Strategies for Assessing Students’ Progress Toward Competency

ADEA Regional Accreditation Workshop Series

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Use the 2013 Self Study Guide

This Morning’s Agenda
Context for CODA 2013: competency assessment concepts
New assessment dimension: 27 components of general dentistry and overall competency
Strategies for assessing overall competency
Tips: writing standards 2-5 & 2-23
Let’s talk points & requirements: writing standard 5-4
Sources: Competency Assessment
Leung. Competency-Based Medical Training. BMJ. 2002; 32

Commission on Dental Education (CODA)
The foundation of these Standards is a competency-based model of education through which students acquire the level of competence needed to begin the unsupervised practice of general dentistry.

American Dental Association.
http://www.ada.org/prof/resources/positions/statements/evidencebased.asp

CBE Planning Process

1. What do entry-level DDS need to KNOW & DO? Competencies
2. What learning experiences help students obtain the competencies? Curriculum
3. What do they think we will accept as proof of competency? Outcomes

Reference Standards

Assessment Principles in Competency-Based Education


Purposes of Assessment?


Demonstrate Practice Readiness

Comprehend Foundations
Progress Toward Competence

Faculty’s Key Assessment Decisions
How do you make progression decisions?
How do you certify who is ready for practice?

4/16/2013
**Miller’s Pyramid of Competency**

**Training Pathway**

<table>
<thead>
<tr>
<th>Knows How</th>
<th>Shows How</th>
<th>Does Patient Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehends “Fundamentals”</td>
<td>“Safe” practice</td>
<td>Closes an incision on a model; narrates technique &amp; answers questions</td>
</tr>
<tr>
<td>Can apply knowledge</td>
<td>Explains how to place sutures to close an incision; general to specific</td>
<td>Shows how “Safe” practice</td>
</tr>
<tr>
<td>Knows How</td>
<td>Knows How</td>
<td>Knows How</td>
</tr>
<tr>
<td>Can apply knowledge</td>
<td>Can apply knowledge</td>
<td>Can apply knowledge</td>
</tr>
</tbody>
</table>

**Assessment Pathway**

<table>
<thead>
<tr>
<th>Knows How</th>
<th>Shows How</th>
<th>Does Patient Care</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Knows How</td>
<td>Knows How</td>
<td>Knows How</td>
</tr>
<tr>
<td>Can apply knowledge</td>
<td>Can apply knowledge</td>
<td>Can apply knowledge</td>
</tr>
</tbody>
</table>

**Examples**

**COMPETENCY ASSESSMENT MAP**

<table>
<thead>
<tr>
<th>Domain</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Clinical reasoning</em></td>
<td><em>Patient assessment</em></td>
<td><em>Practice application</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Diagnosis</em></td>
<td><em>Nursing process</em></td>
<td><em>Quality improvement</em></td>
</tr>
</tbody>
</table>

**Assess work performance**

Assess process, product/outcomes with portfolio, test patients and longitudinal observation

**Assess use in controlled situations**

OSCE, lab projects, simulations, clinic assisting

**Assess knowledge application**

Recent essays, Case-based MCQ, Oral exams

**Assess comprehension**

MCQ, Short answer essay, MTF, Matching

**EXAM**

- *Comprehensive Assessment Map*
- *Patient Assessment & Diagnosis*
- *Comprehensive Treatment Planning*

**Dental School Competency Domain: 5 & 6**

- *Current State: Student in clinical education and diagnostic clinical outcomes on PES (p. 5)*
- *Future State: Student in comprehensive treatment planning and assessment of treatment outcomes as educational outcomes in PES (p. 16)*

**Evaluation**

- *Assesses strengths, weaknesses, and future needs*
- *Assesses clinical judgment and problem-solving skills*
- *Assesses ability to work independently and collaboratively*
- *Assesses ability to perform in a controlled and uncontrolled environment*

**Assessment Tools**

- *Mini-interviews, OSCE*
- *Clinical simulations, clinics*
- *Portfolio, test patients, longitudinal observation*

**Assessment Criteria**

- *Authenticity, High Fidelity*

**Suturing**

- *Knows how to use sutures* (OSCE, case-based MCQ, oral exams)
- *Comprehends “Fundamentals”* (MCQ, short answer essay, MTF, matching)

**Miller GE. Acad Med. 1990; 65: 563-567**
### Assessment Matrix

**Readiness for Practice**

<table>
<thead>
<tr>
<th>Student IS Competent</th>
<th>Student IS NOT Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong> (Promote, Graduate)</td>
<td>Correct Decision</td>
</tr>
<tr>
<td><strong>Fail</strong> (Remediate, Dismiss)</td>
<td>False Positive</td>
</tr>
</tbody>
</table>

**96 / 100 DS grads**

**4 / 100 attrition**


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### Why Do We Have False Positives & False Negatives?

