OLP Overview of Plans and How to Develop SMART Goals

For Registered Dental Hygienists

Category: Quality Assurance

Source: CDHBC

September 1, 2022

Territorial acknowledgement

The offices of BCCOHP are located on the traditional, ancestral and unceded territory of the Coast Salish and Lekwungen-speaking Peoples, represented today by the Musqueam, Squamish, Tsleil-Waututh, Songhees and Esquimalt Nations. Acknowledging the territories and the original stewards of these lands is a fundamental responsibility of our organization and in keeping with our commitment to support the provision of safe, effective, culturally sensitive oral health care for British Columbians.

Outcomes

The CDHBC registrant will be able to:

- Discuss the foundation of a learning plan

- Differentiate between a "Required Learning Plan" and a "Self-Directed Learning Plan"

- Discuss the components of the Learning Plan – goals, actions and reflection's Components of SMART learning goals

- Develop a SMART goal and action plan

- Understand diversity of individual Learning Plans

- Express the components to complete a reflection of a learning activity and learning plan

- Start using the reflection components

- Update their knowledge of the Revised QAP CC Framework

QAP Framework
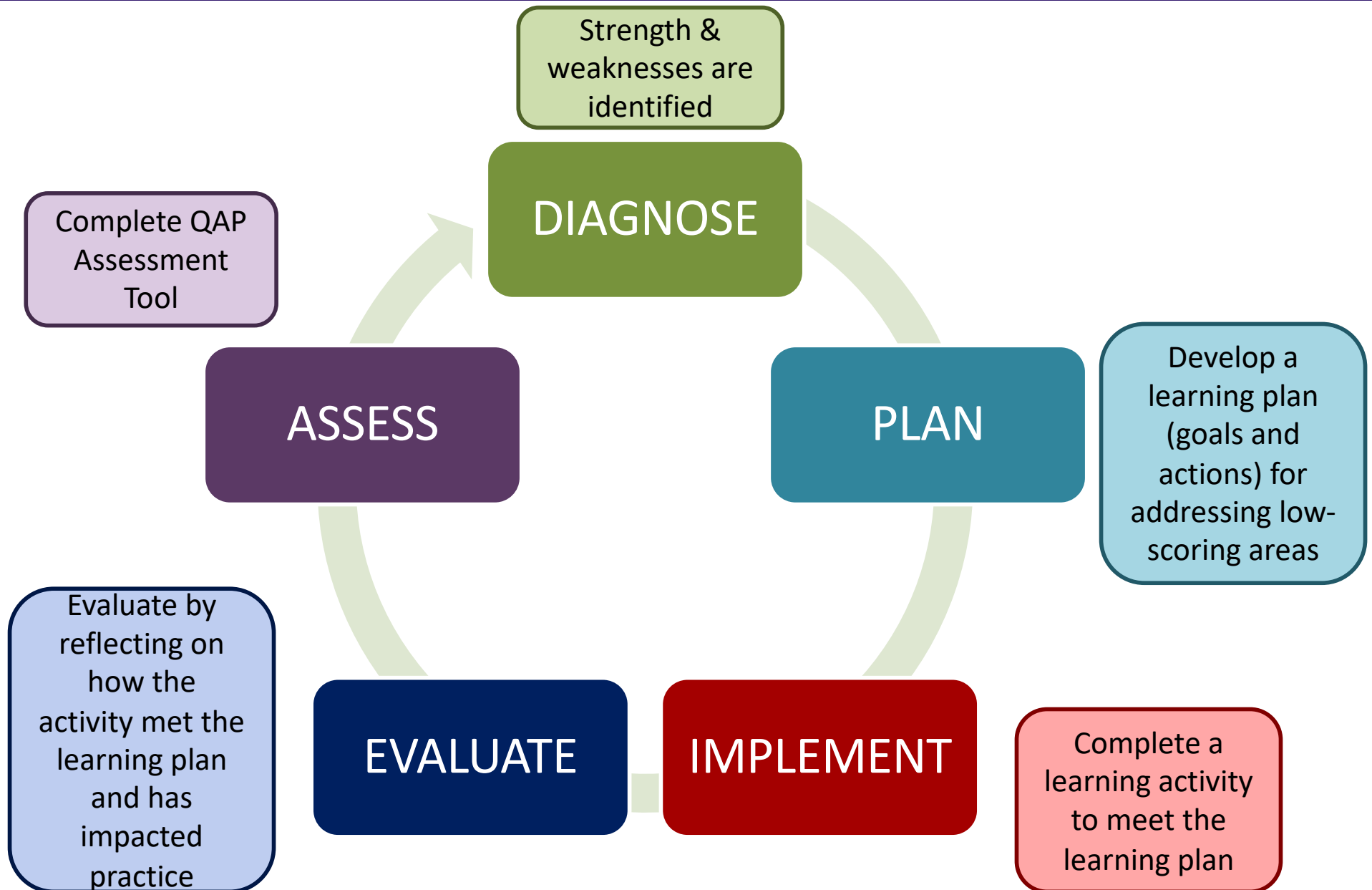
Required vs. Self-Directed Learning

