**University of Hawai‘i Maui College Dental Assisting Program**

**Program Review, October 31, 2014**

**Program Description**

**Program Mission Statement**

The University of Hawai‘i Maui College Dental Assisting Program is dedicated to educating and preparing dental assisting leaders for careers in a diverse and changing health care environment and providing a liberal education as well as outstanding clinical experiences.

The curriculum reflects the core values of the dental profession in private and public health settings. The program is committed to creating a humanistic, educational environment that will facilitate the development of responsible, ethical, oral health professionals who are sensitive to patient needs and competent in all areas of dental assisting. The program strives to produce graduates who are confident and compassionate in their profession and competent in self-assessment in preparation for lifelong learning.

Educational and clinical services provided by dental assisting students include dental health education, disease prevention, and promoting the highest standards of oral health care for a diverse population of patients.

**Introduction**

The University of Hawai‘i Maui College Dental Assisting Program began in fall 2002 in response to community need for dental auxiliaries (dental assistants and dental hygienists) and an urgent need to increase the number of oral health providers in Maui County. Dental care and oral health are priorities of the Surgeon General and the Hawai‘i Health Department. Hawai‘i is below the national average for access to oral health care. Lorrin Pang, M.D., Maui County Health Officer estimates 33 percent of Maui County residents do not have adequate access to dental health care. The issues are complex and include lack of public water fluoridation, inadequate reimbursement for dental care, and shortage of dental auxiliaries. Generally, the neighbor islands, where the rates of poverty, lack of insurance, and Medicaid coverage are highest, have greater needs and fewer available dentists than O’ahu. The entire island of Maui is recognized by the federal government as a Dental Health Professional Shortage Areas and continues to need qualified dental assisting professionals.

The UH Maui College’s Dental Assisting Program is a two-semester program that provides students with the skills needed to succeed in the dental profession. Accredited by the American Dental Association Commission on Dental Accreditation (ADACODA), the Dental Assisting Program offers classroom instruction and hands-on clinical training at community dental clinics and private dental offices on Maui.

**1.**

1. **Demand Indicator:**
2. **Effectiveness Indicator:**
3. **Efficiency Indicator:**

**2. Industry Validation (check all that apply)(IV-A):**

Advisory Committee Meeting(s) Yes, How many? 2 Did Advisory Committee discuss CASLO/PLO? Yes\_X\_ No\_\_

Coop Ed Placements \_X\_ Fund raising activities/events \_X\_ Service Learning \_X\_

Provide program services that support campus and/or community \_X\_ Outreach to public schools \_X\_

Partner with other colleges, states and/or countries \_X\_ Partner with businesses and organizations \_X\_

Other\_\_ Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. List PLOs (attach Program map) (IV):

* 1. Program Learning Outcomes

*The goals/student learning outcomes of the UH Maui College Dental Assisting Program are to facilitate the development of entry level care providers who:*

*PLO 1 - Demonstrate an understanding of dental assistant roles including the legal, professional, and ethical responsibilities within the community.*

*PLO 2 - Demonstrate basic theoretical knowledge and skills in biological science, dental radiology, chairside dental assisting, and business office procedures to support dental assisting practice and build the foundation for an associate degree dental hygiene program.*

*PLO 3 - Demonstrate a commitment to life-long learning and advancing competency over a lifetime of clinical practice.*

**4. Instrument used for assessment (check all that apply) (IV-B):**

**Work Sample\_X\_ Portfolio\_\_ Project \_\_ Exam \_\_ Writing Sample \_\_**

**Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

In DENT 150, a series of 4 web assignments are assigned. These web tasks are similar to those that the dental assistant may be asked to accomplish in industry. The goal of this assignment is to assure that students are able to determine the breadth and depth of the information needed, apply effective search strategies, evaluate the information and sources critically, communicate the researched information effectively, and use the information ethically.

In sample 1, Hard Surface Disinfectants, the student demonstrates complete and accurate understanding of how to research various disinfectants available in dentistry. A comparative listing of their speed, toxicity, efficacy, odor, staining ability, corrosive ability, convenience, and price was completed and the best possible product was selected. She presents a thorough and accurate analysis of all of the significant factors and the resultant product of choice. All of the critical factors were assessed and the product selected is the optimal choice of most dental offices today. Correct grammar, spelling, and logic enhance the clarity of her choice of disinfectant. Information retrieval and analysis of this nature is at the exemplary level appropriate for dental assistants in the dental profession.

