

Evaluating a New Social Entrepreneurship Curriculum in Dental Hygiene

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ABSTRACT

Background: The University of British Columbia's (UBC) Dental Hygiene Degree Program (DHDP) recently completed a curriculum renewal process during which a Social Entrepreneurship (SE) competency domain and a new fourth-year curriculum were created. To evaluate the learning outcomes, graduating students' confidence levels and attitudes in the SE domain, associated sub-competencies, and examples reflecting such learning were assessed. **Methods:** Data from the first year of a 3-year longitudinal study involving UBC 4th-year DHDP students who responded to a Readiness for SE survey upon course completion was examined. Descriptive statistical analysis was conducted on the Likert scale questions. Thematic analysis using descriptive and in-vivo coding was used to analyze responses from open-ended questions. **Results:** Completed surveys were received from 21 of 23 graduates (91%). Graduates reported the highest confidence ratings in examining ways to support care with underserved populations and ethical issues that may arise (96%). Lower confidence ratings were reported in analyzing ways to support capital management, organizational structures, managing operational activities (54%), and tax implications associated with new ownership (50%). The open-ended descriptive responses revealed future suggestions, resulting in the following themes: course content, course design, self-directed learning, and developing capacity. Students reported career interests in clinical practice, public health, entrepreneurship, and graduate studies. **Discussion:** From the perspective of a program renewal initiative, this study of entrepreneurship has substantially impacted the abilities promoted within UBC's DHDP. **Conclusion:** These findings provide valuable feedback about student learning in the new SE curriculum that will inform ongoing curriculum development.

Keywords: curriculum development, curriculum renewal, dental hygiene education, social entrepreneurship

CDHA Research Agenda Category: Capacity building of the profession

INTRODUCTION

The University of British Columbia's (UBC) Dental Hygiene Degree Program (DHDP) recently completed a curriculum renewal during which a Social Entrepreneurship (SE) competency domain and associated curriculum were developed. After its first year of implementation in the 2023-24 academic year, an evaluation of learning outcomes was conducted to assess students' confidence and to support ongoing curriculum development.

The impetus for a curriculum renewal stemmed from: 1. the integration of a new dental hygiene baccalaureate competency framework,¹ 2. graduating student and alumni surveys which provided feedback about learners' educational preparation for professional practice^{2,3}, 3. engagement with faculty and external stakeholders in a program retreat, and 4. new oral health regulations in British Columbia regarding practice ownership for degree-educated dental hygienists. These milestones and associated timeline are captured in Figure 1.



Figure 1. DHDP Curriculum Renewal Process

The data emerging from these various stakeholders revealed a need to better prepare UBC degree graduates for leadership and entrepreneurial roles in society. The fourth year graduating students² and alumni³ surveys in particular identified that both groups needed more confidence in business management abilities including team management, business ethics, business economics,

marketing, and entrepreneurship. These abilities were scarcely positioned within the Professionalism and Coordination competencies of the newly integrated Canadian Dental Hygienists Association (CDHA) baccalaureate competency framework¹; however, the DHDP's curriculum map revealed gaps in learning in these areas. Stemming from the new curriculum map, a 'gap analysis' document was developed by the program director which identified an absence of learning objectives that spoke to these business management abilities. The gap analysis document was shared with all DHDP course coordinators at a faculty retreat who confirmed the absence of such learning experiences and the need to integrate learning objectives and a new curriculum in this subject area.

