

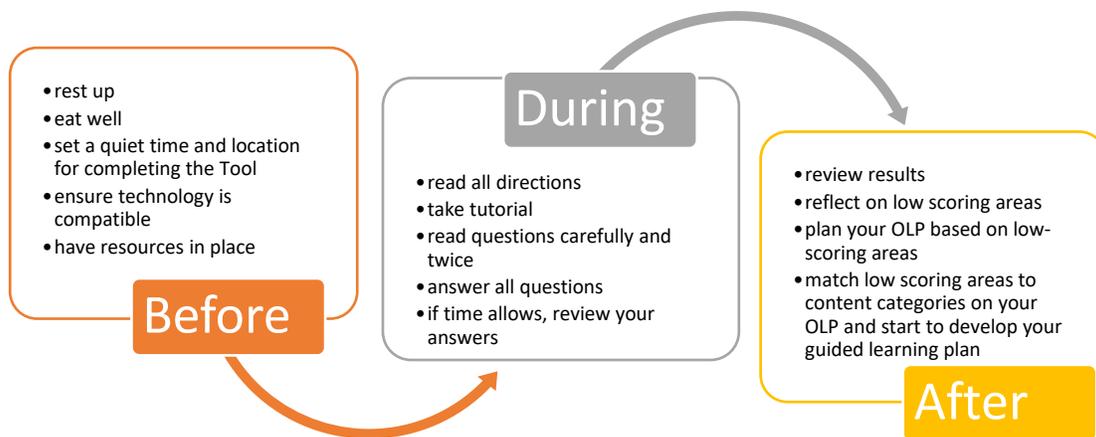


Thoughts and Considerations for Completing the QAP Assessment Tool

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Starting in January of 2018, close to 1,000 CDHBC registrants will be enrolled in the 2018 Quality Assurance Program (QAP) cohort. Once enrolled, registrants have until the last day of February to complete a first attempt of the QAP Assessment Tool. Some registrants entering this cohort may be thinking “How will I prepare?” or “It has been years since I have completed a question-based assessment and that makes me nervous”, or perhaps even simply “I just don’t know what to expect.” Others in the cohort might be thinking “I am going to look at this the way it was intended, and any questions I get incorrect will guide my continuing education over the next 5-year QAP cycle.” Regardless of your approach, this article is meant to provide some helpful information that is meant to assist you as you prepare to take this question- and case-based Assessment Tool.

The QAP Assessment Tool is not solely about the ability to recite factual memorized information. Rather, it has a focus on critical thinking and application of information. With this in mind, it is important to understand concepts and application of knowledge based on current dental hygiene practice in a question- and case-based format. As everyone prepares differently, it is important to find a strategy that works for your individual learning style as you prepare for completing the Tool.



Preparing for the QAP Assessment Tool: 1, 2, 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 through 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 practice 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 Guide](#) for information on how to navigate the Tool.
- Get plenty of rest prior to taking the Tool as this helps with concentration.
- Ensure you have a quiet place to complete the Tool with no distractions for at least a 3-hour duration.
- Have your resources in place, as this is an open book Assessment.

During

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

After

- Once you have submitted your completed Tool, you will be provided with 30 minutes to review your results.
- Take notes on the subject areas and general topics that were difficult for you, as this is where you will focus 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 Tool Survey: this survey provides valuable feedback to the College as we continue to evaluate and improve our processes.
- Begin to develop learning goals and action plans to address the goal on your Online Learning Plan (OLP). Results in the form of Content Categories will automatically be populated within your OLP.

QAP Assessment Tool Question Format: ^{4, 5, 6, 7}

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 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 standalone question ending with a question mark. The question will articulate a problem, with the answer choice being found in the list of distractors.

Which body system do the following body parts belong to: skin, nails and hair?

- a. Integumentary system
- b. Nervous system
- c. Endocrine system
- d. Lymphatic system

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.

