

Dental Hygiene SAC, Sara Hill

Integration Year Plan and Report 2021-2022 for CTE & LDC

Overview

The Integration year report focuses on an important step of the assessment process, when a SAC can use what they learned from the evidence collected in an initial assessment to better understand and make informed changes to teaching and learning. These changes might include rethinking curricula, changing teaching methods, adjusting learning goals, providing support systems, and considering co-curricula. The ultimate goal is to implement changes that result in equitable improvements to student learning. Only in a reassessment year will the SAC investigate whether those changes resulted in improved student learning. By taking a year to really focus on using assessment results to understand and *improve* student learning, the SAC can take the time to develop an intentional and shared approach. SACs are then ready to implement change and reassess to see if the changes result in improvements to student learning.

The initial proposal and rationale is due by November 5th and will be reviewed by the LAC chairs and Ann Cary, interim Dean of Academic Affairs. The SAC will receive feedback and a response by November 10th in order to provide enough time for the SAC to determine which option they will choose and complete the planning portion of the report in fall term. If your SAC is unable to complete it in fall, please fill out the planning section when completing the final report in spring.

Submission checklist

- ~~Proposal due by November 5, 2021~~
- ~~Response and feedback from Academic Affairs received by November 10, 2021~~
- ~~Plan section due by December 10, 2021. Note this is after the APU/ADU is due. Respond to questions 3A. Assessment Reports with information you will include in your plan.~~
- Full report due by June 24, 2021 (Please include all attachments such as artifacts created and documents that will help for a full review of materials that represent the work)
- To submit each phase of the report, please email it to learningassessment@pcc.edu

Proposal Section: To be completed and submitted by November 5, 2021

SAC Assessment Contact:

<i>Name</i>	<i>e-mail</i>
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What SAC do you represent?

Dental Hygiene

What initial assessment would you like to focus on? Briefly describe what you learned from the initial assessment (data analysis or evidence) that the SAC will use to inform changes to teaching. *[This could be a copy/paste from your initial assessment report.]*

In the 2020-2021 report, we assessed outcome 1 (communicate with patients, peers, the public and other healthcare professionals using verbal, non-verbal and written language with clarity, coherence and purpose). For this assessment we evaluated the performance of our students using motivational interviewing. Students had received didactic instruction during their first year of the program and then a follow up lesson was scheduled at the start of their 2nd year. The pretest showed only 41% of students met the benchmark, demonstrating that there was a significant loss in the retention of what they learned.

What is your goal for an Integration Year?

We want to explore how to utilize the spacing effect to ensure students are not only retaining what they learn but integrate it fluidly as part of delivering patient care. We will need to re-evaluate how it is taught didactically and will also need to explore how to assess this in the clinical setting.

Briefly describe what potential changes to the teaching process the SAC would like to focus on. *[Specifics can include the parts of the teaching process that the SAC wants to focus on and how these changes might address the achievement gaps identified in the initial assessment. Changes might include revising curriculum, changing teaching methods, adjusting learning goals, integrating additional learning supports, and considering co-curricula.]*

Which lecture course(s) motivational interviewing is being taught and if we need to modify this for the spacing effect, how we are assessing learning of motivational interviewing skills in the classroom and the clinical environment.

*Stop! Submit via email to learningassessment@pcc.edu to be considered for the pilot. The SAC will receive feedback and a response from Academic Affairs by the end of Monday, November 10, 2021.

The planning section that follows is to be completed and submitted by December 10, 2021.

