;
2. meet professional standards and competencies;
3. further the goals of society; and
4. work across traditional course and disciplinary boundaries

With these goals and outcomes in mind, the Dental Assisting Program revised the curriculum from 100 level courses to 200-300 level courses. Some justifications for the increased course levels were the incorporation of more student critical learning, problem solving activities and self-assessment. Also, the increase in Knowledge base within the profession of dentistry and the expansion in the scope of practice with incumbent responsibilities for dental assistants in this state.

DA Course	Related PULs	Assessment Tools	2016-2017 Outcomes	Improvements Planned for 2017-2018
A171 Clinical Science I became A271	**PUL 1** Core communication and quantitative skill, **PUL 2** Critical thinking, **PUL 3** Integration and application of knowledge	Course Completion rates, Weekly Procedure Sheet (attached), Midterm self-reflection required Fall 2017 (attached)	Class of 2017 had 100% completion of course. Students were required to complete a weekly procedure sheet for clinical portion of the course. Midterm reflection was completed in the course	In 2018 we plan to include student problem solving & critical thinking skills as part of the evaluation form for clinical facility to complete.
A172 Clinical Science II became A272	**PUL 1** Core communication and quantitative skill, **PUL 2** Critical thinking, **PUL 3** Integration and application of knowledge	Course Completion rates, Weekly Procedure Sheet (attached), DANB scores	Class of 2017 had 100% completion of course. Students were successful on DANB GC exam.	Clinical evaluation will be modified as in A271 for critical thinking assessment. .Midterm reflection will be required in this course as it is in A271 course.
A152 Radiology II became A252	**PUL 1** Core communication and quantitative skill, **PUL 2** Critical thinking, **PUL 3** Integration and application of knowledge	Course Completion rates, DANB scores, Radiographic Worksheet (attached)	Students completed a self-assessment on every radiographic patient. The student's self-grade was compared to grade received from faculty/clinic/dental office.	In 2018 will have students do a self-reflection of errors made during different procedures throughout the semester to demonstrate their knowledge of problem-solving skills and application to preventing same errors in the future

Assessment of Student Support (Advising), Student Self-Assessment and Critical Thinking

- Each full-time faculty member is an advisor to an assigned group of assisting students. The faculty meets around midterm of each semester with each of their advisees. The purpose of advising is to review the student's academic status with the student. Faculty and student discuss areas in need of improvement and ways to accomplish improvement. Students have continuous access to their advisors via email and face to face appointments as well as an open door policy. Students having academic difficulty, or who express a desire to do so, meet with their advisors more frequently, sometimes on a monthly basis. These meetings help us identify students in need of remediation early in the semester as opposed to the end of the semester. This way we can address the problem before it is too late.
- We have regularly scheduled curriculum assessment meetings to review curriculum and course outcomes. We share a Master Course list with two other IU dental assisting programs-IUFW and IUNW. Over several months all three campuses had input as to curricular appropriateness in: credit hour, course description, content, and course level. In 2017 we submitted the course level changes with appropriate course descriptions, credit hours and content for all the campuses.
- Students self-assess in the form of writing assignments, including reflective journaling, clinical competency self-assessment and self-assessment surveys throughout the curriculum.
- Dental assisting faculty spends considerable amount of their time preparing students for the Dental Assisting National Board (DANB) national exams. Part of the DANB preparation provided by the faculty includes supplying DANB exam blueprints to the students, having review sessions during class time and posting mock exams online in the same DANB exam format and time frame. Even though these efforts are labor and time intensive for dental assisting faculty, student success rate on DANB exams proves the extra efforts have been successful.

Benchmark Findings

- National professional credentialing is critical in assuring graduates know what is necessary to protect the public. Graduates from the IUSD Dental Assisting Program are required to take all three of the Dental Assisting National Board (DANB) national exams: Radiation Health and Safety (RHS), Infection Control (ICE) and General Chairside (GC) to become Certified Dental Assistants (CDA). Being a CDA protects the public by ensuring standards for the profession and is an objective measure of the quality education that is provided for IUSD dental assisting students
- Both tracks of the dental assisting program monitor the student results of DANB. DANB breaks down each exam into subject matter corresponding to their blueprints. Dental assisting faculty review the results annually to see how students are scoring on different

areas of the exam, and then modifies courses to address areas below program standards.

- DANB first-time pass rates are reported annually to the IUSD Office of Academic Affairs. Success rate on the first attempt of the DANB exams remain high every year.