- **Required Learning Plan**
  - Is the **D** in the QAP Framework A**D**PIE Process
  - Contains the lowest scoring content subcategories as identified by the results of the QAP Assessment Tool.
    - If QAP Content Category A. Biological Sciences, had one of the 2 subcategories (A1 or A2) identified as a low scoring area on the QAP Assessment Tool, then the specific subcategory would show within the Required Learning Plan.
      - E.g., Learning Plan A-1 General & oral microbiology/infection control
  - Aim to have the learning plan, specifically the goal, articulated as soon as possible after completing the QAP Assessment Tool while the results are still fresh in you mind (Preferable within the first year.)
  - Refer to the [QAP information Guide](#), pgs. 57-59 for the QAP Content Subcategories Expanded Definitions

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Content Categories and Sub-Categories (Page 11 of the QAP Information Guide)

A. Biological Sciences

1. General/oral microbiology/infection control
2. Biochemistry/nutrition/diet counseling

B. Social Sciences

1. Psychology, sociology
2. Communication principles, behavior management strategies

C. Dental Sciences

1. Head, neck, oral and dental anatomy
2. General and oral embryology and histology
3. Radiography knowledge, interpretation
4. General and oral pathology
5. Dental Materials

D. Dental Hygiene Clinical Practice

1. Health assessment/pharmacology
2. Periodontology (including assessment & diagnosis)
3. Non-surgical dental hygiene therapy including instrumentation and ergonomics
4. Care of special needs populations
5. Pain management and control
6. Primary prevention strategies, including oral self care
7. Emergency prevention and interventions

E. Community

1. Public health practice including programming and client advocacy
2. Health promotion and wellness strategies
3. Research/epidemiology/statistics

F. Professional Issues

1. Ethics and jurisprudence (including legislation, documentation, etc.)
2. Collaborative relationships, referrals/administration/practice management

Self-Directed Learning

- **Self-Directed Learning Plan (SDLP) is determined by the registrant at their discretion.**

- The SDLP may focus on personal interest in gaining information that will complement or improve knowledge, skill, abilities, communication etc. related to the practice of dental hygiene.

  – Self directed learning is not based on results of the QAP assessment tool, and may be completed at any time during the QAP CC cycle

  – Note: regardless of the # of self-directed QAP CC credits, the "Required Learning Plan" must be completed prior to the end of the QAP cycle.

Why are there Goals and Action Plans within each Learning Plan?

- **Goals and Action Plans:**
    - Requirements for the QAP in the development of a registrant's Required Learning Plan (RLP)

- **Purpose**:
    - **Goals provide:**
        - purpose and direction
        - identify the expected results of activities
    - **Goals heighten performance levels by:**
        - setting targets
        - organizing and prioritizing learning
        - assisting in and making decisions for appropriate ways to address each goal
    - **Action Plans provide:**
        - detailed plan of activities required to reach the goal

- Let's look at each of these further on the next few slides

What is a Goal?

- The Goal is the **P** in the ADPIE learning cycle.

- A well-defined description of an achievable target that will guide learning opportunities and strategies.

- Goals need to be specific to one's professional learning and dental hygiene practice setting.

- Professional judgment will determine how the goal meets one's Required Learning Plan

What is an Action Plan?

