Dental Hygiene Collaborative Curriculum Project

Student Pathways to Higher Education Conference
February 28, 2013
Scope of Project

Ensure the

*Entry to Practice Competencies & Standards for Canadian Dental Hygienists, 2010*

was integrated into the curriculum of CAAT
dental hygiene programs
by the September 2011
Context

• 12 dental hygiene programs
  • 10 Anglophone; 2 francophone

• Annual program enrolments
  • ranges from 20 to 87 students

• On-site Clinical facilities
  • 15 chairs – 50 chairs

• Program delivery prior to project
  • Ranged from 60 – 70 wks

• Program hours prior to project
  • Ranged from 1,278-1,940 hrs
National Vision

Dental Hygiene Practice

National Competencies

Accreditation CDAC

NDHCB

Education

Regulation

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National Competencies
Federation of Dental Hygiene Regulatory Authorities
CDAC
NDHCB
CDHO
New Program Curriculum
Provincial Collaborative Project

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Triggers

• Release of national competencies & standards for dental hygiene – *December 2009*

• New Standards of Practice approved College of Dental Hygienists of Ontario – *January 2011*

• New National Dental Hygiene Certification Examination – *September 2011*

• New accreditation requirements approved Commission on Dental Accreditation of Canada – *November 2011*
Starting point

- CDHO Letter
  - Implementation deadline
    September 2011
- Commitment to move forward by Colleges
  - January 2011
- Creation of Task Group
  - First meeting February 2011
  - Creation of a Working Group
Crisis

- Need to fast-track MTCU approval & funding
- Existing 2007 Program Vocational Standards related to 4 semester program that would not fully address new expectations
- Differing delivery models & institutional rules across programs
- Short timeframe for curriculum development & course approvals

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Opportunity for Provincial Collaboration

- Adopt a ‘one-ask’ approach for MTCU approval
- Strike the balance between college autonomy and provincial consistency
- Establish clear transferability pathways
- Curriculum development becomes a shared process; decreasing the work
Players

- Task Group
- Working Group
- Dental Hygiene Educators
Audience

- Programs – coordinators, curriculum writers
- Faculty – front line users
- Commission on Dental Accreditation

Goals:
- To provide a curriculum framework that gives context
- To provide evidence that the new competencies and standards are in the curriculum
- To provide documents that can be used as resources by programs for course development and reporting to accreditation
Deliverables

Phase 1
• New Program Learning Outcomes & Elements of Performance
• Consensus Clinical Skills Acquisition document
• Consensus Program of Study
• Principles of Transferability

Phase 2
• Consensus Curriculum Theme Outcomes
• Curriculum mapping & validation
• Curriculum Theme Detailed Maps
• Website to support sharing and archiving documents

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Strategies for Success

**Process**

- Engagement of programs
- Ownership by all
- Building on expert knowledge
- Consensus building – multiple feedback loops
- Working group
  - Finding common ground
  - Recommendations
  - Validation
  - Documentation

**Issues**

- Trying to keep ahead of the ‘pack’
- Diverse expectations of the role of the Working Group
- Time constraints of program coordinators
- Face-face meetings

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Program Development & Consensus

- Program Learning Outcomes & Elements of Performance
- Program of Study (6 semesters)
  - Curriculum Themes not Courses
- Clinic Skills Acquisition document

MTCU approval – August 2011
Challenges post-Approval

• Credential to be granted was undecided
• Students beginning program were not aware of specifics until August
• Started new program without complete curriculum map
• Programs still needed to provide the ‘old’ curriculum for existing cohorts
• Varying levels of support for curriculum development at individual institutions
Curriculum Development

Curriculum Theme Approach

- **Program of Study** identifies which themes are addressed in Year 1, 2 & 3 of the program
- Agreement on expected outcomes for each **Curriculum Theme**
- Multidimensional scaffolding of curriculum
- Programs determine which courses will address the **Curriculum Theme** outcomes
Multi-dimensional Scaffolding

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- Novice
  - Knows
    - Non-competent
  - Advanced Beginner
    - Knows How
      - Minimally competent
    - Competent
  - Proficient
    - Shows How
      - Competent
    - Does
      - Entry to practice
  - Expert
    - Graduate

Semester 1 & 2
Semester 3, 4, 5
Semester 6
Agreement on Transferability

- Based on achievement of *Curriculum Theme* outcomes
- Block transferability points established at end of Semester 2 and Semester 4
- Unrealistic to assume block transfer at end of Semester 1 and 3
  - would result in a prescribed curriculum
  - individual assessment at these points
Mapping & Validation

• Provided a gap analysis for Working Group to ensure national competencies and standards were integrated within curriculum
• Provides a resource for programs to support mapping of college-specific curriculum
  • for accreditation reporting
  • for course mapping
Detailed Maps

- Consolidates information in one location
- Resource for faculty responsible for course development
Sustainability

Subject Expert Consultation → Curriculum Development

Provincial Curriculum Review → Course Development (locally)

Course Evaluation (locally) → Subject Expert Consultation
Ongoing Collaboration

• Exchange
• Heads of Dental Programs
• Heads of Health Sciences Programs
Thank You

Questions??

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