Hence, a rigorous curriculum renewal process ensued that resulted in the development of a SE competency domain specific to UBC's DHDP (Table 1) and associated examples of learning activities (Table 2). The new fourth-year curriculum spans 30 hours and exposes learners to the concepts of social entrepreneurship, decision-making processes within organizations, legal considerations of owning a small business, marketing, capital management and financial planning, and contract law (Table 3). The curriculum, delivered didactically, integrates guest speakers, for instance, business lawyers, dental hygiene entrepreneurs, and tax accountants as content experts, and culminates in a health entrepreneurship challenge in which students develop a business venture with a social responsibility component centered around serving a marginalized population that they present to a panel of dental hygiene entrepreneurs, similar to the Dragon's Den™ and Shark Tank™ television shows. Details outlining the SE curriculum

development process have been published in the International Journal of Dental Hygiene.⁴

Within the health professions, there is an evolving appreciation for the relevance of developing entrepreneurial abilities to prepare health professionals to lead and facilitate social change that can have a positive sustainable impact on communities^{5,7}. Emphasis on social entrepreneurship is placed on the ability to create social value while ensuring fiscal sustainability of programs that promote social good.⁵ This desired outcome for healthcare learners can be found across some health professions literature including social work, pharmacy, and nursing.⁵⁻⁷ Within the dental literature, several studies have examined the perceptions of business skill development and entrepreneurial aptitude of graduating dental students – all suggested a greater need to strengthen the curriculum in areas of team and practice management.⁸⁻¹⁰

There appears to be an absence of dental hygiene research directed towards the development of entrepreneurial abilities in educational programs and its evaluation. Workforce trends suggest that oral health care will be more closely integrated into overall medical care in which dental hygienists are likely to have broader roles in interprofessional settings as administrators, case managers, and leadership positions in public health practice.¹¹ Career outcomes studies have found that a growing proportion of baccalaureate-educated dental hygienists are becoming practice owners and assuming leadership positions outside of clinical settings.^{12,13} To prepare them for this future, dental hygiene education needs to integrate the development of leadership and management abilities in its entry-to-practice curricula.¹¹

This study examines graduating students' confidence levels and attitudes with the SE competencies introduced in the novel curriculum.

METHODS

This study, approved by the UBC Behavioural Research Ethics Board (Approval #: H23 – 04168), examines data from the first year of a 3-year longitudinal study involving graduating dental hygiene students in UBC's dental hygiene program. All 4th-year dental hygiene students (n = 23) in the DHDP entry-to-practice option were invited to participate in the Readiness for Social Entrepreneurship survey upon completing the SEL course in April 2024. To evaluate the course learning outcomes, graduating students' confidence levels and attitudes in the SE domain, associated sub-competencies (n=12, Table 1), and examples reflecting such learning (n=13, Table 2) were assessed. The research study involved participants completing an online survey offered through the UBC Qualtrics Survey tool, utilizing a 5-point Likert Scale to rate student confidence levels using the course Social Entrepreneurship domain, sub-competency statements, and examples of learning. Confidence descriptors on the Likert scale were categorically assigned numerical values corresponding to not confident, somewhat confident, mostly confident, confident, and not sure. Four open-ended questions were incorporated to elicit descriptive comments regarding course strengths, weaknesses, and areas of improvement. The Readiness for Social Entrepreneurship survey was adapted from the pre-validated dental hygiene graduates' educational preparedness: self-confidence ratings of the CDHA baccalaureate competencies³ and the 4th-year dental hygiene students' educational preparedness: self-confidence ratings

of the CDHA Baccalaureate Competencies² studies. Survey questions were pilot tested on faculty members to assess readability and timing to complete the survey.

The DHDP assistant, who has no grading authority over students, served as a third-party recruiter. The assistant distributed an email invitation containing a consent cover letter and the survey link to all 4th-year dental hygiene students who completed the SEL course at UBC's Faculty of Dentistry in April 2024. The consent cover letter detailed the study's purpose, objectives, and ethical information regarding voluntary participation and anonymity. Prospective participants were notified who to contact if they had questions or concerns, and an electronic link to the online survey was sent through the UBC Qualtrics survey tool. Interested participants were able to click on the survey link, which indicated informed consent to participate in the research study and to use the information provided as part of group data in educational sessions, reports, conferences, and publications. The survey remained open for two weeks for students to complete. As an incentive, all students who participated in the survey were eligible for a draw to receive a gift card. Participation in the draw was optional, and identifiers were not linked to survey responses.