- The Action Plan is the **P & I** in the ADPIE learning cycle

- A detailed plan on how the registrant will achieve the goal

- Helps focus the learning activity

- Determines resources

- Provides structure for the learning activity

Learning Plan Example with a goal and action plan

QAP Content Category C-5: Dental Materials

- By the end of April 2021, I will identify the pros and cons of light vs. self cured sealants, as well as distinguish between the various sealant materials in order to determine appropriate selection for my clients.

- This one Goal can be broken into 2 separate action plans to address the goal:
  1. Review application of light vs. self cured sealants in Textbook X
  2. Complete course X on sealant materials and selection based on the clients need

Developing a SMART Learning Plan

Making a Learning Plan meaningful may be achieved by using a SMART format for developing the goal and action plans.

S	• SPECIFIC
M	• MEASURABLE
A	• ACTION ORIENTED
R	• REALISTIC
T	• TIMELY

How to incorporate SMART into the Learning Plan

Example based on Content Category
D-2 Periodontology (including assessment & diagnosis))

- **S = Specific:** allows you to know what you want to achieve, provides detail, is focused and clearly written.
    - <u>What</u> do I want to achieve?

    <u>EXAMPLE</u>: strengthen my understanding of the Dental Hygiene Diagnosis and properly document

- **M = Measurable:** provides criteria allowing you to know you have accomplished the goal, as well as keeping you on track along the way.
    - <u>How</u> will you know the goal is met?

    <u>EXAMPLE</u>: document DHD in **every** clients' chart

SMART

- **A = Action Oriented:** provides momentum to complete the goal. Should contain an action verb.

  Use action verbs as they relate to the learning context: (Blooms Taxonomy)

  Knowledge: identify, label, recognize, record, understand

  Comprehension: describe, identify, review, select, summarize

  Application: apply, demonstrate, document, operate, write

  Analysis: analyze, calculate, diagram, distinguish, relate

  Synthesis: arrange, categorize, develop, explain, generate, plan

  Evaluation: assess, compare, contrast, evaluate, explain, predict, summarize

  <u>**EXAMPLE:**</u> I will strengthen my **understanding** of the DHD and properly **document** the DHD in every chart

SMART

- **R = Realistic:** helps keep the goal reasonable but should provide stimulation. The goal should not be too simplistic as it needs to be substantial enough to meet the learning requirement and challenge the registrant.
    - <u>Can</u> the goal be achieved, and does it meet the learning need?

<u>EXAMPLE</u>: Strengthen my understanding of the DHD and document this in every clients' chart

SMART

- **T = Timely:** needs to have a target or deadline as to when the goal will be reached. Should align with available resources and motivate the registrant.

Timeframes promote action.

  – <u>When</u> will this goal be started and/or completed?

<u>EXAMPLE</u>: by the end of March 2021

(no deadline as this will be a continual process, however there is a target start deadline)

Final SMART Goal

- By the end of March 2021 (**T**), I will strengthen my understanding (**S**) (**A**) of the of the dental hygiene diagnosis and properly document (**A**) (**R**) this in every (**M**) client's chart. (**S**) (**M**) (**R**)

Now let's look at some specific **Actions** to address this **Goal**

Final SMART Goal & Action Plan

Goal:

By the end of March 2021 (**T**), I will strengthen my understanding (**S**) (**A**) of the of the dental hygiene diagnosis and properly document (**A**) (**R**) this in every (**M**) client's chart. (**S**) (**M**) (**R**)

To support this goal I will complete the following Action Plan:

1. By March 2, 2021 I will have read Chapter 22 Dental Hygiene Diagnoses in the textbook: Darby and Walsh Dental Hygiene theory and Practice 5th ed. Bowen & Pieran 2020.

2. By March 15, 2021 I will create work with our offices dental hygiene team to develop a template for DHD using the Human Needs Theory that will allow for consistency of developing the DHD and documenting the DHD in the clients' chart.

3. By March 23, 2021 I will incorporate the Human Needs Model when developing my client's dental hygiene diagnosis (DHD)

Activity – working to develop a SMART Goal & Action Plan

- Next we will apply what we have just learned to complete a hands-on activity.

- When deciding on appropriate activities for the Learning Plan, refer to the QAP Learning Activities & Credit Framework (based on Time and/or Activity)

- Include the learning activities that best suite your learning style and learning needs based on the Required Learning Plan.

