

Methods for Completing the CCR

STEP ONE: Self-Directed Assessment

Method	Description
Practice Problems and Reflection	<p>One of the best ways to maintain competence is to reflect on and learn from one's own day-to-day practice problems. Problems stemming directly from client care such as complex medical conditions, communication challenges, procedural difficulties, and poor treatment outcomes can provide rich opportunities for improving practice. In addition, one's overall practice environment may also provide challenges to the dental hygiene practitioner. For example, antiquated office policies, conflicting treatment philosophies and structural inadequacies are fairly typical in health care practice and signal areas of practice that would benefit from improvement. Practice problems often generate emotional responses and such cues help identify competency challenges. Maintaining a practice log aids in recalling challenges for later reflection.</p> <p>Once the dental hygienist 'cues in' that she/he is experiencing a practice problem, careful reflection is required. This involves deliberately mentally exploring one's understanding of the problem. Asking one's self 'why' questions (i.e. <i>why did my patient's periodontal status deteriorate?</i>) in addition to trying to solve the problem is key to full understanding and improvement.</p>
Using the CDHM Competencies and Practice Standards	<p>Using provincial Competencies and national Practice Standards can be helpful for determining professional strengths and weaknesses and directing one's continuing competency goals. Using these documents involves comparing one's own practice performance to the competency/standard outlined in the document. Members determine if they have competency in the specific item or if additional development is required—often due to insufficient knowledge, skill and/or experience. Where additional development is required, the dental hygienist is cued in to develop a corresponding continuing competency goal.</p>
Questions, Discussions and External Feedback	<p>Self-directed assessment should increasingly rely on external sources. Discussions, questions and feedback from peers, employers and clients provide excellent resources for identifying deficiencies, continuing competency goals and professional development opportunities. These discussions often highlight topics or issues that one has limited knowledge about or contradict one's current beliefs or understanding. It is often human nature to dismiss negative feedback or conflicting philosophies, but these are key opportunities for ensuring competent performance. While these opportunities may occur spontaneously (i.e. client questions, employer/colleague comment and discussions), more often individuals must solicit others for feedback. It is important to ask for others to be specific and limit feedback (See a sample of an external feedback form in Appendix 1-D).</p>
Evidence-based Practice	<p>In health care practice, it is often the case that practitioners are unaware of what they do not know. Dental hygienists may not realize that current research does not support a specific routine procedure. Reading professional journals and articles, attending professional conferences and lectures, conducting research and participating in journal clubs provide valuable opportunities for individuals to be exposed to new research that may be considered for goal development.</p>

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STEP TWO: Continuing Competency Goals Development & Activity Planning

Task	Description	Example
Goal Development	<p>Perceived Practice Deficiency: Describe in detail the perceived practice deficiency or potential weakness that may be compromising one's competence and would benefit from improvement; at this point, the dental hygienist may still need to validate that there is an actual deficiency and this will be part of the overall learning experience. At this point the member is only aware that she/he is unsure about something surrounding practice. The description can include all or some of the following:</p> <ul style="list-style-type: none"> • What led me to believe I have a potential deficiency/weakness/need • What do I know about this area of practice • Is it possible that my knowledge/skill could be updated • Is it possible that my practice is not based on credible, evidence-based information <p>Corresponding Goal: In one sentence, define a goal that would capture the deficiency you have described above. A good goal has a subject (usually one's self), action, timeline and a measurable outcome.</p>	<p><i>Example: "I heard other dental hygienists at a meeting talking about implant maintenance that did not conform with our practice routine and policy (implant probing, polishing); I thought our practice procedures were up to date, but now I'm not sure; I can't really recall where or when we established our policy and I'm not even sure what everyone in the office is doing; we do a lot of implant care so this is really important to my practice"</i></p> <p><i>"Within 6 months, I will ensure that the dental implant care I provide/recommend is based on the most current evidence available"</i></p>
Objectives to meet Goal	<p>Typically when attempting to accomplish a major continuing competency goal, several minor objectives will need to be outlined and achieved over the time frame of the overall goal. These can be thought of as mini-goals and are extremely important for working towards a more complex or larger goal. Sometimes practice deficiencies will be less complicated and will not require a staged approach. When thinking about objectives remember to include not only the learning component, but also what will be necessary for implementing changes to practice.</p>	<p>>Learn current evidence-based implant care >Discuss current procedures with dental hygienists in my practice >If necessary, change my current practice behaviours to conform with current evidence >Discussion with employer regarding necessary new instruments/ supplies and additional time and fees for clients</p>
Potential Activities	<p>Once the dental hygienist has outlined the minor objectives, it is relatively straightforward to plan what activities will be needed to accomplish them. The important point to consider is what resources will be available and accessible to achieve one's goals. Where one lives, time and finances available, one's knowledge base and the nature of the goal will all influence the selection of activities. The choice of activities should be realistic so that minimal obstacles are encountered when carrying out the activity plan.</p>	<ol style="list-style-type: none"> 1. Do literature search of internet using credible research on dental implant care 2. Watch CDHA DVD & do quiz on implant care 3. Contact colleague at university dental hygiene school to determine current procedures 4. Discuss during staff meeting current procedures and necessary policy changes.

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STEP THREE: Activity Implementation and Evaluation

Task	Description
Implement Activities	<p>Once a detailed and realistic activity plan has been developed, it is relatively straightforward to carry it out. The implementation of activities is usually conducted over a period of time to achieve continuing competency goals within a reasonable timeframe. Matching activities to actual practice deficiencies/needs ensures the most efficient use of one's time—rather than spending numerous hours on activities that are irrelevant to one's practice. Despite the most carefully developed activity plans, some obstacles may be encountered such as a planned activity is cancelled or postponed, technological problems occur or personal issues arise unexpectedly. In these cases it will be necessary to implement a contingency plan and adjust one's timeline accordingly.</p> <p>On the CCR, please indicate the type of activity or activities performed for each competency goal and the date, location, organization, etc for each respective activity. If more than one activity is carried out, please complete this information for any activities that apply.</p> <p>Examples of activities and resources to locate activities are:</p> <ul style="list-style-type: none">• Educational Courses/Seminars (MDHA, Faculty of Dentistry, MDA, CDHA)• Online Courses (CDHA)• Advanced Formal Education (i.e. Bachelor, Master's or Ph. D programs)• Professional Journals/ Articles (Canadian Journal of Dental Hygiene, Journals on PubMed/Cochrane)• Study or Journal Clubs• Videos or DVDs (DVD Quarterly)
Evaluate Achievement of Continuing Competency Goals	<p>Perhaps the most important but most overlooked continuing competency task is the evaluation of goals. Just like in the Dental Hygiene Process of Care, without evaluation it is impossible to know whether one's goals are met and how to subsequently proceed. The CCR has been designed to assist the dental hygienist member to move through the process as effortlessly as possible. Three possible outcomes to the evaluation are possible:</p> <ul style="list-style-type: none">• goal is met,• goal is unmet,• goal is in process. <p>Based on the outcome, the member will think about what will need to occur next. For example, where goals are fully met, the member can focus on new or other continuing competency activities. For unmet or in process goals, more learning, supplementary activities or additional expertise may be necessary to achieve the goal or a need to revise the goal may also become apparent.</p>