Data analysis

Descriptive statistical tests were used to analyze the ordinal data with results presented through frequency, percentages, and modes using R version 4.3.2¹⁴ and the gtsummary package.¹⁵ Instrument reliability and validity were explored through internal consistency using ordinal alpha from the *psych* package¹⁶ and factor analysis using the statistics package.¹⁴ Thematic analysis using Saldana's descriptive and in-vivo coding was used for open-ended responses.¹⁷ Inter-rater reliability methodology was used to compare

codes between two researchers after multiple reviews of the data. The iterative process enabled the examination of the data, contributing to the consistency of the themes and patterns across participants' responses¹⁷

RESULTS

Completed surveys were received from 21 of 23 graduates (91% response rate). Eighteen (86%) of the respondents identified themselves as female and three (14%) identified as male. Sixteen respondents (76%) were between the ages of 20 to 25 years and 5 (24%) were between the ages of 26 to 30 years. The respondents' highest level of education prior to entering the dental hygiene program was 11(52%) had a high school diploma, 7(32%) had completed between one and three years of university coursework, and 3(14%) had a bachelor's degree in other field of study. See Table 4 for reference.

Likert scale findings

To gain a deeper understanding into respondent views, the mostly confident and confident ratings were combined to reflect the mode of confidence for the 12 sub-competencies as were the important and very important ratings to reflect the mode of importance when analyzing the importance ratings of the 12 sub-competencies. This same pattern was followed when looking at the social entrepreneurship learning examples. For the 12 SE sub-competencies, respondents were most confident with 'conducting a needs assessment of a target population' (77%) and 'examining federal and provincial laws and policies impacting the development of a new venture' (77%). Respondents were least confident regarding 'analyzing how organizational structure and decision-making within national and provincial governments influences the creation of innovative activities' (54%), 'analyzing ways to support capital management and

financial planning for a new activity or venture' (54%), and 'examining how to manage operational activities such as purchasing, storage, scheduling of services, accounts payable and receivable aspects including submission to public and private insurance plans' (54%). See Table 5 for reference.

For the respondents' importance ratings on the 12 SE sub-competencies, the ratings were generally higher ranging from 77% to 91%. It was particularly noteworthy that the respondents found 'analyzing how organizational structure and decision-making within national and provincial governments influences the creation of innovative activities' to be most important at (91%) yet they were least confident with this particular sub-competency with (54%) confident rating. In contrast, 'analyzing ways to support capital management and financial planning for a new activity or venture' received the lowest score on importance at (77%) which matched the low confidence level in the sub-competency (54%). Please refer to Table 6.

For the confidence ratings of the 13 learning examples, respondents felt most confident (96%) with 'examining ways to support cultural safety in the delivery of services with underserved populations' and 'examining ethical issues that may arise in social entrepreneurial endeavours including fraudulent activity'. The respondents were least confident (50%) with 'examining the tax implications associated with different legal, organizational forms/ownership structures'. The importance ratings on the learning examples much like the importance ratings for the 12 sub-competencies had higher percentage ratings ranging from 81% to 96%. Respondents placed the lowest confidence rating (50%) and lowest importance rating (81%) on 'examining the tax

implications associated with different legal, organizational forms/ownership structures,'
See tables 7 and 8 for reference.

Descriptive findings

Further insights into the confidence ratings were gleaned through the open-ended questions for which the respondents provided more context and clarity about the variance with certain sub-competency ratings. For example, respondents commented on areas in which they felt confident:

I feel that this course really brings out what it means to be future dental hygiene practitioners. As self-regulated and independent dental hygienists, it is very realistic that we might open our own business. I am so thankful to have been a part of this course as I got learn about all the nitty gritty elements of opening your own business as an independent dental hygienist. I also appreciated the element of "social entrepreneurship" which really emphasized what it means to be in a client-centered and culturally competent healthcare program.

I was able to confidently assess my potential and the necessary elements required to launch a business and for those interested in this field it would be important to learn about all of the competencies.