Access the [QAP Learning Activity & Credit Framework (based on Time and/or Activity)](#) on the CDHBC website to review learning actives and credit allowances

QAP Learning Activity & Credit Framework (Based on Time and/or Activity)

This resource is an "at-a-glance" summary of the learning activity categories and eligibility for credit allowances within the QAP. Readers should also consult Part 5 of the QAP Information Guide for comprehensive information.

1
- Courses, lectures, presentations, sessions, seminars- both online and in-person

1 credit/hr

2
- Attending dental hygiene/ dental conferences (exhibit hall)

Does not include sessions taken at conference

2 credits/conference
Max 12/cycle

3
- Completing San'yas Indigenous Cultural Safety Training (Core Health) by PHSA

Max 10 credits/ cycle

4
- Reading a journal article or chapter in a dental hygiene related textbook

Registrants must complete a reflection on their Online Learning Plan to support their learning for this type of activity

1 credit/article
Max 30 credits/cycle

5
- Dental hygiene related teaching or presenting completed outside of paid hours

Optional: Lesson planning template available

1 credit/hour
Max 15 credits/cycle

6
- Membership on a dental hygiene committee or attending professional meetings (10 credits max)
- Mentoring a peer (10 credits max)
- Assessor, Examiner or Investigator (10 credits max)

1 credit/hour
Max 20 credits/cycle

7
- Preparation for QAP* Assessment Tool or preparation for a dental hygiene board exam

1 credit/hour
Max 15 credits/cycle

8
- BCDHA Comprehensive Dental Hygiene Refresher Modules

3 credits max//module

9
- Post diploma dental hygiene related education such as a recognized Dental Hygiene Degree program

13 credits max/course credit

10
- Other formal university or college level education

Must be supported by a self-directed learning plan including a substantial reflection describing relevancy to DH practice along with how this knowledge will be applied to DH practice (to be completed in the Online Learning Plan)

20 credits max/cycle

11
- Primary/Secondary research related to dental hygiene practice

1 credit/research area

12
- Volunteer work in a community oral health project

*"Volunteer Contract Form" to be completed for submission to QAC***

QAC to approve credits
Maximum 20 credits/cycle

13
- Involvement in a CDHBC-organized initiative, project, calibration and/or training

Credits will be individually designated by CDHBC

14
- Basic Computer Skills Courses

Must be accompanied by a reflection outlining the application to DH practice
Reflection to be completed in the Online Learning Plan

5 credits max/cycle

15
- Authorship of textbook chapter (15 credits)
- Authorship of article published in a peer-reviewed oral health science publication (10 credits)
- Original research published in a peer-reviewed oral health science publication (15 credits)

15 credits max/cycle

16
- Published reviews of books relating to dental hygiene outside of regular work hours
- Dental hygiene related articles written and published in non-peer-reviewed publications outside of regular work hours

3 credits max/cycle

17
- Directed study/mentoring learning

"Mentor Approval Form" to be completed for submission to QAC

QAC to approve credits
Maximum 20 credits/cycle

18
- Other learning activities

*"QAP CC Credit Activity Approval Form" to be completed for submission to QAC. Must be supported through the OLP*** describing relevancy and applicability to DH practice.*

QAC to approve credits
Maximum 20 credits/cycle

The credits in this framework are examples of what may be appropriate learning activities <u>but do not represent an exhaustive list</u>. As potential activities and courses continually change it is not possible to create an all inclusive list of current activities that would be appropriate for continuing competency credits. It will be up to the professional judgment of the registrant to determine if the activity completed actually meets the registrants required or identified learning needs and determine which activity description it best falls within.

- Quality Assurance Program
** Quality Assurance Committee
*** Online Learning Plan

Updated October 2020

Using the SMART Goal Worksheet we will work through an activity

SMART Criteria		Requirement for Specific SMART Component	My Goal & Action Plan Components
S	Specific	Enough detail to provide a clear picture of the desired outcome.	
M	Measurable	Must be quantifiable so you know goal is met.	
A	Action-Oriented	Should contain an action verb of an appropriate level from Blooms Taxonomy.	
R	Realistic	Should be reasonable and still of substantial depth to stimulate and motivate you.	
T	Timely	Is there a time frame?	
Final SMART Learning Goal Statement			

Learning Activity
Developing a SMART Goal for the Learning Plan

- Using the <u>SMART Goal Worksheet</u> from the previous page, take 5 minutes to develop a SMART Goal based on the following Content Category and Sub- Category

  – **Dental Hygiene Clinical Practice – Periodontology (D-2)**

How did that go? What went well? What was tough? Was there a specific component in SMART that was hard to address?

