

APPENDIX B. Summary of fourth-year confidence and importance data

The following tables present the mostly confident and confident ratings as well as their most frequent response for the fourth-year students. The domains are presented in the order of the national competency document.

REFERENCE:

Sunell S, Laronde DM, Kanji Z. Graduating dental hygiene students' attainment of the CDHA baccalaureate competencies: Students' self-ratings. *Can J Dent Hyg.* 2019;53(2):100–109.

Section A: Confidence frequency data related to competency domains

Table B-1. Summary of confidence ratings of the fourth-year students in the **Integration of Knowledge** competencies (n = 17)

Integration of knowledge competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Integrate knowledge of general, behavioural, social, and oral health sciences to support the dental hygiene process of care.	Mostly confident	65 (11)	18 (3)	83
b. Incorporate knowledge of evaluation to assess outcomes of oral health interventions, activities, initiatives, and programs.	Mostly confident	71 (12)	18 (3)	89
c. Draw on knowledge of political action to support oral health programs and policies that impact oral health and well-being.	Not sure	24 (4)	6 (1)	30
d. Integrate knowledge of qualitative and quantitative research into the development and evaluation of oral health services and policies that impact oral health and well-being.	Mostly confident	41 (7)	35 (6)	76
e. Apply dental hygiene and interprofessional theories, theoretical frameworks, research, and evidence to support dental hygiene judgments and services.	Mostly confident	65 (11)	29 (5)	94

^aMost frequent response

Table B-2. Summary of confidence ratings of the fourth-year students in the **Professionalism** competencies (n = 17)

Professionalism competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Exhibit the capacity to be governable through licensure and fulfillment of regulatory legislation.	Mostly confident	65 (11)	18 (3)	83
b. Display a disposition towards critical thinking (e.g., to be inquisitive, truth seeking, open minded, systematic, and analytical).	Mostly confident	59 (10)	35 (6)	94
c. Be aware of own limitations and the implications of these limitations on analyses and interpretations.	Mostly confident	65 (11)	18 (3)	83
d. Develop approaches for dealing with the ambiguities, incomplete information, and the uncertainty of an ever-changing environment.	Mostly confident	53 (9)	18 (3)	71
e. Exercise initiative, personal responsibility, and accountability.	Confident	47 (8)	53 (9)	100
f. Manage own learning in changing circumstances.	Confident	35 (6)	53 (9)	88
g. Seek credible sources of feedback to assess the congruence, incongruence, and outcomes of services.	Confident	47 (8)	53 (9)	100
h. Self-correct professional performance in relation to standards of practice and legislation.	Mostly confident	47 (8)	41 (7)	88
i. Mentor others in their professional development abilities.	Confident	29 (5)	41 (7)	70
j. Promote ethical decision making when providing care for clients, including those with limitations and impairments.	Mostly confident/confident ^b	47 (8)	47 (8)	94
k. Serve society and the profession through community activities and affiliations with professional organizations.	Mostly confident	65 (11)	29 (5)	94

^a Most frequent response

^b Bimodal

Table B-3. Summary of confidence ratings of the fourth-year students in the **Communication** competencies (n = 17)

Communication competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Assess challenges, barriers, and opportunities for effective communication with diverse individuals, groups, communities, and populations.	Mostly confident	71 (12)	29 (5)	100
b. Use professional resources to support the development of oral health messages and learning sessions.	Mostly confident	59 (10)	35 (6)	94
c. Work with established client care information systems to manage information within health settings and communities.	Mostly confident	59 (10)	29 (5)	88
d. Communicate with linguistic and cultural proficiency.	Mostly confident	53 (9)	18 (3)	71
e. Incorporate strategies for interacting with people of diverse backgrounds and health literacy skills into services provided.	Mostly confident	35 (6)	29 (5)	64
f. Use information technologies for health care to support client safety and better health care outcomes.	Mostly confident	53 (9)	18 (3)	71
g. Apply skills related to information and communication technologies to improve oral health services including business operations.	Somewhat confident	29 (5)	6 (1)	35
h. Evaluate the effectiveness of communication strategies and outcomes.	Confident	24 (4)	65 (11)	89
i. Identify clients' support networks and include its members in communications while respecting current privacy legislation.	Mostly confident	59 (10)	18 (3)	77

^a Most frequent response

Table B-4. Summary of confidence ratings of the fourth-year students in the **Collaboration** competencies (n = 17)

