Assessing Competency in the “Other” Standards
2-14, 2-15, 2-16, 2-17, 2-18, 2-19, 2-20, 2-21 & 2-24

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Stds 2-09 Through 2-21 & 2-24

Assessment
Best Practices

CODA 2013 Standards

Help Schools
Assess Readiness

CODA Has Identified 27 Components of General Dentistry

Professional Role, Demeanor, Values
(N = 12; 44%)

Patient Care / Clinical Skills
(N=15; 56%)

Help Schools Assess Readiness
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**Std** | **Role, Demeanor, Values (12)** | **Assessment**
---|---|---
2-09 | Use critical thinking in patient care, inquiry and research |  
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2-14 | Apply biomedical science knowledge in patient care |  
2-15 | Apply behavioral sciences & patient-centered approaches to promote, improve & maintain oral health |  
2-16 | • Manage a diverse patient population  • Skills for multicultural work environment (CC) |  
2-17 | • Practice Mgmt: regulatory, principles  • Health care delivery models  • Function as oral health care team leader |  
2-19 | IPE: Collaborate with other health care team members |  
2-20 | Apply ethical decision-making & professional responsibility |  
2-21 | EBP: Access, critically appraise, apply, communicate |  
2-22 | Provide oral health care to patients in all life stages |  
2-24 | Assess Tx needs of patients with special needs |  

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**To Date, The Bar Has Not Been Difficult to Clear**

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**E Process**

**Exposure**  | **Experience**  | **Exploration**  | **Evidence of Competence**  
---|---|---|---
* Individualized  | * High fidelity  | * Meaningful  

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<table>
<thead>
<tr>
<th>Component</th>
<th>Essay</th>
<th>Reflect</th>
<th>Inquire</th>
<th>OSCE</th>
<th>Portfolio</th>
<th>CPR</th>
<th>Observe</th>
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<tr>
<td>2-14 Biomed apply</td>
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<td>✔</td>
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<tr>
<td>2-15 Behavioral science</td>
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<td>✔</td>
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<tr>
<td>2-16 Diverse population</td>
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<tr>
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<td>✔</td>
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<td>2-22 All life stages</td>
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<td>2-24 Special needs</td>
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</tbody>
</table>

**# 1 Issue in Competency Assessment**
- **Objective** - candidates are assessed with the same stations
- **Structured** – stations have specific tasks.
- **Clinical Exam** – candidates apply knowledge & skills to important tasks


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**Portfolios**

Iowa’s Learning Portfolio


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**Educational Portfolio**

- Best Work – Exemplary Cases and / or
- Evidence of Progress Toward Specific Competencies (Artifacts)
- Guided by categories for evidence
- Standards / Criteria
- Prescribed display formats
- Reflection / Self- assessment
<table>
<thead>
<tr>
<th>Std</th>
<th>Role, Demeanor, Values (12)</th>
<th>Assessment</th>
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</thead>
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| 2-24 | Assess Tx needs of patients with special needs | |
2:16 Cultural Competency OSCE


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Competency in Health Care Team Leadership

2-18

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2-19:
Graduates must be competent in communicating & collaborating with other members of the health care team to facilitate provision of health care.

- Understand roles of other health providers
- Have educational / clinical experiences that involve working with other health care students and practitioners
- Coordinate patient care within health care system relevant to dentistry
- Primary care physicians, nurses & medical students
- Public health care providers
- Nursing home care providers
- Pharmacists & other allied health
- Social workers
IPE Opportunities

• IPCSL Teams (IPE Courses)
• IP Care Rotations (IPCR)

2013 CODA Standards

Std. 2 – 21 (EBP)
Graduates must be competent to assess, critically appraise, apply and communicate scientific and lay literature as it applies to providing evidence-based patient care.

Intent:
The educational program should introduce students to the basic principles of translational research, including how such research is constructed, evaluated, applied and explained to patients.

UTHSCSA Dental School

Critical Thinking 2-09
Critical Appraisal EBP 2-21
Self Assessment & Self-Directed Learning 2-10
**UTHSCSA CATs INITIATIVE**

**Central Hypothesis:** The CAT will serve as a mechanism to infuse science and critical thinking skills into dental education at all levels.

**Critically Appraised Topic Summaries (CATs)**

**CAT**

5-step evidence search process
1. PICO question
2. Systematic search
3. Critical appraisal
4. Decision
5. Write summary (CAT)


**Assessment Pertinent to Standard 2-21**

- Written assessment: KACE
- Students’ EBP Case Presentations
- EBP OSCE
- Clinical evaluation – Triple Jump
- Assessment of students’ CATs
KACE  Hendricson@uthscsa.edu  
\begin{itemize}
\item EBP Knowledge, Attitudes, Access, Confidence
\item Evaluation 4 scales 35 total items Self-report
\end{itemize}

<table>
<thead>
<tr>
<th>Scales</th>
<th>Items</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of critical appraisal</td>
<td>10</td>
<td>5 option MCQs</td>
</tr>
<tr>
<td>Attitudes about EBP</td>
<td>10</td>
<td>5 options: SA to SD</td>
</tr>
<tr>
<td>Methods for Accessing evidence</td>
<td>9</td>
<td>5 options: Very Frequently to Never</td>
</tr>
<tr>
<td>Confidence in critical appraisal</td>
<td>6</td>
<td>5 options: Very Confident to Not at All</td>
</tr>
</tbody>
</table>


EBP / CAT Case Presentations in Group Practices

Clinical Presentations - CATS

UTHSCSA Predoctoral Curriculum

CATs OSCE Stations

1. Write a PICO for provided scenario
2. Rank order journals by evidence quality
3. Access Pubmed at computer & conduct search
4. Read abstract & identify study type
5. Read abstract & identify evidence level
6. Answer questions about threats to validity
7. Assess claim in an advertisement
8. Verbally analyze an abstract