Assessing Competency in the “Other” Standards
2-09, 2-10, 2-14, 2-15, 2-16, 2-17, 2-18, 2-19, 2-20, 2-21, 2-22 & 2-24

What Evidence Can Schools Provide?

Bill Hendricson
Assistant Dean, Education
UTHSCSA Dental School
Senior Consultant,
Academy for Academic Leadership

The Overall “Domain” of General Dentistry Consists of 27 Components

Professional Role, 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>
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<td></td>
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<td>2-24</td>
<td>Assess Tx needs of patients with special needs</td>
<td></td>
</tr>
</tbody>
</table>
Experience – Evaluation Continuum For “Other” Competencies

<table>
<thead>
<tr>
<th>Expose</th>
<th>Explore</th>
<th>Engage</th>
<th>Evidence of Competence</th>
</tr>
</thead>
</table>

- **Written Tests**
  - Context Free MCQ
  - Case-Based MCQ
  - Brief focused Essay
  - Extended Essay
- **Feedback & Reflection**
  - Self Assess
  - Reflective Writing
  - Learning Plan
  - 360° Eval
- **Inquiry**
  - CATs
  - Critically Appraised Topics
  - Research, sRie, Report
- **Technology Simulation**
  - Virtual Reality
  - Computer-based
  - Models
  - Lab Simulators
- **Station Exams**
  - OSCE
  - Triple Jump Exercise
- **Work Samples**
  - Case Present
  - Portfolio of cases & products
  - Chart Audit
  - With Oral Exam (CPR)
- **Observation Based Assessment**
  - Single Task/Product Rate with Checklists
  - Test Cases
  - Global Ratings
  - Overall performance across time

**Assessment Toolkit**

- Albino (JDE; 2008)
- Kramer (JDE; 2009)

<table>
<thead>
<tr>
<th>Std</th>
<th>Component</th>
<th>Written Essay</th>
<th>Reflect</th>
<th>Inquiry</th>
<th>Sim</th>
<th>OSCE 3J</th>
<th>Work</th>
<th>Observe</th>
<th>Assess</th>
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</thead>
<tbody>
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<td>Critical think</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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</tr>
<tr>
<td>2-10</td>
<td>Self-assess</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-14</td>
<td>Biomedical apply</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-15</td>
<td>Behavioral</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-16</td>
<td>Multicultural Care</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-17</td>
<td>Practice Mgmt</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-18</td>
<td>Health Care Models</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-19</td>
<td>IPE</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>2-20</td>
<td>Prof &amp; Ethics</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<td>EBP</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<td>All life stages</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<td>Special needs</td>
<td>✔ ✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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**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
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2-14: Apply biomedical science knowledge in patient care

Pathophys OSCE
Pathophys Case With Q & A
CPR Case Prompted Review With Pathophys Focus
Student Created Case with BSK

2-16 Cultural Competency OSCE


Competency in Health Care Team Leadership
2-18
SPP Rotation
Group Practice Team
OSLO
Objective Structured Leadership Observation

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)

Team Self-Assess
Team RRR / CAT
“Lessons” Case Present
Team Planning Project

2/25/2013
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 CATs INITIATIVE

Central Hypothesis: The CAT will serve as a mechanism to infuse science & 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
- Assessment of students’ CATs

KACE  
Hendricson@uthscsa.edu

- EBP Knowledge, Attitudes, Access, Confidence Evaluation 4 scales 35 total items Self-report

<table>
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<tr>
<th>Scales</th>
<th>Items</th>
<th>Response</th>
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<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>
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</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