Collaboration competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Support the development of shared language to promote communication about roles, knowledge, abilities, and oral health and well-being.	Mostly confident	65 (11)	24 (4)	89
b. Establish and maintain professional relationships with students, faculty, staff, health professionals, professional associations, and regulatory authorities to support the oral health and well-being of individuals, groups, communities, and populations.	Mostly confident	59 (10)	41 (7)	100
c. Develop and sustain professional relationships based on respect, empathy, and trust with individuals, groups, communities, and populations.	Confident	47 (8)	53 (9)	100
d. Use coaching, mentoring, and networking strategies to promote problem solving and decision making.	Confident	29 (5)	47 (8)	76
e. Incorporate relationship skills including conflict resolution and negotiation abilities into dealings with others.	Mostly confident	59 (10)	18 (3)	77
f. Engage in joint decision making to support continuity of care for individuals, groups, communities, and populations.	Mostly confident	59 (10)	35 (6)	94

^a Most frequent response

Table B-5. Summary of confidence ratings of the fourth-year students in the **Coordination** competencies (n = 17)

Coordination competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Work to align dental hygiene services with the organizational and community culture.	Confident	24 (4)	53 (9)	77
b. Develop, implement, and monitor quality assurance standards and protocols to ensure a safe and effective working environment.	Somewhat confident	18 (3)	24 (4)	42
c. Ensure that practice is consistent with legal, professional, and ethical responsibilities.	Mostly confident	71 (12)	24 (4)	95
d. Ensure the practice environment supports the efficient and appropriate delivery of dental hygiene services.	Mostly confident	59 (10)	41 (7)	100
e. Apply culturally relevant approaches to interactions with people from diverse cultural, socioeconomic, and educational backgrounds, and persons of all ages, genders, health status, sexual orientations, and abilities.	Mostly confident	59 (10)	35 (6)	94
f. Support the integration of a family-centred/community-centred approach in the provision of oral health services.	Mostly confident	71 (12)	24 (4)	95
g. Assume responsibility for being clients' first point of access to oral health services.	Mostly confident/confident	41 (7)	41 (7)	82
h. Take responsibility for the overall coordination of client care including appropriate delegation to qualified individuals, use of community resources, and management of referrals.	Mostly confident	53 (9)	29 (5)	82
i. Integrate the basic principles of business management including business ethics, economics, marketing, and entrepreneurship into practice.	Somewhat confident	24 (4)	6 (1)	30

^a Most frequent response

Table B-6. Summary of confidence ratings of the fourth-year students in the **Research Use** competencies (n = 17)

Research use competencies	Mode ^a	Confidence rating % (n)		
		Mostly Confident	Confident	Total %
a. Develop focused, realistic, and meaningful questions about practice and/or the profession.	Confident	41 (7)	47 (8)	88
b. Analyze the strengths and limitations of different research approaches and their contributions to the knowledge base of dental hygiene.	Mostly confident	59 (10)	29 (5)	88
c. Navigate proficiently through diverse databases and resources related to oral and general health.	Mostly confident	65 (11)	29 (5)	94
d. Examine the appropriateness of statistical tests based on the theories underpinning the tests.	Mostly confident	47 (8)	6 (1)	53
e. Critique study methodology and conclusions for their relevance and application to oral care.	Mostly confident	59 (10)	24 (4)	83
f. Weigh various perspectives, biases, and assumptions related to complex issues.	Mostly confident	47 (8)	24 (4)	71
g. Differentiate between more and less valid, reliable, and/or credible types of information.	Mostly confident/confident ^b	47 (8)	47 (8)	94
h. Apply the principles of research ethics to the collection of data in practice settings.	Mostly confident	82 (14)	6 (1)	88
i. Apply theoretical frameworks and processes to the analysis of information to support practice decisions.	Mostly confident	65 (11)	6 (1)	71
j. Use information from current, credible research and resources to support evidence-based judgements about oral health services.	Mostly confident	47 (8)	41 (7)	88
k. Formulate strategies to protect and further the oral health status of the public.	Mostly confident	53 (9)	18 (3)	71

^a Most frequent response

^b Bimodal

Table B-7. Summary of confidence ratings of the fourth-year students in the **Leadership** competencies (n = 17)

