

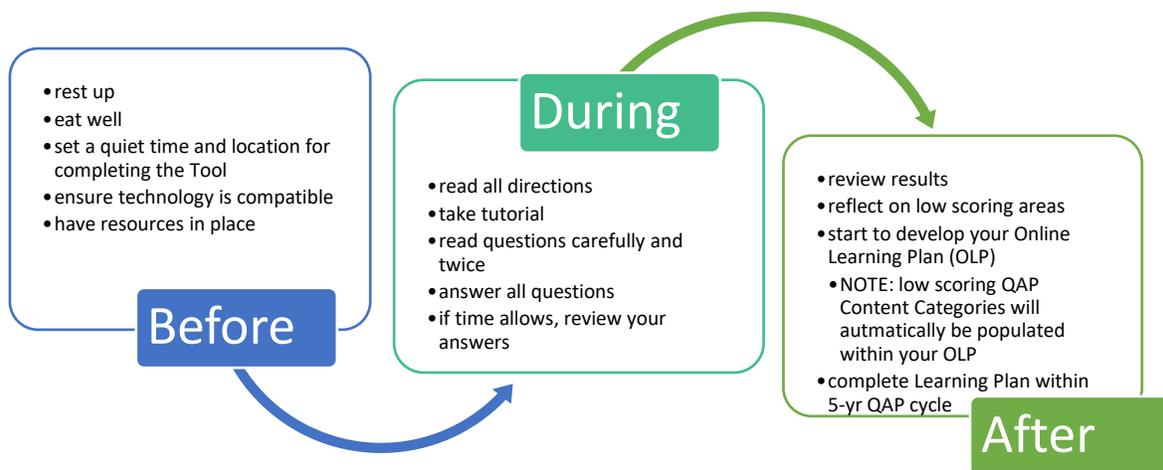
# Thoughts and Considerations for Completing the QAP Assessment Tool

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For many of the CDHBC registrants, January 2019 marks the beginning of another Quality Assurance Program (QAP) 5-year cycle. This QAP cycle will include approximately 575 registrants who will be required to complete a first attempt of the QAP Assessment Tool by the last day of February.

Although most registrants in this cohort are entering the QAP cycle for a second time, there may still be a few who are unsure of how to prepare for the Assessment Tool and/or may be nervous as to the format of this on-line assessment. Others in the cohort might be feeling more comfortable the second time around. As such, they are looking at the Assessment Tool as a way to guide continuing education experiences over the next 5-years for any low scoring [QAP Content Categories](#). Regardless of a registrant's nerves or confidence entering this cycle, this article is meant to provide some helpful tips for preparation prior to completing of the QAP Assessment Tool.

The QAP Assessment Tool is not solely about the ability to recite factual memorized information. Rather, registrants will be applying their knowledge and critical thinking when answering independent and case-based questions related to current dental hygiene practice. As everyone prepares differently, it is important to find a strategy that works for your individual learning style as you prepare to complete the Assessment Tool.



## Preparing for the QAP Assessment Tool: 1, 3, 4, 5

### Before

- There are several methods to prepare for the knowledge portion of the Assessment Tool including, but not limited to: study clubs, reading dental hygiene topics in current textbooks, developing flash cards and/or notes in your own words for the topic you identified as needing updating, attending a course on a specific topic, or by reviewing knowledge through preparation modules. The key is to find a method that works for your own studying style.
- A good starting point for determining your currency, including strengths and weaknesses in your own dental hygiene related knowledge, may be to take a dental hygiene specific preparation test. Subsequently, focus your study on topics you identified as not being as current or comfortable with.
- If taking the preparation test, consider the following:
  - Take the opportunity to learn something new from each question.

- Try to identify the concept or principle being discussed in each question (e.g., is it a component of the ADPIE Process of Care? Does it relate to human needs? Is it asking for a rationale for a dental hygiene intervention? etc.).
- Analyze all components in a case study and discriminate between relevant information for each question related to the case study.
- Reflect on incorrect answers, and plan for additional learning in these identified areas.
- When preparing for the QAP Assessment Tool, it may be beneficial to review topics in multiple short segments; this may help with retention of information rather than cramming a large amount of information into one long session.
- Read the [QAP Quick Tips in the QAP Information Guide](#) (starting on page 23) for information on how to navigate the Tool.
- Get plenty of rest prior to taking the Assessment Tool as this helps with concentration.
- Ensure you have a quiet place to complete the Assessment Tool with no distractions for at least a 3-hour duration.
- Have your resources in place, as this is an open book Assessment.
  - **Note:** The 2019 QAP Assessment Tool has not yet incorporated the 2018 AAP Classification system. If required, use the 2014 updates to the 1999 AAP Classification system.