Planning Section: To be completed and submitted in Fall Term

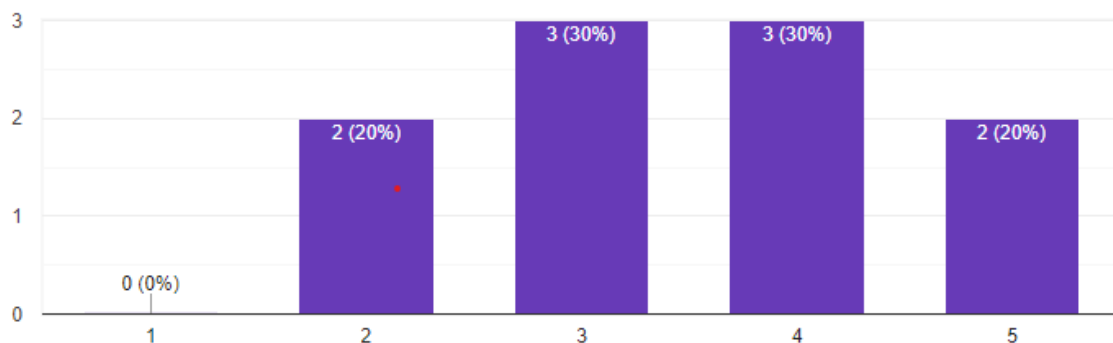
In general terms, describe the integration project plan for the year. What are the SAC's preliminary plans for changes to teaching? What steps will the SAC take to carry out the project?

Motivational Interviewing has become an essential skill in the health professions to help patients create behavior change and elicit improved health outcomes. It is a topic we have taught for several years, but the SAC believes we have not truly created an environment for students to exercise and develop the skill of motivational interviewing.

Based on the low data for pretest knowledge (41% of the benchmark) after previously receiving didactic instruction, the SAC believes knowledge retention is low due to lack of spacing effect and lack of clinical application. While the posttest showed 91% reached the benchmark, the group that we conducted the focal outcome assessment on is now graduating and half are scoring moderate to low on how they feel they are able to motivate patients. This tells us we need further improvement in this area.

Ability to Motivate Patients

10 responses



To improve on the spacing effect, we will add a second didactic experience early in 2nd Year that will build on the foundational knowledge learned in 1st Year. The greatest change observed from previous motivational interviewing instruction to the last report was the addition of role-playing for students to apply their knowledge and learn motivational interviewing as a skill in addition to theoretical knowledge. This will be incorporated as a regular part of motivational interviewing instruction in the didactic setting.

To aid in knowledge retention, we will add clinical requirements for students to complete motivational interviewing related objectives with patients during clinical practice so that skill application can occur in the clinical learning environment. Clinical Objectives will be developed that can be used to meet the requirements and we can also use these to demonstrate their competency in the skill over time.

What questions about student learning did your initial assessment bring up? How do you hope your proposal will impact student learning? [*For example, what gaps in student learning might your plan address?*]

What happened with knowledge retention over the course of the year? How do we identify if students are applying these skills on patients? How do we assess the application of these skills on patients?

What course(s) or part of the curriculum will your integration year focus on? Why have you selected this focus?

For the spacing effect, we will need to integrate instruction and assessment in different sections of the curriculum; two areas of didactic instruction and then assessment throughout clinical practice. Didactic instruction needs to occur more than once and to ensure students are demonstrating skill competency in patient application, clinical objectives will need to be developed and repeated throughout their clinical practice.

DH 121 - Oral Health Education & Promotion

DH 201 - 2nd Year Theory I

DH 105-106 - 1st year clinic

DH 204-206 - 2nd year clinic

How will faculty be involved in the project? Who needs to be involved? *[It is important to engage a significant portion of the faculty who teach the course(s). The working assumption here is that for systemic changes to teaching to take hold, there needs to be involvement from faculty in the development of new teaching practices.]*

Instructor	Course	Updates to be Made
Galina	DH 121 Oral Health Education & Promotion	Review current MI content, update plan for delivery to include pre-recorded lecture and in-class role playing
Kris	DH 201 DH Theory IV	Develop supplemental MI content to DH 121 with focus on Periodontal treatment plan presentation and case acceptance in didactic instruction
	DH 204-206 2nd Yr Clinical Practice	Develop & integrate clinical assessment of MI into requirements
Sara	DH 105-106 1st Yr Clinical Practice	Develop & integrate clinical assessment of MI (including Objective 13) into requirements
DeAnn	---	In-depth knowledge base of MI, will assist Galina with delivering content for DH 121
Sandi	---	In-depth knowledge base of MI, will elicit assistance for clinical faculty training
Clinical Faculty	DH 105-206 1st & 2nd Yr Clinical Practice	Training on MI an how to assess it in clinic