Leadership competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Promote the value of client safety, health and well-being, and reduction of inequities in diverse practice environments.	Confident	41 (7)	53 (9)	94
b. Collaborate with others to advance oral health within overall health.	Confident	29 (5)	71 (12)	100
c. Compare and contrast ways of initiating and managing change for self, others, communities, and/or organizations.	Mostly confident	71 (12)	29 (5)	100
d. Advocate for resources to promote oral health and well-being.	Mostly confident	47 (8)	29 (5)	76
e. Contribute to the measuring, reporting, and continuous improvement of practice performance.	Mostly confident	47 (8)	18 (3)	65
f. Participate in implementing the vision of the practice, organization, and/or community.	Mostly confident	53 (9)	41 (7)	94
g. Model the values of social justice within the work of the practice, organization, and community.	Mostly confident	53 (9)	29 (5)	82
h. Participate in the dental hygiene profession with political awareness of health issues ranging from the local to the global levels.	Mostly confident	47 (8)	18 (3)	65
i. Engage in leadership activities to advance the profession.	Mostly confident	47 (8)	29 (5)	76

^a Most frequent response

Table B-8. Summary of confidence ratings of the fourth-year students in the **Health Promotion** competencies (n = 17)

Health promotion competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Assess population oral health and its determinants.	Mostly confident	59 (10)	35 (6)	94
b. Apply knowledge of the social determinants of health and associated inequities when participating in the designing of health promotion activities, initiatives, programs, and policies.	Mostly confident	53 (9)	41 (7)	94
c. Collaborate with community, interprofessional, and other partners to achieve sustainable health promotion goals for individuals, groups, communities, and populations.	Mostly confident	59 (10)	41 (7)	100
d. Support people within communities to build their capacity for oral health and general well-being.	Mostly confident	59 (10)	35 (6)	94
e. Use evidence-based strategies to work effectively with at-risk groups to support access to oral health care.	Confident	29 (5)	65 (11)	94
f. Support the adaptation of oral health policies, delivery of health promotion services, and evaluation to respond to diversity in population characteristics.	Mostly confident	41 (7)	35 (6)	76
g. Use cost-effectiveness, cost-benefit, and cost-utility data to support service prioritization and decision making.	Mostly confident	53 (9)	18 (3)	71
h. Incorporate system thinking into health promotion practice.	Not sure	29 (5)	12 (2)	41
i. Participate in the development of mechanisms to monitor, evaluate, and modify activities, initiatives, and programs for their effectiveness and quality.	Mostly confident	71 (12)	12 (2)	83
j. Compare and contrast the current and potential role of oral health professionals in the management of incidents, outbreaks, and emergencies.	Mostly confident	59 (10)	6 (1)	65

^a Most frequent response

Table B-9. Summary of confidence ratings of the fourth-year students in the **Disease Prevention** competencies (n = 17)

Disease prevention competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Use a common risk factor approach in assessing and supporting the oral health and well-being of individuals, groups, communities, and populations.	Mostly confident	82 (14)	18 (3)	100
b. Promote a culture of safety in practice settings to support the positive management of breaches related to practice standards.	Mostly confident	71 (12)	29 (5)	100
c. Participate in the development of evidence-informed protocols and standards of practice for client safety and better health outcomes in diverse practice settings.	Mostly confident	59 (10)	6 (1)	65
d. Encourage client self-efficacy to maintain and support healthy lifestyles.	Mostly confident	53 (9)	47 (8)	100
e. Plan and implement preventive services for individuals, groups, communities, and populations at risk for oral disease.	Mostly confident	59 (10)	41 (7)	100
f. Engage clients, health professionals, decision makers, and interest groups in discussions about oral disease, health, and well-being.	Mostly confident	65 (11)	24 (4)	89
g. Compare the outcomes of preventive services provided to accepted scientific benchmarks.	Mostly confident	65 (11)	12 (2)	77

^a Most frequent response

Table B-10. Summary of confidence ratings of the fourth-year students in the **Oral Health Education** competencies (n = 17)

Oral health education competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Assess the health literacy of individuals, groups, communities, and populations served.	Confident	29 (5)	71 (12)	100
b. Use multiple strategies to communicate appropriate oral health messages effectively to diverse audiences.	Mostly confident	53 (9)	47 (8)	100
c. Create an environment in which effective learning can take place.	Mostly confident	59 (10)	41 (7)	100
d. Participate in knowledge translation of oral health information to other professionals and policy makers.	Mostly confident	65 (11)	18 (3)	83
e. Present demographic, statistical, programmatic, and/or scientific information for use by lay audiences.	Somewhat confident	24 (4)	29 (5)	53
f. Coach individuals and groups in learning oral health knowledge and skills.	Confident	41 (7)	53 (9)	94
g. Support clients to develop self-management skills.	Confident	47 (8)	53 (9)	100
h. Collaborate with care workers and other professionals on issues and protocols related to oral care.	Mostly confident	53 (9)	41 (7)	94
i. Promote the integration of oral health issues within chronic disease management programs and general health education activities, initiatives, and programs.	Mostly confident	71 (12)	18 (3)	89
j. Evaluate the effectiveness of learning activities and revise the learning strategy as needed.	Mostly confident	59 (10)	35 (6)	94

