

Annual Report for Assessment of Outcomes.  
 Submitted: June 20,2011  
 SAC Dental Assisting  
 Outcomes assessed: Certificate: Dental Assisting.

## Summary

The Dental Assisting SAC reviewed the methods of assessment that were identified on the CTE Assessment Plan created November 15<sup>th</sup> 2010. We chose to review all outcomes to establish a working model for future review. This document will be reviewed annually and our SAC will make any changes necessary.

Each instructor provided the description and assessment scoring method /rubric to illustrate student success of individual assignments. The discussion concluded the CTE Plan reflected our goals as a program,

\*One major addition/change was made since the CTE Assessment plan was completed. The Service Learning Project (**Exhibit #1**) was newly introduced in Winter term. This project was a success and provided many connections to our program outcomes and PCC core outcomes. This project will be continued and or expanded in the future.

<p><b>Outcome:</b> Engage in a broad range of communication skills for the purpose of analyzing dental situations and anticipating the needs of the dentist and patient using appropriate language and modality.</p>	<p><b>Core Outcome:</b> Communication</p>	<p><b>Assessment Setting/Method –</b> DA 114 Lecture DA 112 DA 114 &amp; 115 Research Project See <b>Exhibit #1</b></p>
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<p><b>Assessment results:</b></p> <p><b>DA 112 Service Learning Project.</b>*The goal of this project is to provide more student involvement with the community.          Students complete written, verbal and visual oral health instruction at a broad range of community sites such as schools, businesses and churches.</p> <p>*All 45 students successfully completed the project in 2011. Grading Results: 40 received A's, 4 received B's and 1 received a C.</p> <p><b>DA 114/115</b> Students complete an oral health research paper and then create a presentation board covering their topic. Research paper grading as follows: 45 students completed the assignment; 34 received A's, 6 received B's, 5 received C's</p> <p><b>DA 115</b> Presentation boards are displayed on campus providing educational information to the general public. The poster grades as follows: 44 students completed the project, one did not. 24 received A's, 10 received B's and 10 received C's, 1 received an F.</p> <p>*This assignment will be discontinued to allow for expansion of the Service Learning Project for next year.</p>
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<p><b>Outcome:</b> Help an organization thrive in a diverse, rapidly changing and increasingly global healthcare environment.</p>	<p><b>Maps to a Core Outcome:</b> Community and Environmental Responsibility</p>	<p><b>Assessment Setting/Method</b>  <b>Setting:</b> Clinical community Rotation/ PCC Dental Clinic  <b>Assessment:</b> DA 111-DA 115 Fall, Winter, Spring DA 121-123-125 Fall, Winter, Spring</p>
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		Exhibit #2
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**Assessment results:**  
 Assessing skills in a dental environment both in the PCC Dental Clinic, PCC Radiology lab and community clinical rotations. Students must follow protocol for documentation and disposal of hazardous materials in the PCC Dental Labs.

Students document **Dental Emergency and Hazardous Waste Protocols** in community dental offices in a written journal format. All students were successful in the assignment.

These assessment methods evaluate the student’s ability to interact with individuals, patients, and staff in a dental setting. Students reported at 3,6,9, week intervals in a journal format, **Grading as follows**, 41 students received A’s, 2 students received B’s and 2 received C’s.

<b>Outcome:</b> Identify problems and apply appropriate methods of reasoning to develop creative and practical solutions for personal, professional, client(patient) and dental community issues	<b>Maps to a Core Outcome:</b> Critical Thinking and Problem Solving	<b>Assessment Setting/Method</b> Clinical Community Rotation See Exhibit #1
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**Assessment Results:**  
 Students are required to create a learning activity for a diverse populations (business, elderly, church, school setting) as a **Service Learning Project. See above**

<b>Outcome:</b> Respond effectively to diverse client (patient) Needs in an increasingly global marketplace by applying problem solving skills	<b>Maps to a Core Outcome:</b> Cultural Diversity	<b>Assessment Setting/Method</b> Clinical Community Rotation See Exhibit #3 &4
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**Assessment results:**

Students anticipate needs of patients with regard to age, gender, culture in a dental setting, to include both the PCC dental clinic and community clinical dental rotations

**The six week intermediate evaluation**, completed by a dental office mentor: dentist in the dental office setting. Grading as follows: 43 students were successful receiving A’s, 2 students did not turn the evaluations in.