In sample 2, Updated Infection Control Guidelines for Dentistry, the student selected the correct and specific link to the Updated Infection Control Guidelines for Dentistry issued by the Centers for Disease Control (CDC).

It is the guideline of choice and appropriate at the exemplary level for dental assistants.

*Please briefly describe course work designed to prepare this student to demonstrate this CASLO:*

In sample 3, Waste Disposal Regulations and Continuing Education Sources, the student provided the appropriate link to the Hawaii dental waste removal policies and a variety of possible continuing education resources. The information is accurate and answers to the task. This is an example of exemplary work appropriate for the dental assistant.

In sample 4, Stages of Aging, the student demonstrates logical and accurate analysis of the researched information on three celebrities. Reasoning for her selection of specific Stage of Aging is stated in a systematic and logical fashion. Information retrieval and analysis of this nature is at the exemplary level appropriate for dental assistants.

All UH Maui College Dental Assisting program students are issued a netbook and iPad at the start of the two-semester program. Students utilize the tablet and netbook in the clinical area and classroom to research chairside skills, procedures, and processes. They educate patients and explore topics of interest, such as drug interactions, dental materials and infection control supplies and disinfectants, expertly by retrieving information appropriately and skillfully online. This information is analyzed for accuracy and efficacy and the result is communicated in a concise and understandable manner, always mindful of HIPAA regulations and the professional ethics of dentistry.

Course work that prepares students to demonstrate the information retrieval CASLO includes:

1. Students learn to research various disinfectants used in dentistry, compare essential factors and select the best product for the task.

2. Students research specific organizations for the updated infection control guidelines in dentistry.

3. Students research the ages of selected celebrities, place them in the stages of aging, and identify if the attitudes, characteristics, and needs of the celebrities match those of the typical person in their category.

4. Students obtained accurate information regarding local regulations about dental waste removal.

5. Students researched sources for continuing education opportunities to maintain Certified Dental Assistant (CDA) national certification.

6. Ethical dilemma research (pro or con). Fluoridation of Hawaii’s public water system or composite resin placement on posterior teeth versus amalgam fillings is researched and analyzed, with a written report and oral debate presentation.

7. Research and written and oral presentation on radiographic developmental disturbance.

8. Online research questions focusing on common dental product names, uses, concentration, safety rating, and labeling (MSDS).

9. Compilation of student work showcased in ePortfolio using Livetext template.

**5. Which course or courses did you use to assess PLOs and CASLO (IV-C)?**

DENT 150 – Introduction to Chairside Dental Assisting

**6. List strengths and weaknesses found from PLO assessment analysis (IV-C)?**

**Strengths:**

1. 6 of the 7 respondents to the survey felt that the evidence presented in this assessment activity showed that students in the program generally develop and demonstrate the information literacy skills that they will need as graduates of the program. Dental Assistants on the job are asked to research information on products and services and evaluate which product of service is most appropriate, research current OSHA and Infection Control standards, and continuing education requirements.
2. 5 of the 9 people attending the Dental Assisting Program CASLO meeting were dentists and one a Certified Dental Assistant. Strong industry support is a clear strength of the Dental Assisting Program.
3. UHMC Library staff has supported the dental assisting program with best practices in-service support. Librarian Ellen Peterson taught students basic information literacy skills and created a custom webpage (http://maui.hawaii.libguides.com/dental), having links to non-biased, well-recognized sources, appropriate data bases, citation resources, and other useful features.
4. Through Perkins funding, all dental assisting students are issued a netbook and iPad. Students are able to research and practice information literacy skills in the classroom or clinical area.
5. Dental Assisting faculty members welcome constructive feedback and are continuously adjusting and improving their curriculum and teaching strategies. The atmosphere of open engagement of the faculty has led to innovative teaching and assessment strategies, such as integrating theLivetext assessment tool, ePortfolio reflection assessment, use of Turning point Clickers, journaling, annotation, group work, scenario and role playing models, hybrid of flip classroom where students present and discuss the reading assignment, debate projects, etc. Faculty members are encouraged to attend faculty and staff development opportunities on campus. A teaching methodology concept or student related topic is presented at each monthly faculty meeting to further interactive teaching methods.
6. Retention, persistence, and completion efforts: Program coordinator and lecturers are making a concerted effort to engage students immediately. Instructors follow students closely in weekly journaling, support evaluation meeting for those scoring below 70% on any quiz or exam, and having daily open discussion time where students are allowed to discuss their successes and challenges.