The respondents also shared what they found challenging to grasp, comments pertaining to some of the lower rated sub-competencies are captured in the following two quotations:

I was able to learn the foundations of social entrepreneurship but, I believe this course was too short for me to completely comprehend each sub-competency. Sections such as financial planning was personally too complex to be understood within a short period of time.

I would have liked to learn more about taxes and financial planning.

The open-ended descriptive responses also generated/yielded future suggestions, resulting in the following themes: course content, course design, self-directed learning, and developing capacity. Students reported career interests in clinical practice, public health, entrepreneurship, and graduate studies.

The course content theme was developed from codes that related to participant responses highlighting issues such as the course having insufficient detail, difficulty with the financial planning section of the course, and a need for diversification of speakers and supporting resources. This sentiment is captured in the following quotation:

I felt that the course was interesting but did not prepare us enough to establish our own business model. Especially when it came to figuring out numbers. I think it would have been more helpful to combine this course with Sauder [business school] students to have a better understanding and more exposure to different businesses.

The theme of course design was developed from aspects such as what content students found engaging, what were the student expectations of the course, and the curriculum time that was dedicated to each session.

There was also mention of “lectures with less interactive components” and a preference for activity-based lectures to better engage students.

The nature of entrepreneurship and developing a business idea requires self-directed learning. Some participants did this well and others would have liked to have all of the information provided within the course.

I would like to state that my ratings and confidence expressed above are not the by-products of engaging in the content of this course nor related to this course at all. I am only confident in those domains above as a result of self-learning, engaging with personal connections in various fields, seeking help from other professionals, seeking my own resources online, and drawing on my business knowledge from high school and extra-curriculars.

Entrepreneurship requires a mindset and willingness to step outside of an individual's comfort zone and confidently pursue what is required to take a business from idea to conception. The theme of capacity building relates to this aspect and can be seen through the following participant responses.

The development of a business plan was difficult to create in individual groups, especially coming from someone with no background in this field.

When asked what career pathways participants would pursue in dental hygiene after graduation, the responses indicated an interest in a variety of practice settings which aligns with reasons why these students self-selected to apply for a degree program. Responses also indicated a heightened interest in entrepreneurship, as captured in this quotation:

I can confidently say that I am interested in a more independent and even entrepreneurial approach in the future. I know it may not be financially feasible for me right as I finish school, but it is definitely one of my long-term goals.

DISCUSSION

At the time of the survey, the graduating students had only one year of experience in the new SE curriculum during their fourth year. The areas in which they reported the highest levels of confidence were in conducting a needs assessment for marginalized populations and examining ethical issues among a target population. At the opposite end of the ranking, students reported low levels of confidence in understanding various legal and organizational forms, types of ownership structures, and exploring the tax implications associated with these factors. This reported low confidence level likely reflects the newness of the subject matter and unfamiliarity with tax concepts and is not surprising, given that the complexities associated with social entrepreneurship are designed to accommodate a hybrid concept of financial profit and social good.¹⁸ The low confidence finding also necessitates further exploration and warrants a closer examination of the current curriculum to gauge how taxation can be framed to facilitate increased learning and whether it is sequentially positioned in the coursework. Since taxation can be outsourced to accounting professionals, the focus is not as comprehensive as noted in other aspects of entrepreneurship.

The respondents indicated confidence in several areas of the sub-competencies, including conducting a needs assessment of a target population and examining federal and provincial laws and policies impacting a new venture. Higher confidence ratings were also noted with the 13 learning examples, including examining ways to support

cultural safety and the delivery of services to marginalized populations, as well as assessing ethical issues such as fraudulent activities in social entrepreneurship settings. These findings were most likely due to the strong emphasis placed on community-engaged learning, cultural safety, and ethics, which are woven throughout the 4 years, giving credence to the immersive nature of the curriculum and the emphasis on experiential learning.