**DA 119 Specialty Dental Practice Evaluation** identified 4 main skills and is completed after one full day of observation. All students completed the assignments and received A’s.

<b>Outcome:</b> Actively build personal skills by identifying, assessing and participating in learning	<b>Maps to core Outcome:</b> Self reflection	<b>Assessment Setting/Method –</b> Lecture and attendance at Professional Meetings
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opportunities that contribute to personal and professional growth in the dental health care setting.		See Exhibit #1, 2 and 5
<p><b>Assessment results:</b></p> <p>#1 Students create a photographic narrative or critical incident report to analyze and reflect results of the assignment. <b>See Service Learning Project above.</b></p> <p>#2 Journal of student experience on specific assignments topics in the community dental offices. *See above for results.</p> <p>#5 Students attend a scientific conference to experience education in a professional dental setting. Promotes awareness of dental professional organizations. 44 successfully completed the assignment, 1 did not.</p>		

**Exhibit # 1 Core Outcome: Communication**

DA 112, Clinical Procedures Lab II

Winter Term

Due 3/8/11

Service Learning Project – 75 Points

9 to 12 hours completed on Wednesday Rotation days or personal time

2 to 3 hours – Preparation – calling/scheduling/presentation & materials/activities development

4 hours – Direct service: Actual contact hours in the selected volunteer site(s)

2 to 4 hours – Reflection Assignment (2 to 3 pages, type-written, double spaced)

1 hour – Discussion – (Dental Materials Lab and Seminar; time TBA)

The student must choose an agency or a community site (that may include but is not limited to) a school, county dental clinic, senior citizen living facility, assisted living facility or hospital. More than one may be selected. Your experience must include providing dental health information/education to those involved. The idea is to help them understand the importance of and the best methods for obtaining an optimal level of oral health.

(Contact Dental Department Administrative Assistant for a copy of your Criminal History Check if needed)

From this experience (rotation) the student will develop knowledge by providing oral health education in the community and providing a reflection of the experience. The formal process of reflection should be in one of the following formats:

Photographic Documentation/Written Narrative – Take photographs of your experience, analyze and draw meaning; then record your feelings and ideas.

Or:

Critical Incident Report – Record an event during the rotation that presented important personal and/or professional issues to your attention. This can be a positive or negative event that you witnessed.

You may use the following questions as a guide for your analysis and reflection:

- What were you thinking during this experience?
- How do you relate this experience to your professional dental assisting responsibilities?
- How did the people involved react to you?
- If you were to have this experience again, what would you do differently?
- What questions were raised in your mind as a dental health professional?
- What conclusion can you draw from this experience?

You may contact Sarah Tillery, Service-Learning Program Coordinator for assistance with agencies and community sites for this project. 971-722-4419 or sarah.tillery@pcc.edu Results of

evaluations of this project were excellent. The students responded with enthusiasm and creativity that was unexpected. All students obtained 80% or better on this project.

### **Exhibit #1 Term Project**

This project is going to require research and organized preparation. The project is 25% of the final grade in each course so it is imperative that you turn in college level work to successfully complete these two courses.

The following are the subjects from which you will be assigned:

- Oral Hygiene Homecare Products; use and benefits of two or more
- Pediatric Dentistry: the benefits of preventive dental care for children
- Removable Prosthodontics: the Pros and Cons
- Smokeless Tobacco; the Effect on Oral Health
- Fluoride; the Pros and Cons
- Public Health Dentistry; how to control oral disease in a community

Since this is a combined project for DA 114 and 115, there are two parts you must complete.

For **DA 114** you must write a 3 page, double spaced, type-written paper following the APA style. [http://www.pcc.edu/library/research/how\\_cite.html](http://www.pcc.edu/library/research/how_cite.html) . It must include a Title page and a Bibliography including at least 3 sources. 2 sources must come from library resources such as books, periodicals, or article databases. 1 source may come from the free Internet (Google).