**Weaknesses:**

1. 5 of the 7 members responding to the survey felt that the "minimally passing" evidence demonstrates student achievement of the Information Literacy CASLO at a level of skill appropriate for a dental assistant. Dental Assistants on the job are required to make evaluations based on sound research. Information Literacy skills must be continually honed to the level that allows for appropriate decisions to be made based on proper information literacy guidelines.
2. Dental Assisting students may come into this entry-level program ill-prepared for college level information literacy skills. Many have the need to learn basic information literacy skills, as well as other basic learning skills, such as reading a textbook, note-taking, time management, etc. The program is working on securing funds for student tutoring. Faculty continue to learn and integrate interactive teaching in their curriculum.

**7. List CASLO assessment findings highlights (attach CASLO report) (IV-E):**

1. Although the majority of the dentists evaluating the assignment stated that UHMC dental assisting students graduate at the appropriate level of mastery of the Information Literacy CASLO, more can be done to help students.
2. Provide assignments with accompanying lessons that teach and allow students to practice a wide range of information literacy skills.
3. Encourage students to complete English 100 or a communications class in addition to dental curriculum.
4. A preparatory class prior to entering the program was suggested to elevate students to college level skills (information literacy skills, note-taking skills, time management, test-taking skills)

**8. Action Plan (III) and Next Steps (IV-G):**

From the suggestions made by industry and CASLO leaders, the dental assisting program will institute these activities to further improve mastery of the Information Literacy CASLO:

1. As a journal assignment in DENT 150 – Why is clear communication important in the dental field? Discuss a scenario where poor or inaccurate communication – written or verbal, could cause serious problems.
2. Change in assignment given to students when they review dental products & services at the exhibition area at the Hawai’i Dental Convention in DENT 151 – Summarize the new product or service in your own words and explain the merits and disadvantages of this product.
3. To all web assignments in DENT 150, add caveat to cite sources.
4. Inquire if a preparatory workshop on information literacy skills can be provided.
5. Continue to bring library resources into the classroom and provide custom webpage created by Librarian Ellen Peterson.
6. Provide student tutoring services, if funds are available.

**Action Plan and Next Steps:**

1. The Outcomes Assessment Plan will continue to be implemented for the current students. Surveys will continue to be sent to graduates and their employers.
2. Students will be assisted in the facilitation of DANB testing, including computer mock testing and material review.
3. Due to the abrupt UHMC dental hygiene program aspiration to become a stand-alone program, the UHMC Dental Assisting Program is looking to various program maps to make a dental assisting career more assessable. A degree in a year, where current prerequisites would be taken during the program and extending the program into the summer session are possibilities, along with a proposal for Certificate of Achievement from Certificate of Completion.
4. Program will continue to heavily recruit students at high school career fairs, service-learning activities, UH Maui College Biology 100 classes (prerequisite to DA program), high school and program orientations, and career shadowing programs.
5. Clinical experiences will begin in the fall semester and continue into the spring semester. Increased hours of clinical practice will be made available and strongly encouraged. We are fortunate to have a wonderful working relationship with local community clinics who support our clinical practice.
6. The highly successful iPad and Livetext assessment project will continue, allowing students access to information literacy resources in the classroom and clinical area; assess to course information, Powerpoints, outlines, discussion groups, announcements; real-time assessment and remediation of procedure and skill mastery; and practical experience using industry iPad applications such as Dentrix and patient education application DDS GP. Students will continue to utilize LiveText assessment and field study application (assessment of externship practicum), develop student ePortfolios, and master iPad use for the dental office setting.
7. Service-learning will continue with emphasis on community education. The Baby Dental Packet Project will continue to provide dental health information to all babies born at MMMC and at pediatric offices and clinics on Maui, Keep Your Smile! dental information for seniors, as well as community service experiences at area schools and health fairs.
8. Access to the on-campus Dental Facility in the renovated science building in spring 2015, will significantly enhance clinical learning opportunities for dental assisting students. The faculty will have 10 operatories dedicated to the dental programs and a separate x-ray teaching room, having 3 radiography chairs. The additional operatories will allow more opportunity for hands-on practice and make instruction more efficient. The addition of new equipment, x-ray teaching manikins and digital x-ray units in every operatory, will provide students with experience using these important diagnostic tools in dental practice. The additional 8 operatories on the service side of the facility will allow more students to complete the spring practicum working with dentists when the funds are available to allow this to occur.