Key findings demonstrated a disconnect between respondents' views on the importance of analyzing how organizational structures and decision-making in governmental contexts shape new innovations. This indicates respondents were the least confident in cross-connecting confidence in one area to that of a sub-competency. This aspect emphasizes the need for further exploration into how the curriculum can be revised to address students' needs to understand the influences of government decision-making and innovations, and potentially adapt the curriculum to accommodate learning. While advocacy and policy analysis are part of students' learning experiences, it is recommended that similar areas of government decision-making and innovations be highlighted in these courses to understand the operational aspects of how government policies affect the operation of a social entrepreneur venture.

Comparatively, the SE competencies discussed are similar to those found in nursing and social work literature, articulating the need to make an impact through entrepreneurial endeavours for the development of projects, services, and businesses, allowing individuals to aspire and thrive in the entrepreneurial space^{5,7}. Emerging themes in these Year 1 outcomes revealed uncertainty among students about envisioning themselves in the entrepreneurial space, which is not unusual given that graduates are just embarking in the field, lack experience in the clinical space, and have

family and financial commitments. Having the desire to be an entrepreneur alone is not enough.⁹ One needs to have an entrepreneurial mindset, which requires a higher risk tolerance, and this may pose a challenge if an individual has not had lived experiences in this area.

An entrepreneurial mindset is predicated on individualistic traits and characteristics, which are either innate or acquired, necessitating a self-directed approach to launching a new venture.^{9,19,20} While the process for establishing a new venture is not straightforward or linear, it is clear that educational preparation in this new area for growth is necessary for future dental hygienists, enabling them to explore future possibilities in social entrepreneurship.

A careful review of the findings and additional emerging themes point to the need to review curriculum content and design in how entrepreneurial perspectives are introduced, preferably earlier in the curriculum, to spark engagement and interest.^{6,7} In this context, it is worth noting that the majority of the foundational knowledge is taught in the graduating year, presenting complex material in a short amount of time. To this extent, ongoing curriculum design should examine ways to include experiential learning as part of the year-long course to make the entrepreneurial concept more engaging, participatory, and realistic. Setting realistic expectations for the course may lead to additional learning and foster a higher confidence level in these competencies.

Similar courses in nursing education promoting leadership and entrepreneurship cite methodological approaches that have demonstrated the proactive placement of students in various healthcare settings, particularly in areas serving marginalized populations, leading to critical thinking, reflection, and independent thought.^{7,21} Furthermore,

experiential learning in social entrepreneurship in nursing education has been shown to enhance self-reflection, discussion, and maturity, highlighting professional values and visibility, leading to the development of new nursing specialties.^{7,22} Similar pathways are envisioned for the dental hygiene profession as practitioners enter the entrepreneurial space.

This research not only informs ongoing curriculum development at UBC but also makes a novel contribution to the dental hygiene and broader health education literature. These graduating students expressed interests in pursuing diverse career opportunities and leadership roles in clinical practice, public health, education, and research. Studies exploring graduate outcomes have also demonstrated the increasing propensity of degree-educated dental hygienists to pursue leadership roles in such practice settings.^{12,13} Preparing graduates for such roles in society includes building entrepreneurial abilities that aim to promote social value. Furthermore, with increasing numbers of dental hygienists pursuing entrepreneurial ventures highlights the need for distance dental hygiene education programs to examine their curricula for the inclusion of these competencies.

Methodological considerations and future directions

While this study provides valuable insights and achieved a high response rate, the findings are limited by the focus on a single program within one institution in Canada. The initial findings serve as a foundation for future surveys, leading the way for other programs to develop and evaluate similar curricula in leadership and entrepreneurship. From the perspective of a program renewal initiative, this study of entrepreneurship has substantially impacted the abilities promoted within UBC's DHDP. However, this is only

the first year of a 3-year longitudinal study in which the ongoing evaluation and likely curriculum revisions will be a long-term project.

CONCLUSION

The competency areas that graduates reported the highest confidence included conducting a needs assessment of a target population, examining federal and provincial laws and policies impacting the development of a new venture. The areas in which they expressed the least confidence included analyzing how organizational structure and decision-making within national and provincial government influence the creation of innovative activities and ventures, analyzing ways to support capital management and financial planning for a new activity or venture and examining how to manage operational activities such as purchasing, storage, scheduling of services, accounts payable and receivable, including submission to public and private insurance plans.