What resources or additional learning will you draw on in order to carry out your plan?
[For example: consult with the Center for Teaching and Learning Excellence, readings, research, professional development, expertise, experience, data collection or analysis]

We may need to research some training for faculty as they will be responsible for understanding motivational interviewing as well as how to assess it in the clinical environment. This will include providing research on improvement in oral health outcomes as a result of using motivational interviewing. We will utilize the expertise of two of our faculty who has some extensive training in motivational interviewing.

What specific changes to teaching does the SAC anticipate making this year? Describe the parts of the teaching process the SAC wants to focus on and how these changes might address the achievement gaps. [For example, revising curriculum, changing teaching methods, adjusting learning goals, integrating additional learning supports, and considering co-curricula.]

Modification to didactic instruction in two courses and creation of a clinical objective that can be repeated over time to demonstrate competency. Training and reinforcing the use of motivational interviewing as a standard practice since most clinical faculty are not trained in this skill. We will need to add this training to the calibration and training calendar.

Your LAC coach is available to help with any step. What might you need help with moving forward?

Are there other resources we should consider? What about training for faculty?

STOP This concludes the planning portion of the form.

Please save this document and submit it to learningassessment@pcc.edu by December 10, 2021.

In the spring, complete the reporting section that continues on the next page.

Integration Year Report 2021-2022

Now that you have carried out the Integration Year plan, please report on the progress made by responding to the prompts below.

On completing the form, please email it to learningassessment@pcc.edu.

If your SAC was unable to complete the planning section, above, during Fall Term, please fill that section out before completing the following end-of-year report.

Were any changes made to the integration year plan submitted in Fall Term? If so, please briefly describe them.

One of the PT Faculty advisors retired mid-year. Additionally, we started a new cohort in January (our curriculum is still out of sequence from COVID) and we were unable to adopt changes as planned in time for the current cohort, as the first didactic introduction to the topic is in the cohort's very first term. Instead the target start date is September, when we begin a new cohort of students. This will also allow plenty of time to inform and train clinical faculty. However, we will include some of the new plan with the existing cohort of students

Please provide an executive summary of your integration year work; highlight the changes the SAC has made to teaching in order to enhance student learning.

1. Didactic content was reviewed for both 1st year and 2nd year courses in which Motivational Interviewing (MI) is taught and proposed revisions were made based on research on the topic and our assessment for a lack of role playing.
 - a. To the first didactic course where MI is taught (DH 121), a few suggestions to content were made, but largely a role playing activity was introduced. The didactic course instructor will be responsible for executing changes to the lecture content, overseeing the role playing and assessing student learning of MI in the role playing activity. These changes will be in effect as of Fall 2022
 - b. To the second didactic course where MI is taught (DH 201). These changes will be in effect as of Winter 2023.
 - i. For this first year, we are recommending including the role playing exercise in this course as well because these will be 2nd year students that missed on the initial opportunity for role playing in DH 121. Then they will be prepared to complete the related clinical objectives. For future cohorts, the role playing will not be incorporated during 2nd year unless assessment reveals it to be beneficial.
2. A clinical objective was developed that will serve three purposes. First, it will require students to continue to *practice the skill* of MI and second, it will allow us to assess their skill with patients in a clinical setting. Third, this act of repeating this clinical skill will facilitate the spacing effect we sought to create. This was a huge gap in our previous assessment.
 - a. The objective was created to be duplicated across each term of clinical instruction throughout the curriculum over five terms (DH 105, 106, 204B, 205, 206), with two