#### During

- Read the directions carefully.
- Take the 6-question “Tutorial” prior to beginning the Assessment Tool.
- Ensure you have answered all questions prior to submitting your Assessment Tool.

#### After

- Once you have submitted your completed Assessment Tool, **you will be provided with 30 minutes to review your results.** This is the only time you will be able to view any questions that were not answered correctly.
- Take notes on the subject areas and general topics that were difficult for you, as this is where you should focus some of your learning over the next 5-year QAP cycle. Remember, you are not allowed to reproduce or copy questions you had incorrect.
- Complete the QAP Assessment Tool Survey: this survey provides valuable feedback to the College as we continue to evaluate and improve our processes.
- Begin to develop a learning plan to address identified QAP Content Categories that are populated within your Online Learning Plan (OLP). Low scoring areas will automatically be populated within your OLP in the form of QAP Content Categories.

#### QAP Assessment Tool Question Format: <sup>3, 4, 5, 6</sup>

The questions on the QAP Assessment Tool are in a multiple-choice format. For consistency with terminology, the question is referred to as the *stem*, while the answer choices are referred to as *distractors*. There are usually 4 distractors for each question.

Multiple choice questions may be written in several formats. Becoming familiar with these formats prior to completing the Assessment Tool will assist you as you analyze each question. To become familiar with multiple choice item formats, descriptions of formats are provided below. Each multiple-choice item format is followed by an example of how the item format might appear in a question.

**Complete sentence:** This is a stand-alone question ending with a question mark. The question will articulate a problem, with the answer choice being found in the list of distractors.

When should the dental hygienist don exam gloves?

- a. Prior to going intra-oral
- b. Before donning the face mask
- c. Once the client is seated
- d. Prior to taking blood pressure

**Incomplete sentence:** The stem will be comprised of the beginning of a concept or thought. You will be required to complete the sentence by choosing the correct distractor.

The final target site for the inferior alveolar nerve block local anesthetic injection is the:

- a. Retro molar pad
- b. Mandibular foramen
- c. Lateral side of the pterygomandibular raphe
- d. Mental foramen

**Negative format:** This type of question is looking for what is false. Common words incorporated would include: “not”, “except”, “never” or “least”.

Bitewing radiographs are indicated for viewing all of the following **EXCEPT**:

- a. The height of alveolar bone
- b. The anatomical crown
- c. Interproximal decay
- d. Apical defects

**Paired True-False questions:** The stem consists of two sentences. You are asked to determine which sentence, if any, is true or false:

Nonsteroidal anti-inflammatory drugs (NSAIDs) can increase the antihypertensive effects of diuretics and decrease the effects of digoxin.

- a. Both statements are TRUE
- b. Both statements are FALSE
- c. The first statement is TRUE and the second statement is FALSE
- d. The first statement is FALSE and the second statement is TRUE

**Cause and Effect questions:** The stem will include a statement and a rationale. The statement tries to link a cause and effect relationship with the word “because”. Read the statement to determine if it is true or false, and then make a determination of the cause and effect being related or not.

A client taking antihypertensive medications, who has been supine in the chair for the full appointment, should be positioned slowly to an upright position because of the possible sedation effects.

- a. Both the statement and the rationale are correct and related.
- b. Both the statement and the rationale are correct but are NOT related.
- c. The statement is correct, but the rationale is NOT.
- d. The statement is NOT correct, but the rationale is correct.

**Case-based question:** Describes a dental hygiene practice scenario followed by one or several multiple-choice questions related to the identified case.

**Client Profile:** Carl, a 27-year-old male

**Chief Concerns:** “gums on the bottom front teeth are puffy and bleed”

**Dental Health History:** Presents for his first dental hygiene appointment (last dental hygiene appointment was 6-7 years ago).