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### Factors that Influence Assessment

- Evaluator inconsistency
- Patient / assessment circumstance inconsistency
- Nature of experts & expert judgment
- Teacher role perceptions: “coach vs. cop”
- Inconsistent interaction / observation
- Quality of data collection instruments & evidence that is collected (reliable & valid?)
- Are we assessing the right things?
- Differing perceptions of “competence”

Are We Assessing the Right Things?

It's more important to measure the right skills with less than perfect precision than to assess less important skills with perfect precision. John Tukey, 1952

We measure what we value. Our tests tell us who we are as a profession. George Miller, 1984; 1990.

What is Competence?

What is Competence?

CODA 2013 Indicates that General Dentistry Has 27 Components

- Professional Role, Thinking, Demeanor, Values (N = 12; 44%)
- Patient Care / Clinical Skills (N=15; 56%)

<table>
<thead>
<tr>
<th>Std</th>
<th>Role, Demeanor, Values (12)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-09</td>
<td>Use critical thinking in patient care, inquiry and research</td>
<td></td>
</tr>
<tr>
<td>2-10</td>
<td>Use self-assessment to develop competency</td>
<td></td>
</tr>
<tr>
<td>2-14</td>
<td>Apply biomedical science knowledge in patient care</td>
<td></td>
</tr>
<tr>
<td>2-15</td>
<td>Apply behavioral sciences &amp; patient-centered approaches to promote, improve &amp; maintain oral health</td>
<td></td>
</tr>
</tbody>
</table>
| 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 |  |

- a) Patient assessment, dx, comprehensive TxP, prognosis & informed consent
- b) Screening and risk assessment of head & neck cancer
- c) Recognize complexity of patient Tx & identify when referral is indicated
- d) Health promotion & disease prevention
- e) Anesthesia, pain & anxiety control
- f) Restoration of teeth
- g) Communicate & manage dental lab procedures in support of patient care
- h) Replacement of teeth: fixed, removable & dental implant prosth therapy
- i) Periodontal therapy
- j) Pulpal therapy
- k) Oral mucosal & osseous disorders
- l) Hard & soft tissue surgery
- m) Dental emergencies
- n) Malocclusion & space management
- o) Evaluation of Tx outcomes, recall strategies & prognosis

**CODA 2013 Standard 2-23**

• “Programs should assess overall competency, not simply individual competencies in order to measure the graduate’s readiness to enter the practice of general dentistry.” *DEP Standards, 2013; pg. 45*
Standard 2-23 Description; Pg. 46

#3: Describe how students are assessed in each of the areas (a. through 0.). **Describe how students' overall competency is assessed to determine the graduate's readiness to enter the practice of general dentistry.**

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New Focus: Components & Overall Domain of General Dentistry

Professional competence is more than demonstration of isolated competencies. When we see the whole, we see its parts differently than when we see them in isolation.


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What is a “General Dentist”?

What is the school's definition of General Dentistry?

If you don’t know where you’re going, you’ll end up someplace else.”

Yogi Berra
So, How Do We Accomplish Both Component & Overall (Job Readiness) Assessment?

27 Component Competencies

Overall Readiness for General Dentistry Practice

Credentialing

a. Patient assessment, dx, comprehensive TxP, prognosis & informed consent
b. Screening and risk assessment of head & neck cancer
c. Recognize complexity of patient Tx & identify when referral is indicated
d. Health promotion & disease prevention
e. Anesthesia, and pain & anxiety control
f. Restoration of teeth
g. Communicate & manage dental lab procedures in support of patient care
h. Replacement of teeth: fixed, removable & dental implant prosth therapy
i. Periodontal therapy
j. Pulpal therapy
k. Oral mucosal & osseous disorders
l. Hard & soft tissue surgery
m. Dental emergencies
n. Malocclusion & space management
o. Evaluation of Tx outcomes, recall strategies & prognosis