^a Most frequent response

Table B-11. Summary of confidence ratings of the fourth-year students in the **Advocacy** competencies (n = 17)

Advocacy competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Examine how political arenas such as government, workplace, organizations, and communities shape the delivery of oral health care.	Mostly confident	35 (6)	12 (2)	47
b. Identify strategies for advocating the needs of individuals, groups, communities, and populations within diverse organizational structures.	Mostly confident	59 (10)	12 (2)	71
c. Solicit input from individuals, groups, organizations, and communities to address social inequities.	Mostly confident	53 (9)	12 (2)	65
d. Support individuals, groups, and communities in developing advocacy action plans.	Mostly confident	65 (11)	6 (1)	71
e. Work with others to build cultures that support social justice through the acknowledgement of power, privilege, and oppression.	Mostly confident	47 (8)	12 (2)	59
f. Help to create culturally safe and supportive environments within activities, initiatives, programs, organizations, and communities.	Mostly confident	59 (10)	24 (4)	83
g. Use the political process to advocate for oral health.	Somewhat confident	12 (2)	12 (2)	24
h. Act as a voice for change in the face of behaviour that might bring harm to individuals, groups, communities, and populations.	Somewhat confident	24 (4)	24 (4)	49
i. Follow-up on advocacy initiatives to determine the outcomes of the strategy.	Mostly confident	59 (10)	12 (2)	71

^a Most frequent response

Table B-12. Summary of confidence ratings of the fourth-year students in the **Policy Use** competencies (n = 17)

Policy use competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Recognize the potential differential effects of oral health interventions on population subgroups.	Mostly confident	59 (10)	18 (3)	77
b. Assist in the development of recommendations for policies to support the oral health and well-being of individuals, groups, communities, and populations.	Mostly confident	65 (11)	6 (1)	71
c. Assist in the development of plans to implement policies taking into account relevant information including other policies, regulations, and legislation.	Somewhat confident	35 (6)	12 (2)	47
d. Collaborate with others to advance health equity through the policy process.	Mostly confident	47 (8)	18 (3)	65
e. Collect data about policies that impact oral health and well-being to support their monitoring and evaluation.	Mostly confident	59 (10)	0 (0)	59

^a Most frequent response

Table B-13. Summary of confidence ratings of the fourth-year students in the **Clinical Therapy** competencies (n = 17)

Clinical therapy competencies	Mode ^a	Confidence rating % (n)		
		Mostly confident	Confident	Total %
a. Apply standards, best practices, and protocols to support client and practitioner safety, and client health outcomes.	Confident	29 (5)	71 (12)	100
b. Perform needs assessments for individuals and groups grounded in evidence-based approaches.	Confident	18 (3)	82 (14)	100
c. Differentiate between significant and non-significant findings when summarizing client assessment data for individuals and groups including those with medically complex needs.	Confident	29 (5)	71 (12)	100
d. Develop diagnostic statements based on a comprehensive knowledge of pathophysiology and the social determinants of health.	Mostly confident	53 (9)	47 (8)	100
e. Plan strategies for gaining and maintaining informed consent for clients including those with learning and cognitive limitations and impairments.	Mostly confident	47 (8)	41 (7)	88
f. Identify errors in care and make recommendations to support client safety.	Mostly confident	65 (11)	35 (6)	100
g. Identify alternative care options for clients for whom the initiation or continuation of treatment is contraindicated.	Mostly confident	59 (10)	29 (5)	88
h. Manage primary oral health care in diverse contexts for individuals and groups with an emphasis on risk assessment, prevention, education, therapeutic services, and referrals.	Mostly confident	65 (11)	35 (6)	100
i. Analyze the provision of oral health services in diverse contexts such as residential care and assisted living environments in the urban and/or rural contexts.	Mostly confident	53 (9)	29 (5)	82

^a Most frequent response