While strengthening the curriculum in social entrepreneurship and professional practice supports the ongoing work of the curriculum renewal process, the findings contribute to a broader national discussion of preparing dental hygienists to lead and facilitate social change that can have a positive, sustainable impact on communities.

As dental hygienists enter the entrepreneurial space, these findings provide valuable feedback about student learning in the new social entrepreneurial curriculum that will inform ongoing curriculum development at UBC and beyond.

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CONFLICTS OF INTEREST

The authors have declared no conflicts of interest.

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Tables

Table 1: Social entrepreneurship domain including sub-competencies

Social Entrepreneurship: To create social value along with economic value with a focus on promoting access to care for those who are seeking oral health services.

The graduate has reliably demonstrated the ability to:

1. Examine the benefits and challenges of a social entrepreneur and social intrapreneur lifestyle.
2. Explore approaches to stimulate creativity and innovation.
3. Conduct a needs assessment of a target population including their perceived and true needs.
4. Examine federal and provincial laws and policies impacting the development of a new venture.
5. Analyze how the organizational structure and decision-making within national and provincial governments influences the creation of innovative activities.
6. Analyze the benefits and challenges of legal organizational forms / ownership structures for businesses.
7. Explore approaches for the development of marketing plans for a prospective activity or venture.
8. Analyze ways to support capital management and financial planning for a new activity or venture.
9. Explore the role of a social entrepreneur in managing human resources, supervising business information/ information systems, and maintaining quality standards including ethical standards.
10. Examine how to manage operational activities including purchasing, storage, scheduling of services, accounts payable, and accounts receivable aspects including submissions to public and private insurance plans.
11. Explore the elements of a plan to support the initial and ongoing financing of a social entrepreneurship endeavour be it a new business or an activity within an existing organization.
12. Create an innovative delivery model / program integrating the principles of social justice and social responsibility.

Table 2: Examples of social entrepreneurial / social intrapreneurial learning activities

Examples:

- a. Assess your potential to become a social entrepreneur and/or social intrapreneur.
- b. Examine unique ways to partner with underserved populations to access oral health services.
- c. Explore how a 'global health' approach could be integrated into an entrepreneurial venture or activity.
- d. Examine the tax implications associated with different legal organizational forms/ownership structures.

- e. Review the literature about potential services/products, delivery, and pricing for the prospective activity or venture.
- f. Evaluate the market potential and feasibility of a prospective activity or venture.
- g. Analyze considerations in selecting a location for the delivery of services.
- h. Examine ways to support Indigenous cultural safety in the delivery of services with underserved populations.
- i. Examine ethical issues that may arise in social entrepreneurial endeavours including fraudulent activity.
- j. Examine the benefits and limitations of for-profit and not-for-profit organizational structures.
- k. Explore how the British Columbia Health Professions Act impacts the creation of a new venture.
- l. Develop a realistic, relevant plan to measure the outcomes of an activity or delivery model.
- m. Analyze ways to support the sustainability of a social entrepreneurial activity or venture.

Table 3: Session topics

DHYG 410	Session #	Topics
Term 1	1	Social Entrepreneurship as a Concept and Lifestyle
	2	Decision-Making Within Organizations
	3	Assessing the Feasibility of an Idea
	4	Legal Organizational Structure of Small Businesses
	5	Development of a Marketing Plan
	6	Capital Management
	7	Operations
	8	Feedback from Entrepreneurs
Term 2	1	Financial Planning
	2	Financial Planning II
	3	Management & Contract Law
	4	Long-Term Viability
	5	Health Entrepreneurship Challenge

Table 4: Sample Characteristics (N = 21)

Characteristics	Frequency (Percentage)
Gender identity	
Man	3 (14%)
Women	18 (86%)
Age	
Between 20 and 25 years	16 (76%)
Between 26 and 30 years	5 (24%)