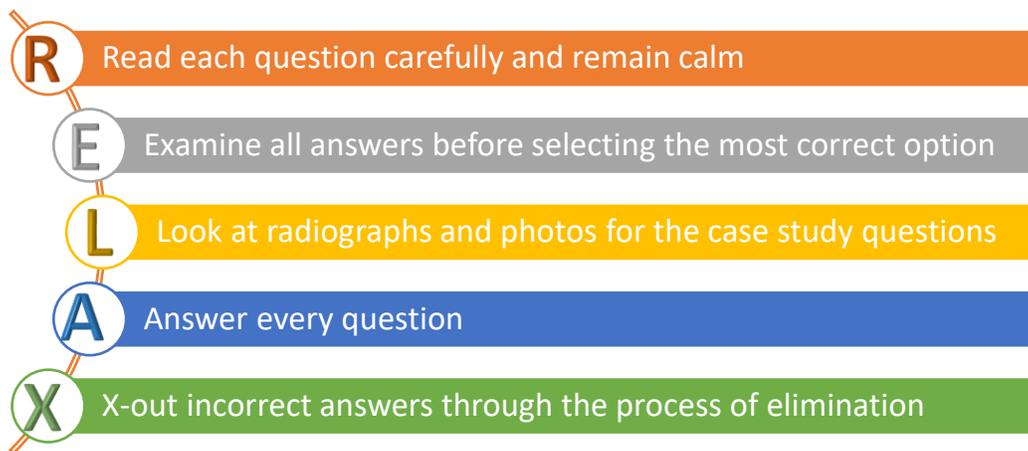
**Social history:** Carl works as a construction site apprentice electrician. He is working long hours to pay for his next term at community college for the next level of his electrician course. He lives with two roommates who he works with. When questioned he shares that they work long hours, so meals consist of fast food and what can be purchased at convenient stores. He shared that quite often in the evenings and on weekends, with his roommates, they consume a lot of beer, soda, potato chips and “Milk Duds” while gaming for hours.

**Assessment Information:** There were no significant medical findings on Carl’s medical history with the exception that he smokes approximately ½ a pack of cigarettes a day, and occasionally smokes marijuana with his friends. He admits he would like to quit. His periodontal assessments indicate moderate generalized gingivitis characterized by slightly enlarged, soft, edematous marginal gingiva with sulcus depths of 1-4mm with an increase to severe edematous marginal gingiva in sextant 5 with 3-5 mm pockets. The radiographs show slight horizontal bone loss in sextant 5. There is no other visible radiographic bone loss. Carl has moderate soft deposit accumulation on the cervical 1/3 of the teeth (facial & lingual), minimal sub-gingival calculus, and heavy supra-gingival calculus lingual of sextant 5. During the dental exam, 4 interproximal carious lesions in the maxillary molar region were diagnosed by the dentist.

1. Which strategy will involve Carl and assist him in moving closer towards his smoking cessation goal?
  - a. Maslow’s hierarchy of needs
  - b. Transtheoretical Model
  - c. Ask closed ended questions
  - d. Motivational Interviewing
2. All of the following interventions would be aimed at reducing Carl’s caries risk **EXCEPT**:
  - a. Use of a dentifrice with potassium nitrate
  - b. Eating hard cheese or almonds after snacking
  - c. Application of 5% Fluoride varnish at dental hygiene appointments
  - d. Book with dentist for restorations in areas of caries

## Considerations when answering questions on the Assessment Tool:<sup>2, 3, 4, 5, 6</sup>

- Read each question carefully:
  - Read the full question prior to reviewing the answers
  - Identify key words in the stem to determine what is being asked
  - Answer the question in your head prior to looking at the choices
  - Read each of the answer options carefully
  - Eliminate any incorrect answers
  - Select the **best** answer for the question
- If a case-based question, review all the resources included for the case: for example, attached radiographs or photos.
- If a question is posing difficulties, bookmark it with the star icon and come back to it once you have answered all other questions.



## Working with Technology:<sup>1</sup>

- Ensure your internet browser supports the QAP Tool (i.e., Google Chrome).
- Ensure you have secure internet access if using Wi-Fi. Wi-Fi hotspots are not recommended as they lack security encryption. For home Wi-Fi, creating a unique password for your router makes it more secure.
- High-speed internet is highly recommended; dial-up connections are not recommended as the upload times are very slow.
- Make sure you complete the Assessment Tool on a desk-top or lap-top computer. The technologies are not supported on iPhone, android phone, or tablet/iPad.

Being prepared to complete the QAP Assessment Tool is multifactorial. Knowledge related to current dental hygiene practice is important, however there are other components to consider. Becoming familiar with navigating the technology when completing a computer-based Assessment, as well as understanding the format of multiple-choice items, are steps worth considering. Taking time in advance to determine and understand any of these areas where you may not be feeling comfortable may lead to less anxiety and more confidence when completing the Tool.



## References

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**Answer KEY:** Complete sentence (a), Incomplete sentence (b), Negative format (d), Paired true-false (b), Cause and effect (b), Case-based (1-d, 2-a)