2-23a Composite Data; Class of 2012; All Students

<table>
<thead>
<tr>
<th>Evaluated Performances (20)</th>
<th>Year</th>
<th>1st Attempt</th>
<th>Ultimate Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Medicine Competency Assessment in DIAG 6035 (2)</td>
<td>2</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Full Mouth Radiographic Survey (3)</td>
<td>3</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>Radiographic Interpretation (2)</td>
<td>3</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Online Examination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio Review / Presentations (3): Complex, Implant &amp; South Texas</td>
<td>3 &amp; 4</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>TMD Occlusal Assessment &amp; TMJ Function</td>
<td>3</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Periodontal Assessment, Diagnosis and Plan for Therapy (3)</td>
<td>3 &amp; 4</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Case Presentations (3): Prosth, CAT/EBP and Elder Care Unit</td>
<td>4</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>Dental Emergency Care (2)</td>
<td>3 &amp; 4</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Mock WREB: PA &amp; TxP</td>
<td>4</td>
<td>86%</td>
<td>97%</td>
</tr>
</tbody>
</table>
### Stronger: Individual Component Credentialing

<table>
<thead>
<tr>
<th>Dental School Competencies</th>
<th>SA Comp</th>
<th>CODA 2013 Std</th>
<th>Assessment (Credentialing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical reasoning &amp; professional responsibility</td>
<td>1</td>
<td>2-20</td>
<td></td>
</tr>
<tr>
<td>Use critical thinking &amp; problem-solving during patient care</td>
<td>2</td>
<td>2-9</td>
<td></td>
</tr>
<tr>
<td>Self-assess performance</td>
<td>3</td>
<td>2-10</td>
<td></td>
</tr>
<tr>
<td>Apply biomedical knowledge during patient assessment &amp; treatment</td>
<td>4</td>
<td>2-14</td>
<td></td>
</tr>
<tr>
<td>Perform patient assessment &amp; diagnosis</td>
<td>5</td>
<td>2-23s</td>
<td>Based on What Evidence?</td>
</tr>
</tbody>
</table>


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### 2-23a Credentialing for Student XYZ

#### Evaluated Performances (20)

<table>
<thead>
<tr>
<th>Performance</th>
<th>Year</th>
<th>Appraisal / Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Medicine Competency Assessment in DIAG 6035 (2)</td>
<td>2</td>
<td>P</td>
</tr>
<tr>
<td>Full Mouth Radiographic Survey (3)</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>Radiographic Interpretation (2)</td>
<td>3</td>
<td>P</td>
</tr>
<tr>
<td>Online Examination</td>
<td>3</td>
<td>P</td>
</tr>
<tr>
<td>Portfolio Review / Presentations [3]: Complex, Implant, South Texas</td>
<td>3 &amp; 4</td>
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<tr>
<td>TMD Ocular Assessment &amp; TMJ Function</td>
<td>3</td>
<td>P</td>
</tr>
<tr>
<td>Periodontal Therapy Part I: Assessment, Diagnosis and Plan for Therapy (3)</td>
<td>3 &amp; 4</td>
<td>S</td>
</tr>
<tr>
<td>TP Case Present: (3) Prosth, CAT &amp; Elder</td>
<td>4</td>
<td>S</td>
</tr>
<tr>
<td>Dental Emergency Care (2)</td>
<td>3 &amp; 4</td>
<td>S</td>
</tr>
<tr>
<td>Mock WREB: Patient Assessment &amp; TxP</td>
<td>4</td>
<td>P</td>
</tr>
<tr>
<td>Monthly Progress Assessments</td>
<td>3 &amp; 4</td>
<td>E or S</td>
</tr>
</tbody>
</table>

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### Where is the Evidence for Each Student To Support Decisions?

- **Assessments**
- **Comprehensive Profile For Each Student**
**Individualized Comprehensive Profile (ICP)**

Student’s profile includes:
- Procedures/experiences linked to 2-23
- Results for evaluations for 2-23 a - 0
- Results of evals for 2-14 to 2-22 & 2-24
- Inventory of 2-25 CSL experiences
- Monthly progress reports (Aug - May)
- Students’ DS4 Learning Plan
- Final evals from rotations
- Incident reports / disposition
- Remediation reports
- Group Leader year-end summary letter

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**So, How Do We Accomplish Both Component & Overall (Domain) Assessment?**

- **27 Component Competencies**
- **Overall Readiness for General Dentistry Practice**

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**Methods for Overall Assessment of General Dentistry Readiness**

1. Capstone OSCE / Triple Jump Exercises
2. Competency Documentation Portfolio
3. In-school “residency” with fidelity to General Dentistry / Comprehensive Patient Care (longitudinal observation by same set of faculty)
4. Monitor / proctor oversight system (with ICP)
# 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