**c.Goals for Program Improvement:**

1. Hire 1 FTE faculty to alleviate high lecturer costs and to add to the stability and quality of the program.
2. Hire 1 20/week student helper to tutor dental assisting students
3. Faculty to attend at least 2 faculty development workshops to improve technology mastery and teaching methodology skills.
4. Adopt at least one new learning strategy in each course.
5. Maintain and support 18 student cohort
6. Continue to utilize Livetext assessment and iPad technology in the operatory and classroom.
7. Continue to participate in community service and service learning activities.
8. Procure the equipment needed to train students to be industry-ready and employable.
9. Prepare for upcoming American dental Association Commission on Dental Accreditation (ADACODA) accreditation visit in 2017.

**9. Chart of resource needs (IV)**

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| **Budget request** | **Amount** | **Justification for how this will improves learning** |
| 1. FTE faculty (9 month) | $83,994.  (59,570 + fringe $24,424) | ADACODA accreditation minimum standards for instructors are Certified Dental Assistant (CDA) certification and Baccalaureate degree. A person having these qualifications in industry would be a CDA in a management position. These positions earn $60,000 annually. Presently the dental assisting program has only one FTE position. This position would bring stability, increase in overall quality of instruction and decrease in the high lecturer budget. |
| 1. Student assistants to support program and tutor dental assisting students | $19,864  ($9,932/ student assistant @  $9.55/ hour) | 1 student assistant would assist the program in completing its goals, 1 student assistant would tutor students. Students entering the dental assisting program are ill-equipped to succeed at the college level. Tutoring has been found to be a proven best practice. Students would be hired from past dental assisting program graduates. |
| American Dental Association Commission on Dental Accreditation (ADACODA) accreditation fee | $1655/year | ADACODA accreditation allows students to graduate from an ADACODA accredited program, sit for the Dental Assisting National Board (DANB) Exam, work in any state where CDA licensing is mandatory, and all of the privileges afforded by ADACODA accreditation. |
| American Dental Education Association (ADEA) fee | $984/year | The ADEA is the supporting body for all dental programs accredited by the ADACODA. Institutional membership is vital to accreditation, and dental program and student success. |
| Travel related to accreditation – Program Coordinator to attend 2016 ADEA Annual session, Colorado Convention Center, CO, March 12-15, 2016, Next accreditation site visit is 2017 | $2944.  (airfare 1000, lodging 1199, registration 645, shuttle 50, bags 50) | In preparation for the 2017 UHMC Dental Assisting ADACODA site visit, program coordinator to attend accreditation workshop. These workshops are invaluable in preparing for a successful site visit. Certificate of competency conveyed from an ADACODA accredited institution allows students increased opportunities in the dental profession. |
| Hawai‘i Dental Association Convention, Hawai‘i Convention Center, January 2016 | $2490. For 6 faculty members | Attendance of 6 faculty to Hawai‘i Dental Association Convention to supervise students and continue professional development as deemed mandatory by ADACODA Standard 3-9. Students gain valuable experience in evaluating dental products and services, networking with future colleagues, and learning from nationally recognized speakers. Student travel is funded by local dentists donations.  ADACODA Standard 3-9 Opportunities must be provided for program faculty to continue their professional development.  Intent:Time is provided for professional association activities, research, publishing and/or practical experience.  • Each faculty member is provided release time and financial support to attend at least one national or regional |
| DENTRIX (electronic health record) training | $4,000 | Students gain authentic clinical practice on patients in the community. Electronic health records and HIPPA rules necessitates formal electronic health record training for all faculty and students. |