The paper is worth 50 points. The points will be determined by the following:

- Title page – 5 points
- 3 pages, doubled spaced, not larger than 12 font – 10 points
- Sources – followed directions – 10 points
- Introduction – 5 points
- Information orderly and logical – 5 points
- Informative – 5 points
- Correct grammar, spelling, punctuation – 5 points
- Conclusion – 5 points

### **Due 5/23/11**

For **DA 115** you must purchase a presentation board that is capable of standing alone. The objective is to create and design information from the subject you have been assigned from above into an educational format that is “Health Fair Presentable” (provides educational information to the general public) Your final project will be displayed publicly in the HT Building foyer and can be presented at a Science or Health Fair or in a school or healthcare facility of your choice. Your research paper should **not** be attached to this board.

This project is worth 50 points. The points will be determined by the following:

- Stand alone board – 5 points
- Creativity and Design (includes color, balance, photographs, diagrams, easily read font) (see examples displayed in clinic) – 20 points
- Complete and accurate information ( at least 3 key points) – 15
- Easy to read and understand - 10

**Exhibit #2**  
**#2 Community and Environmental responsibility**

**Setting:** Clinical community Rotation  
PCC Dental Clinic

**Assessment:** DA 115,  
DA 111-DA 115 Fall, Winter, Spring  
DA 121-123-125 Fall, Winter, Spring

**Method:** Student Journals, 3-6-9 week evaluations, assessing skills and interaction in a community dental setting.

\*Daily evaluations on safety and asepsis following OSHA guidelines in the PCC dental clinic  
Correct Disposal of hazardous waste (fix and lead) in Radiology lab

**Exhibit #3**

DA 115, Clinical Procedures III

**6-Week Intermediate**  
**Dental Assisting Student Evaluation**

Dental Assisting Student \_\_\_\_\_ ***Date Due, Monday after 6<sup>th</sup> week***  
Please use a (+) if the student is able to demonstrate the skill, (-) if the student is unable to demonstrate the skill and NA if the skill has not been performed.

Additional comments are welcomed and can be sent directly to:

*Ginny Jorgensen, Clinical Instructor at [gjorgens@pcc.edu](mailto:gjorgens@pcc.edu)*

+ Demonstrates

- Unable to demonstrate

NA Not Applicable

<b>Professionalism</b>	<b>level</b>	<b>Comments</b>
Communicates in a professional manner with dentist, staff, patients		
*Professional <u>appearance</u> ; neat and clean, proper attire, name tag visible, hair neatly groomed		
*Teamwork; works well with others, motivated, helps willingly		
<b>Dental Office Duties</b>	<b>level</b>	<b>Comments</b>
Check Schedule/Obtain Patient Chart (paper or digital)		
Disinfect and barrier patient treatment room		
Set-up instruments and materials in a timely manner		

Seat Patient, place patient towel and provide eyewear.		
Take and record vital signs		
*Infection Control Techniques		
<b>Recognition of Instruments</b>		
<b>Organization of instruments and Materials</b>		
<b>Preparation and delivery of dental materials</b>		
<b>Maintaining clear field of operation by suctioning, rinsing and drying</b>		
Dismiss patient, escort to front reception area.		
Prepare instruments for transport to instrument processing area.		
<b>Laboratory skills: pour impressions, trim models</b>		
Clean and disinfect treatment room		
Process Instruments		
Process and mount radiographs (digital open on computer screen)		

Dentist/Dental Assistant signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

Information below for PCC Instructor to complete.

Total Number graded \_\_\_\_\_ Acceptable \_\_\_\_\_ Not acceptable \_\_\_\_\_ Percentage \_\_\_\_\_

Points earned \_\_\_\_\_ Instructors initials \_\_\_\_\_

**Expectations and point system:** Chairside dental assisting skill reviews are considered “successfully completed” (100% = 15 points) Extramural Clinical Experience 3 week evaluation must be @ 70% demonstrated, 6 week evaluation must be @ 80% demonstrated and 9 week evaluation must be @ 90% demonstrated to receive points. (Note: All **\*critical skills** must be “acceptable” to receive “successfully completed” review)

**DA 119, Expanded Duties II**

Specialty Dental Practice Evaluation

**Dental Assisting Student Evaluation**

Dental Assisting Student \_\_\_\_\_ Date \_\_\_\_\_

Dental Specialist Name \_\_\_\_\_

Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Please use a (+) if the student is able to demonstrate the skill, (-) if the student is unable to demonstrate the skill and NA if the skill has not been performed.