Action Plan Activity

- On the back of your sheet in a SMART format, write two activities to fulfil the "Action Plan" portion of the Learning Plan in order to address the goal. (5 min)
  - It's not important to know the name of a course or the name of a particular journal article; just know the type of activity you will engage in to help you reach the goal. The specific name of the activity can be filled in at a later date.

- Was it hard to make this SMART? Was there a specific component of SMART that was difficult?

What will your OLP look like?

- When it comes to the OLP, every registrant's Required Learning Plan will show great diversity.

- Registrants have differing learning needs, styles and practice settings. As such, no two Required Learning Plans will look alike.

Diversity of Learning Plans
DH Clinical Practice:
D-5 Pain Management & Control

Example #1: Dental Hygienist working in Private Practice

- By the end of June 2021, I will be competent in calculating maximum dose for LA drugs and improve my accuracy when administering the inferior alveolar nerve block (IANB).

- I will address this goal by the following action plan activities:

  1. By May 5, 2021 I will read chapter 8 (Determining Drug Dose) & 13 (Mandibular Techniques) in the textbook *Local Anesthesia for the Dental Hygienist 2nd edition, 2019* by Logothetis
  2. By May 15, 2021 I will develop a reference sheet for my operatory on maximum doses for the local anesthetic agent I use in practice
  3. By May 25, 2021 I will plan to receive coaching on landmarking the IANB with the other dental hygienist and dentist in our office to practice my inferior alveolar nerve blocks

Example #2: Dental Hygienist working in Community Public Health

- By the end of April 2021, I will improve my understanding of the pharmacology of oral local anesthetic, epinephrine and neurophysiology to ensure continued competence. I will also increase my knowledge on the topic of LA reversal agents to better explain the process and application during community education for mom and tot's groups when asked by moms.

- I will address this goal by the following action plan activities:

  1. By March 15, 2021 I will complete the course by dentalcare.com titled *Pharmacology of Local Anesthetics: Clinical Implications*.
  2. By March 10, 2021, I will find and complete a course at PDC that covers the topic of phentolamine mesylate (reversal agent)

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Reflection

- The Reflection is the **E** in the ADPI**E** learning cycle

- Reflection enables the registrant to:

  – Deepen their understanding of what has been learned

  – Identify application of knowledge to the practice setting

- Remember:

  – The reflection is your experience and no one else's

  – Reflect in your own words as to how the learning has been applied in your DH practice?

Four-R's for Writing a Reflection

Try using the four-R's of Reflection*

Revisit
- Briefly describe the learning activity.
- Briefly describe key points taken from the learning activity.

React
- What were your initial thoughts about the learning?
- What are your feelings about what you learned?

Relate
- Make a connection between the learning and your own knowledge and/or skill.
- How did the learning challenge what you currently think or do?
- How will this inform your practice?

Respond
- What did you take away from the learning?
- How will you incorporate this or how you incorporated this into your practice setting?

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* From Bowen, Denise M. and Pieren, Jennifer A. *Darby and Walsh Dental Hygiene Theory and Practice*, 5th Ed. 2020.

In Summary

- The QAP incorporates the ADPIE process through the learning cycle
  - **A** -QAP Tool, **D** –Required learning plan, **P** -Goal, **I** –Action Plan, **E** -Reflection
- Incorporate the SMART format when developing the Required Learning Plan (for all goals and action plans)
- The Required Learning Plan should be specific to your needs and practice setting
- The QAP Learning Activity/Credit Framework provides ideas for types of acceptable learning activities
- Action plans need to outline the activities that will be completed to address the learning needs within the Plan.
- Reflecting on learning promotes understanding and helps guide future actions. Incorporate the four-R's when developing your reflection.

The End

If you have any further questions, please contact us at
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