DANB Pass Rates 2017

	ICE 1st Attempt	ICE Overall	RHS 1st Attempt	RHS Overall	GC 1st Attempt	GC Overall
Campus	94%	100%	100%	100%	87%	94%
Distance Learning	100%	100%	100%	100%	100%	100%

- We have been working with IU Online Team revising courses in the Distance Learning track. IU Online Team has assigned course designers and curriculum experts to each course in the curriculum. With their expertise we have modified courses to include many innovative learning tools for students. Some of the leaning tools included were:
  1. Online flashcards to learn dental specific terminology that students can do multiple times
  2. Review questions after a module is completed for students to assess their learning of that material
  3. Pictures of oral lesions for the Oral Pathology course that students can review for common oral lesions that may be seen in patients
  4. “Hotspots” on pictures of instruments so students can quiz themselves on procedure instruments. This allows the student to self-assess their knowledge of setting up instrument trays for specific procedures.

Midterm Reflection Survey

Let's take a pause and talk about how the course is going for you, and what I can do to best support your learning. I appreciate your feedback about the course.

1. What aspects of the course are helping you develop most? Please check all that apply.
   a. Course Texts
   b. PowerPoints and Handouts
   c. Procedure Videos
   d. Assignments
   e. Quizzes
   f. Lab Competencies
   g. Lab Exercises
2. Do you find the variety of things we do in class and for homework helpful? Why?/why not? What do wish we did more of and/or less of—and why?
3. Learning experts often talk about the necessary "difficulty" and "disorientation" that is part of learning. Can you share about what has been most challenging for you so far in this course? (Disorienting even?) What have you learned from this difficulty? What helped you in overcoming the challenge(s)?
4. Do you feel connected to your instructor? Do you feel connected to your classmates? Please explain.
5. In general, is there anything about the course that you think needs improvement? How would you improve it?
6. Please feel free to share any ideas, comments, or concerns as we enter the second half of the semester.
7. Are you learning what you expected to learn in this class?
8. Do you have any specific recommendations for how the course can be improved for the remainder of the semester or next time I teach it? If so, please describe in detail your suggestions.
9. Regarding the online nature of the course specifically, do you feel the activities enhance your learning of the material? Please explain.
10. Have you had any technical difficulties accessing materials? Do you have any recommendations regarding how to explain technical requirements or avoid any technical challenges in the future?
11. Would you take another online class in the future? Why or why not?

IUSD Distance-learning Dental Assisting Program
A271 Clinical Science I
Weekly Procedure Sheet
Revised June 2017

Weekly Evaluation:
Each week during this class the student is expected to complete the following Weekly Procedure Sheet and to actively participate in critical thinking skills encountered during the clinical assignment that week. A Weekly Procedure Sheet detailing clinical activities for the current clinical week must be submitted. **A Weekly Procedure Sheet must be submitted each Sunday by midnight of the week that the hours occurred, unless a different date is specified on the timesheet. If not submitted by deadline, points will be deducted.**

Student Name:_____

Date:_____

Dental Office/Clinical Site:_____

Total hours completed that week:_____

1. List the procedures you performed or acted as an assistant:

2. List the procedures you observed, but did not participate in:

3. What problems or mistakes did you encounter this week? How did you solve or handle them?

4. What experiences or procedures did you enjoy most this week? Please explain.

5. What experiences or procedures did you **not** enjoy this week? Please explain.

6. Start writing progress notes the week of November 1st.
   Please choose one procedure you assisted with or observed this week and write the patient progress notes for that procedure. Please follow format in the samples supplied in the PowerPoint. These need to be thorough and accurate. Remember progress notes are part of the patient's legal chart.

7. Any additional comments:

IUSD Distance-learning Dental Assisting Program
A272 Clinical Science II
Weekly Procedure Sheet

Weekly Evaluation:
Each week during this class the student is expected to complete the following Weekly Procedure Sheet and to actively participate in critical thinking skills encountered during the clinical assignment that week. A Weekly Procedure Sheet detailing clinical activities for the current clinical week must be submitted. These sheets are worth 10% of your final grade. **A Weekly Procedure Sheet must be submitted to your dropbox each Sunday by midnight of the week that the hours occurred. If not placed in dropbox by deadline, points will be deducted.**

Student Name:_____

Date:_____

Dental Office/Clinical Site:_____

Total hours completed that week:_____

1. List the procedures you performed or acted as an assistant:

2. What problems or mistakes did you encounter this week? How did you solve or handle them?

3. What experiences or procedures did you enjoy most this week? Please explain.

4. What experiences or procedures did you **not** enjoy this week? Please explain.

5. Please choose one procedure you assisted with this week and write the progress notes for that procedure. These should be as they would have been written in the patient's chart. **From first week in A272 you need to write progress notes. If you do not write progress notes each week 5 points will be deducted from your WPS grade.**

6. Any additional comments:

Radiographic Technique Worksheet
Department of Oral Pathology, Medicine & Radiology