- specified topics to focus their skills on and three opportunities for the student to identify a patient encounter that would benefit from MI (see attachments below).
- b. Each clinical objective happens once per term on a patient the student deems appropriate based on the requirements of the objective.
3. Faculty training was developed and will be executed at the Fall Faculty Retreat in early September to prepare faculty for assessing MI in clinic.
- a. MI training refresher
 - i. Faculty will be given the same presentation (from DH 121) as the 1st year DH students
 - b. Discussion of assessing MI
 - i. We will review the clinical objectives and grading criteria, discussing how to assess MI as a group
 - c. Faculty role playing of MI
 - i. Faculty will participate in the same role playing exercise as the DH 121 students
 - ii. Two will pair up and act out the role playing
 - iii. Two will pair up to assess the MI from the operator, with coaching from DeAnn and Galina
 - iv. Pairs will switch roles
 - v. This will serve as calibration for clinical assessment

What are the SAC's plans for sustaining this change in teaching? Looking ahead, describe your next steps for the continued integration of the changes made this year. *[If there are any artifacts or work products the SAC has created and would like to share, please attach or provide a link here.]*

Didactic and clinical content are developed. To sustain this change will rely greatly on faculty training and assessment calibration which we plan to complete in September. We will reassess MI learning outcomes from students next year to see if the gaps observed previously have closed in order to determine the effectiveness of the plan and the spacing effect of the content.

1. [MI Didactic content DH 121 \(related reference content\)](#)
2. [MI Role Playing activity](#)
3. [DH 105 Clinical Objective](#)
4. [DH 106 Clinical Objective](#)
5. [MI Didactic content DH 201](#)
6. [DH 204, 205 Clinical Objective](#)
7. [DH 206 Clinical Objective](#)
8. Faculty training (see MI Didactic content DH 121, MI Role Playing activity and Clinical Objectives)
9. Reassessment - we will need to conduct another assessment after a full cycle of the spacing effect to see if the results in student outcomes have improved. This will most likely mean reassessing motivational interviewing in Spring 2024.

How will your work this year inform the SAC's reassessment or assessment project next year?

We will reassess MI outcomes in 2024 as stated above. We may re-evaluate how the assessment was performed as there are several new elements to how MI is taught and assessed after this project.

In general terms, describe the level of SAC involvement in the project. *[For example, were both PT and FT faculty involved? Did all instructors or a representative sample of instructors contribute to the development of the plan or changes to teaching?]*

In total, there are 11 clinical faculty that teach in the Dental Hygiene Clinic, three of which are full time faculty. Primary contributors to the project are the full time faculty (two of three with the largest contribution) and part time faculty that teach these related subjects (two). Most part time clinical faculty will be present for the fall retreat and will participate in training on MI content as well as how students will be evaluated for competency and how to assess them. Faculty not present, will be required to communicate with their Lead Instructor to have information disseminated to them on training and assessing MI in the clinical environment.

Identify any barriers to participation in the integration year work for the SAC. Describe any external factors that got in the way of learning assessment this year. *[For example, funding, time constraints, canceled courses, faculty workload, etc.]*

Time constraints are always a challenge. Finding availability for several full time faculty at the same time is difficult, but otherwise the project went well. The overall load was shared between enough faculty (primarily three faculty, with supportive assistance from an additional two) that it wasn't too burdensome for any one of us. One of our part time faculty contributed greatly to content and expertise, having researched the topic and developed a lesson for MI for their Bachelor's degree previously.

Please explain how results and next steps have been shared, or will be shared, with members of your SAC.

Sharing the LAC project results, MI training and calibration will occur during the Fall Faculty Retreat (September 8th, 2022), which will include background on the project, training and calibration exercises. The session will be recorded via Zoom and shared for members not able to be present and they will be expected to contact lead instructors with questions and to confirm reviewing the content occurred. MI didactic content updates will roll out Fall term 2022 and clinical assessment will begin Winter term 2023.

Based on your experience with the integration project this year, are there any areas that you might want help with from your LAC coach?

No

Is there anything else you want to share with reviewers about your integration year project?

We really appreciate the time and space to look at assessments and have time to make improvements on them as part of the assessment process rather than just moving onto the next assessment. This really is improving how we deliver education to our students!

Please submit your report to learningassessment@pcc.edu by June 24, 2021.

Submission checklist:

- Full report
- Attachments of artifacts or work products (optional)