+ Demonstrates

- Unable to demonstrate

NA Not Applicable

**Specialty Dental Practice Evaluation**

<b>Skill</b>	<b>Evaluation</b>	<b>Comments</b>
1. Professionalism		
2. Reliability		
3. Shows interest		
4. Knowledge of Specialty		

Overall comments of student abilities \_\_\_\_\_

Time started \_\_\_\_\_ Time finished \_\_\_\_\_ Total hrs. \_\_\_\_\_

Dentist Signature \_\_\_\_\_ Date \_\_\_\_\_

*Information below for PCC Instructor to complete.*

**Total Number graded** \_\_\_\_\_ **Acceptable** \_\_\_\_\_ **Not acceptable** \_\_\_\_\_ **Percentage** \_\_\_\_\_

**Points earned** \_\_\_\_\_ **Instructors initials** \_\_\_\_\_

**Expectations and point system:** Skills demonstrated @ 100% = 10 points. Extramural Clinical Experience, Specialty Dental Practice Evaluation must be demonstrated @ 75% to receive points.

**Exhibit # 4**

**#4 Cultural Diversity**

**Setting:** PCC Dental Clinic

**Assessment:** DA 111-DA 115

Professionalism assessed during patient care, recognize the diversity of the patient and respond appropriately before, during and after patient care.

**Exhibit #5 Maps to core Outcome: Self reflection**

During the April 2011 Dental Conference students signed up to take classes and visit the dental exhibits. This professional meeting is held in Portland, Oregon each year at the Conference Center. The classes range from Infection Control, Emergency Update to classes on how to improve office communication.

Students also participated in learning opportunities through visiting and communicating with sales representative in the Exhibit hall.

Outcome: 45 students attended a class and wrote a paper. The following grade scale reflects the results:

50-45=A.....44 One student did not write a paper=F

**Papers reflected that the students:**

1. Learned new information
2. Enjoyed learning about new professional ideas
3. Enjoyed meeting other professionals and discussing new information
4. \* **Result: Good experience and will continue in the future**

**Paper #1:**

**DUE FRIDAY, APRIL 8, 2011**

ODA Annual Dental Conference...*MUST ATTEND A CLASS*...50 points

Paper from the ODAA/ODA Annual Educational Conference is due on April 11, 2011

Each student must write a short paper discussing the class that they attended at the Educational Conference.

The paper **MUST** have the following:

1. 1 page typed information, double spaced (5 points)
2. correct spelling and proper grammar (5 points)
3. a brief overview of the class (40 points)
4. The paper will be turned in for a grade (50 points if the paper is turned in on time. If the paper is late, the grade will be dropped by one full grade for each day that it is late).
5. This paper must have a verification code or a certificate attached from the class you attended.

50-45=A

44-40=B

39-35=C

34-30=D

29=F

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DA 156

During Spring term students are in an office practicum. Each office they will visit will have a philosophy statement at the front desk for all patients to read. This learning opportunity helps the student assess and identify professionals in the dental health care setting by assessing the office philosophy statement and the implementation of the statement.

After several visits, working or observing in and office for three weeks students write their own philosophy statement.

Each student wrote a creative statement that reflected proper dental treatment and care.

Outcome: 44 students wrote a creative paper with proper verbiage. 30-27 points=A

Only one student did not do this assignment...0 points=F

Papers reflected that the students:

1. Learned what a philosophy statement was and what it meant to an office
2. Learned new and other professional philosophy statements
3. Enjoyed reflecting on how their own morals might reflect in a philosophy statement

**Paper #2, Paper is due on April 18, 2011**

Philosophy Statement

Paper #2 must have the following:

1. 1 paragraph of typed information, double spaced (5 points)
2. Correct spelling and proper grammar (5 points)
3. Your personal philosophy statement (20 points)



4. This paper must be turned in for a grade. (30 total points if the paper is turned in on time. If the paper is late, the grade will be dropped by one full grade for each day that it is late).

30-27=A

26-24=B

23-21=C

20-18=D

17=F