Student Name _____ **Provider #** _____ **Date** _____

Class _____ **Chart #** _____

Patient's Name _____ **Age** _____

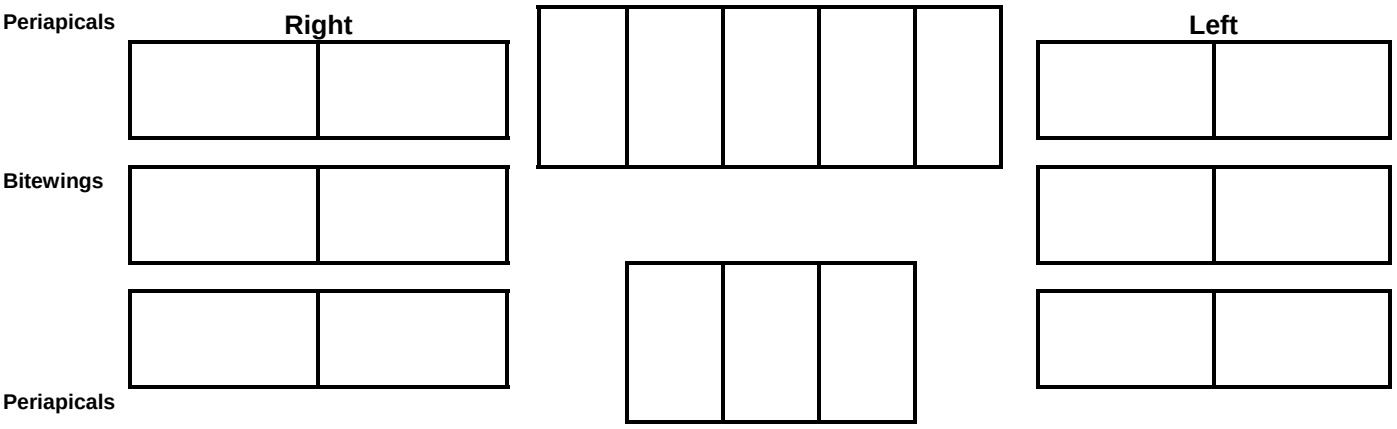
Survey: _____ Complete Mouth _____ Survey Update _____ Child Complete Mouth

_____ Partially Edentulous ___ PAS ___ PBW _____ Child Bitewings

_____ Edentulous

Additional Projections: _____ Occlusal _____ Panoramic

_____ Lateral Jaw _____ Taken by Student



Anatomic Factors			Patient Reaction		Modifications	
_____	Crowded Dentition	_____ Short Frenum	_____	Gagger	_____	Bisecting Angle
_____	Narrow Arch	_____ Large Tori	_____	Uncooperative	_____	Tab Bitewings
_____	Shallow Palate	___ Max	_____	Apprehensive	_____	Pedo Biteblocks
_____	Shallow Floor	___ Mand			_____	Topical Anesthesia

Instructions to Students: **Identify any technical errors that you have made and mark the appropriate box with the error code as listed below. Also, judge whether the error warrants retaking the film (mark those boxes with an "R" for Retake) or is a minor error (mark those boxes with an "M" for Minor). Using the scale on the back of this page, grade yourself on your radiographic technique. Your instructor will also evaluate your films and compare his/her evaluation with yours.**

1. Film Placement
2. Horizontal Overlap
3. Elongation
4. Foreshortening
5. Cone Cut
6. Apical Areas "Cut Off"
7. Film Bending
8. Exposure Error
9. Processing Error
10. Instrument Assembly
11. Patient Movement
12. Film Backwards
13. Thyroid collar
14. Dot orientation
15. White light exposure

Evaluation

			Self	Instructor
Total Points	**4.0**	**Maximum Score**	**4.00**	**4.00**
Retake(s)	**-.5**	**Retake(s) ___ x (-.5)**	_____	_____
Minor	**-.1**	**Minor Error(s) ___ x (.2)**	_____	_____
Error(s)	**or .2**			
		___ x (.1)	_____	_____
		Other (+/-)	_____	_____
		Final Score	_____	_____

Other

Additionally, points may be added/subtracted at the discretion of the faculty for any of the following:

_____	**Patient Management**	_____	**Self-Evaluation**
_____	**Patient Instruction**	_____	**Attitude**
_____	**Excessive Faculty Assistance**	_____	**Radiographic Interpretation Skills**
_____	**Radiation Protection/Safety**	_____	**Lack of Preparation**

Instructor's Comments: _____

_____

_____

_____

_____

Instructor's Signature/Number: _____

A form must be completed for each patient and handed in at the reception desk for credit!

Patient and student information and a faculty signature must be provided.