Highest level of education	
High school matriculation	11 (52%)
1st-year university/university transfer courses	2 (9.5%)
2nd-year university/university transfer courses	4 (19%)
3rd-year university/university transfer courses	1 (4.8%)
Bachelor's degree in other field of study	3 (14%)

Table 5: Summary of confidence ratings of graduates in Social Entrepreneurship Sub-competencies (n=21)

Social Entrepreneurship Sub-competencies	Mode	Confidence Rating expressed in % with 'n' in bracket		
		Mostly Confident	Confident	Total %
a. Examine the benefits and challenges of a social entrepreneur and social intrapreneur lifestyle.	Confident	23% (5)	50% (11)	73
b. Explore approaches to stimulate creativity and innovation.	Confident	18% (4)	45% (10)	63
c. Conduct a needs assessment of a target population, including their perceived and true needs.	Confident	32% (7)	45% (10)	77
d. Examine federal and provincial laws and policies impacting the development of a new venture.	Confident	32% (7)	45% (10)	77
e. Analyze how the organizational structure and decision-making within national and provincial governments influence the creation of innovative activities.	Mostly Confident - Confident	27% (6)	27% (6)	54
f. Analyze the benefits and challenges of legal, organizational forms / ownership structures for businesses.	Somewhat Confident - Mostly Confident - Confident	32% (7)	32% (7)	64

g. Explore approaches to the development of marketing approaches for a prospective activity or venture.	Confident	27% (6)	45% (10)	72
h. Analyze ways to support capital management and financial planning for a new activity or venture.	Mostly Confident	36% (8)	18% (4)	54
i. Explore the role of a social entrepreneur in managing human resources, supervising business information/ information systems, and maintaining quality standards, including ethical standards.	Mostly Confident	55% (12)	14% (3)	69
j. Examine how to manage operational activities, including purchasing, storage, scheduling of services, accounts payable, and accounts receivable aspects, including submissions to public and private insurance plans.	Mostly Confident	36% (8)	18% (4)	54
k. Explore the elements of a plan to support the initial and ongoing financing of a social entrepreneurship endeavour be it a new business or an activity within an existing organization.	Mostly Confident	50% (11)	18% (4)	68
l. Create an innovative delivery model/program integrating the principles of social justice and social responsibility.	Confident	32% (7)	41% (9)	73

Table 6: Summary of importance ratings of graduates in Social Entrepreneurship Sub-competencies (n=21)

Social Entrepreneurship Sub-competencies	Mode	Importance Rating expressed in % with 'n' in bracket		
		Important	Very Important	Total %

a. Examine the benefits and challenges of a social entrepreneur and social intrapreneur lifestyle.	Very Important	41% (9)	45% (10)	86
b. Explore approaches to stimulate creativity and innovation.	Very Important	41% (9)	50% (11)	91
c. Conduct a needs assessment of a target population, including their perceived and true needs.	Very Important	27% (6)	64% (14)	91
d. Examine federal and provincial laws and policies impacting the development of a new venture.	Very Important	36% (8)	50% (11)	86
e. Analyze how the organizational structure and decision-making within national and provincial governments influence the creation of innovative activities.	Important	59% (13)	32% (7)	91
f. Analyze the benefits and challenges of legal, organizational forms / ownership structures for businesses.	Very Important	36% (8)	55% (12)	91
g. Explore approaches to the development of marketing approaches for a prospective activity or venture.	Important - Very Important	41% (9)	41% (9)	82
h. Analyze ways to support capital management and financial planning for a new activity or venture.	Very Important	36% (8)	41% (9)	77
i. Explore the role of a social entrepreneur in managing human resources, supervising business information/ information systems, and maintaining quality standards, including ethical standards.	Important	41% (9)	36% (8)	77
j. Examine how to manage operational activities, including purchasing, storage, scheduling of services, accounts payable, and accounts receivable aspects, including submissions to public and private insurance plans.	Important	55% (12)	27% (6)	82
k. Explore the elements of a plan to support the initial and ongoing financing of a social entrepreneurship endeavour	Important -	45% (10)	45% (10)	90

be it a new business or an activity within an existing organization.	Very Important			
I. Create an innovative delivery model/program integrating the principles of social justice and social responsibility.	Important - Very Important	45% (10)	45% (10)	90