Bleeding on probing is a strong indicator of:

- a. Vitamin C deficiency
- b. Chronic inflammation
- c. Interproximal bone loss
- d. Metformin oral side effects

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

The following statements are true in relation to the junctional epithelium with the EXCEPTION of:

- a. Attached to the tooth structure via hemidesmosomes
- b. Initiates at the base of the sulcus
- c. Located between two basal lamina
- d. Attaches to the sulcus apex via Sharpey’s fibers

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

The incisive foramen is the terminus of the incisive canal where the incisive nerve exits. The incisive nerve provides innervation for the lingual tissues of the maxillary anterior teeth.

- 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 deficiency in Vitamin A during tooth formation may result in enamel hypoplasia because trauma occurred during tooth development.

- 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.
- e. NEITHER the statement NOR 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: Brad, a 25-year-old male

Chief Concerns: “my teeth are sensitive”

Dental Health History: Presents for his 6-month dental hygiene appointment.

Social history: Brad 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 on his own and when questioned admits that he drinks 4 to 5 cans of Coke a day to stay awake, and tends to eat salami and cheese sandwiches on white bread as it is fast and easy.

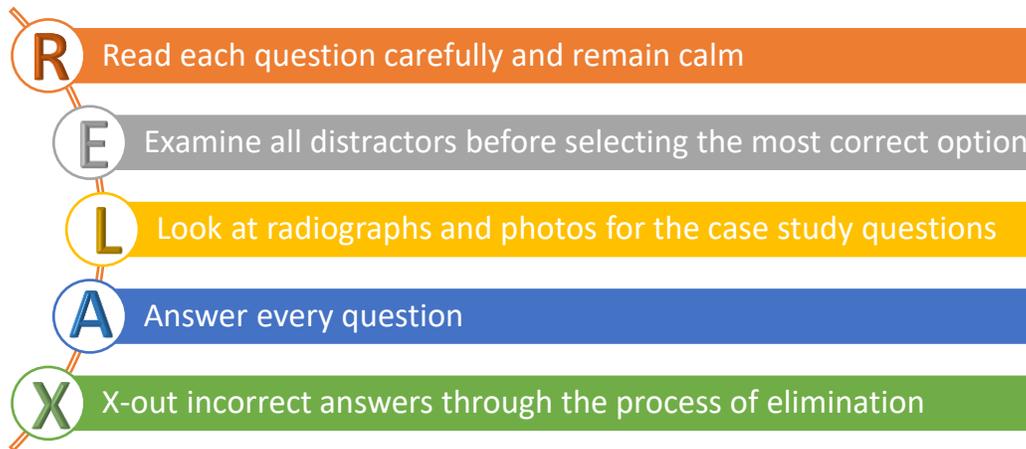
Assessment Information: Brad’s medical history has no significant findings. His periodontal assessments indicate moderate generalized gingivitis characterized by slightly enlarged, soft, edematous marginal gingiva with sulcus depths of 1-4mm. There is no radiographic bone loss. Brad has moderate soft deposit accumulation on the cervical 1/3 of the teeth (facial & lingual), minimal sub-gingival calculus, and moderate supra-gingival calculus lingual sextant 5. You are concerned as you noted several areas of erosion and during the dental exam he had 4 new interproximal carious lesions. This is in addition to the 2 carious lesions identified at his last appointment, 6 months ago, that he never had time to restore.

1. What communication strategies will you employ when trying to determine possible barriers to care and when educating on oral health?
 - a. Do, show, tell
 - b. Ask why he has not had the cavities fixed
 - c. Ask closed ended questions
 - d. Motivational interviewing

2. All of the following interventions would be aimed at reducing Brad’s caries risk EXCEPT:
 - a. Recommend a dentifrice with triclosan
 - b. Reduction in Coke intake
 - c. Application of 5% Fluoride varnish
 - d. Restorations for areas of caries

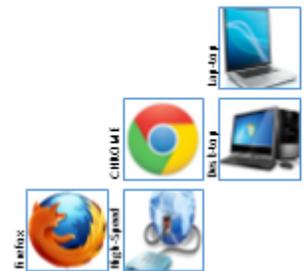
Considerations when answering questions on the Tool:^{3, 4, 5, 6, 7}

- 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 descriptor option 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:^{1, 2}

- Ensure your internet browser supports the QAP Tool (Google Chrome is the preferred browser for taking the tool).
- 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.
- Ensure you have access to high-speed internet; 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 (d, a)