

APPENDIX C. Themes within subcompetency ratings

The subcompetencies that were not rated as highly with regard to confidence by the fourth-year students (i.e., not within the 75% and higher range) were also analysed to explore ideas across the domains. The following themes emerged:

- political action
- measurement and monitoring
- analysis and use of information

The related subcompetencies associated with each theme are identified in the following information.

- **Political action** on several levels (see Knowledge Integration-c; Leadership-h; Advocacy-a and -g)

- Draw on knowledge of political action to support oral health programs and policies that impact oral health and well-being.
- Participate in the dental hygiene profession with political awareness of health issues ranging from the local to the global levels.
- Examine how political arenas such as government, workplace, organizations, and communities shape the delivery of oral health care.
- Use the political process to advocate for oral health.

- Contributing to the **measurement and monitoring** of a variety of quality assurance measures/standards (see Coordination-b; Leadership-e; Oral Health Promotion-g and -h)

- Develop, implement, and monitor quality assurance standards and protocols to ensure a safe and effective working environment.
- Contribute to the measuring, reporting, and continuous improvement of practice performance.
- Use cost-effectiveness, cost-benefit, and cost-utility data to support service prioritization and decision making.

- **Analysis and use of information** (see Professionalism-d; Research Use –d, -f, -i, -k; Health Promotion-h; Disease Prevention-c; Oral Health Education-e)

- Develop approaches for dealing with the ambiguities, incomplete information, and the uncertainty of an ever-changing environment.
- Examine the appropriateness of statistical tests based on the theories underpinning the tests.
- Weigh various perspectives, biases, and assumptions related to complex issues.
- Apply theoretical frameworks and processes to the analysis of information to support practice decisions.
- Formulate strategies to protect and further the oral health status of the public.
- Incorporate system thinking into health promotion practice.
- Present demographic, statistical, programmatic, and/or scientific information for use by lay audiences.
- Participate in the development of evidence-informed protocols and standards of practice for client safety and better health outcomes in diverse practice settings.

These data help to direct attention to areas in which curriculum revisions or changes in the competencies might be warranted.

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.