Table 7: Summary of confidence ratings of graduates in Social Entrepreneurship Learning Examples (n=21)

Social Entrepreneurship Learning Examples	Mode	Confidence Rating expressed in % with 'n' in bracket		
		Mostly Confident	Confident	Total %
a. Assess your potential to become a social entrepreneur and/or social intrapreneur.	Confident	36% (8)	41% (9)	77
b. Examine unique ways to partner with underserved populations to access oral health services.	Confident	32% (7)	50% (11)	82
c. Explore how a 'global health' approach could be integrated into an entrepreneurial venture or activity.	Mostly Confident	45% (10)	23% (5)	68
d. Examine the tax implications associated with different legal, organizational forms/ownership structures.	Mostly Confident	41% (9)	9% (2)	50
e. Review the literature about potential services/products, delivery, and pricing for the prospective activity or venture.	Confident	32% (7)	41% (9)	73
f. Evaluate the market potential and feasibility of a prospective activity or venture.	Mostly Confident - Confident	32% (7)	32% (7)	64
g. Analyze considerations in selecting a location for the delivery of services.	Mostly Confident	45% (10)	41% (9)	86

h. Examine ways to support cultural safety in the delivery of services with underserved populations.	Mostly Confident	55% (12)	41% (9)	96
i. Examine ethical issues that may arise in social entrepreneurial endeavours including fraudulent activity.	Mostly Confident	55% (12)	41% (9)	96
j. Explore how the British Columbia Health Professions Act impacts the creation of a new venture.	Mostly Confident	50% (11)	32% (7)	82
k. Develop a realistic, relevant plan to measure the outcomes of an activity or delivery model.	Confident	27% (6)	36% (8)	63
l. Analyze ways to support the sustainability of a social entrepreneurial activity or venture.	Mostly Confident	36% (8)	32% (7)	68

Table 8: Summary of importance ratings of graduates in Social Entrepreneurship Learning Examples (n=21)

Social Entrepreneurship Learning Examples	Mode	Importance Rating expressed in % with 'n' in bracket		
		Important	Very Important	Total %
a. Assess your potential to become a social entrepreneur and/or social intrapreneur.	Important	55% (12)	41% (9)	96
b. Examine unique ways to partner with underserved populations to access oral health services.	Very Important	36% (8)	59% (13)	95
c. Explore how a 'global health' approach could be integrated into an entrepreneurial venture or activity.	Important	50% (11)	36% (8)	86
d. Examine the tax implications associated with different legal, organizational forms/ownership structures.	Important	45% (10)	36% (8)	81
e. Review the literature about potential services/products, delivery, and pricing for the prospective activity or venture.	Important	59% (13)	32% (7)	91

f. Review the literature about potential services/products, delivery, and pricing for the prospective activity or venture.	Very Important	36% (8)	55% (12)	91
g. Evaluate the market potential and feasibility of a prospective activity or venture.	Important	50% (11)	45% (10)	95
h. Analyze considerations in selecting a location for the delivery of services.	Very Important	32% (7)	64% (14)	96
i. Examine ways to support cultural safety in the delivery of services with underserved populations.	Important - Very Important	45% (10)	45% (10)	90
j. Examine ethical issues that may arise in social entrepreneurial endeavours including fraudulent activity.	Important	64% (14)	27% (6)	91
k. Explore how the British Columbia Health Professions Act impacts the creation of a new venture.	Very Important	45% (10)	50% (11)	95
l. Develop a realistic, relevant plan to measure the outcomes of an activity or delivery model.	Important	45% (10)	41% (9)	86
m. Analyze ways to support the sustainability of a social entrepreneurial activity or venture.	Important	45% (10)	41% (9)	86