### OSCE

- **Portfolios**

Iowa’s Learning Portfolio

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

Competency Portfolio

- Exemplary (best) work vs. representative work
- Linked to CODA standards
- What types of evidence & how much?
- Self assessment & other reflection exercises
- Student generated learning plan/objectives
- High % of overall assessment – must have "teeth"
- Final review panel & criteria

Assess Overall Readiness With Longitudinal Observation By Core Faculty Group For 2+ Years

- Problem-solving
- Process
- Professionalism
- People Skills
- Procedure (tech skill)
- Products (outcomes)
- Perspiration (work habits)

ADEA CCL. Assessing Students’ Competency. JDE. 2008
Lee. Competency-Based Training. BMJ. 2002
General Practice Groups (GPGs)

GPG Community
1. GPG Leader-General Dentist
2. GPG Assist Leader-Gen Dentist
3. Prosthodontist
4. Operative Dentistry
5. PT faculty (2015: 7/week)
6. On-call consultants (1 per floor)
7. Patient Care Coordinator
8. Patient Scheduler
9. Dental Assistant
10. 2015: 4 Dental Hygiene students
11. 12-13 DS3s
12. 12-14 DS4s
13. 1000 + patients in each GPG

2 Yr Observation
1. D4 Progress Assessments
2. D4 Graded Clinical Exams
3. Patient outcomes
4. Daily feedback
5. Monthly Progress Reports
6. Productivity / chairtime
7. Mock WREB
8. Professionalism
9. Rotation evals: OS, Pedo, FQHC, Sp
10. Case Presentations
11. Portfolio of cases / projects
12. South Texas Experience
13. GPG Seminar

Overall Assessment
1. Pt Outcomes
2. Administration
3. Progress Assessments
4. Graded Clinical Exams
5. Professionalism
6. Rotation Evaluations
7. Portfolio Cases
8. Self Assessment
9. GPG Seminar
10. South Texas Rotation Assessment
11. Case Conferences
12. Student Chief
13. Mock WREB
14. CAT/EBP
15. Charttime
16. Monthly Progress Evals
17. Component Certification
18. DS 3 to 4 Progression
19. Readiness Certification
Today’s Agenda
Context for CODA 2013: current assessment concepts
A new assessment dimension: determining overall readiness for general dentistry
Implications of 2013 standards for organization of clinical education
Tips: writing standards 2-5 & 2-23
Let’s talk points & requirements: writing standard 5-4

The dental education program must employ student evaluation methods that measure its defined competencies
1. Your definition of general dentistry
2. Refer (link) to your DS competencies
3. Introduce your assessment model (one para):
   – Measure acquisition of foundations: K, S & V
   – Evaluate progress toward competence
   – Certify (credential) readiness to graduate [ultimate evaluation of competence]
Outline for Standard 2-5

- Overview statement of how your assessment model works
- Display graphic to depict your assessment model
- Describe types of assessments used for FOUNDATIONS
- Describe assessments for PROGRESS toward competency
- Describe assessments for FINAL CERTIFICATION of competency
- Clear description of how year-to-year progression decisions are made
- Links to all formative & summative assessment forms
- Risk assessment process to detect struggling students

Writing 2-23 – Con’t

For each component (a – o)
- Your competencies which address that component; a - o
- Synopsis of foundational curriculum for acquisition of competency
- Describe assessments for foundations (Brief; refer to map)
- Describe independently performed clinical evaluations in yrs 3 & 4 to determine students’ progress toward competency
- Describe how final certification of competency is determined
- Provide assessment maps in appendices; one for each competency
- Appendices: All competency evaluation forms for 2-23 a-o (linked to master table of major assessments)

Self-Assessment Worksheet for 2-5 & 2-23

NOTE: 2-23 New / Revised Standards

b) screening and risk assessment for head and neck cancer
c) recognizing the complexity of patient treatment and identifying when referral is indicated
g) communicating and managing dental laboratory procedures in support of patient care
h) replacement of teeth including fixed, removable and dental implant prosthodontic therapies
Standard 5 – 4
Use of Points & Requirements in the Assessment of Students

2 Sides to the Coin
Skill Acquisition
- Preparation/Precurors
- Prompted Practice (Reps)
- Perform Personally (Solo)
- Persistent Performance
- Perfecting (Refining)
- Plateau

"I've spent 3 appointments doing stuff for you that don't benefit me. I need you show up when you are supposed to, so I can start work on you that will earn me points that I need or I'm going to have to drop you."

Ericsson. Acad Med. 2004; S70-S81

Comparing 2008 & 2013
2008: Quantitative criteria for student advancement & graduation must not compromise delivery of comprehensive patient care.
  - Describe the school's philosophy on comprehensive patient care.
  - How are patients assured of receiving comprehensive care?

2013: Quantitative criteria for student advancement & graduation must not compromise delivery of comprehensive patient care.
The use of quantitative criteria for student advancement & graduation must not compromise the delivery of comprehensive patient care. (2013)

A. Description:
Describe the school's philosophy on comprehensive patient care. How are patients assured of receiving comprehensive care?
Describe how patients are assured of best practices care and not care related to quantitative requirements.
Comment on the effectiveness of the system in place to ensure that all students encounter the specified types of patient/clinical conditions needed for the clinical objectives to be met.

B. Supportive Documentation:
List of clinical requirements & clinical competency exams required for graduation.

Full Disclosure – We Have These Requirements & Deadlines

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Academic Year</th>
<th>Required Units</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>XYZ</td>
<td>DS3</td>
<td>6</td>
<td>Dec 1</td>
</tr>
<tr>
<td>XYZ</td>
<td>DS4</td>
<td>3</td>
<td>Feb 1</td>
</tr>
<tr>
<td>Etc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UTHSCSA-DS Table 2-25-3 (2012 SSR)

Major Examinations of Competencies

<table>
<thead>
<tr>
<th>Component</th>
<th>Evaluations of Student’s Independently Performed Skills</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Patient Assessment &amp; Diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Mouth Radiographic Survey (5)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Radiographic Interpretation (5)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Rhinologic Assessment (5)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Maxillofacial Head &amp; Neck (5)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Dental Emergency Care</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Mock WNB; Patient Assessment and Treatment Planning</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Oral Assessment of Student’s Technical Development/Performance/Interactions</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Monthly Assessment of Professionalism, Ethics &amp; Progress Toward Competency</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Mid-Year &amp; End of Semester Progress Toward Competency Assessments</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>5. Treatment Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation (1); Complete Patient (1) and Implant Patient (1)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Emergent Therapy Part I: Assessment, Diagnosis and Plan for Therapy</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Diagnosis and Treatment Planning</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Outcomes of Care Examination</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Mock WNB; Patient Assessment and Treatment Planning</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Oral Assessment of Student’s Technical Development/Performance/Interactions</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Monthly Assessment of Professionalism, Ethics &amp; Progress Toward Competency</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Mid-Year &amp; End of Semester Progress Toward Competency Assessments</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
### 5 – 4 Narrative (4 pages)

<table>
<thead>
<tr>
<th>Item</th>
<th>Documents (Append)</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>How training &amp; assessment system works vis-à-vis patient care</td>
<td></td>
<td>1/2 pg</td>
</tr>
<tr>
<td>Comprehensive Care Policy</td>
<td>Yes</td>
<td>½ pg</td>
</tr>
<tr>
<td>Standards of Care</td>
<td>Yes</td>
<td>½ pg</td>
</tr>
<tr>
<td>Patient screening and selection</td>
<td>Flowchart</td>
<td>½ pg</td>
</tr>
<tr>
<td>How are patients scheduled and by who?</td>
<td>Flowchart</td>
<td>½ pg</td>
</tr>
<tr>
<td>Policy on patient transfer among students</td>
<td>Yes</td>
<td>½ pg</td>
</tr>
<tr>
<td>Patient outcome assessment data; patient completion data</td>
<td>Tables</td>
<td>½ pg</td>
</tr>
<tr>
<td>Patient satisfaction data</td>
<td>Table</td>
<td>½ pg</td>
</tr>
</tbody>
</table>

### UT Health Science Center

**Std 5 – 4 Self - Assessment**

1. Does the clinic function as a patient-first facility?
2. Is patient selection & scheduling managed by faculty?
3. Is patient scheduling based on the patients' TxP, unless in an emergency situation or WIC emergency clinic?
4. Is Tx based on an approved TxP that is accessible in the patient management system for inspection?
5. Is Tx sequence altered to benefit students' acquisition of requirements / points or facilitate an assessment?
6. Are students' assessments based on Tx needs of patients at that point in time?
7. After initiation of Tx, are some patients discontinued because they no longer meet the training needs of students?

### Final Thoughts

**What is the school's definition of General Dentistry?**

How would we describe our methods to ensure calibration of faculty?