

# Consensus Definitions for Competencies and Client Types for the CPEDH – Adjunct to CPEDH Blueprint

## Consensus Definition of Clinical Competence in Dental Hygiene

### Cognitive Abilities

Possessing the knowledge of the standards of practice for dental hygiene and the ability to apply them to concrete situations.

#### ADPIE:

- a) **Assessment.** Obtaining sufficient information from systematic collection, documentation and analysis of data to identify oral health risk, client needs, and to determine a dental hygiene diagnosis and care plan.
- b) **Dental Hygiene Diagnosis.** Identifying and critically interpreting assessment findings to develop a statement with respect to client needs.
- c) **Planning.** Developing measurable plans, goals, objectives and selecting interventions, in collaboration with the client.
- d) **Implementation.** Safely and effectively performing services as outlined in the dental hygiene care plan.
- e) **Evaluation.** Appraising the effectiveness of the implemented care plan in order to determine the extent to which oral health and wellness goals have been attained, to provide recommendations in support of the clients' ongoing care.

### Interpersonal Skills

Effective communication with clients, agents, colleagues and other health care professionals.

**Definition of an Agent:** A parent or guardian legally authorized to act on behalf of a client.

**Definition of Client:** An individual, family, group, community or organization.

## Competencies by Importance to Clinical Competence for: CPEDH PART ONE (Standardized Clients) and TWO (Actual Clients)

The following competencies have been listed in the order of importance. The likelihood of the more important competencies being included is greater; however, note that less important competencies may also be included in the exam.

### Group 1 – MOST IMPORTANT

Uses effective verbal, non-verbal, visual, written and electronic communication.
Functions effectively within oral health and interprofessional teams and settings.
Demonstrates respect for diversity (e.g., culture, language, disability, religion, creed, lifestyle, etc.).
Applies current knowledge regarding infection prevention and control.
Establishes dental hygiene care plans based on assessment data and a client-centred approach.
Applies principles of instrumentation.
Provides non-surgical periodontal therapy using hand instrumentation.
Provides non-surgical periodontal therapy using powered instrumentation.
Exposes and processes intraoral and extraoral radiographs (conventional/digital).

### Group 2 – IMPORTANT

Respects the autonomy of clients as full partners in decision-making.
Selects communication approaches based on clients' characteristics, needs, and linguistic and health literacy.
Prioritizes clients' needs through a collaborative process involving clients and others as needed.
Identifies strategies to minimize the risk of a medical emergency.
Negotiates mutually acceptable individual or program learning plans with clients and others as needed.
Selects, modifies, or develops educational interventions/materials to meet clients' learning needs.
Teaches clients oral self-assessment techniques.
Implements strategies to manage client pain, anxiety and discomfort.
Creates an environment in which effective learning can take place.

### Group 3 – SOMEWHAT IMPORTANT

Applies principles of risk reduction for client, colleague and practitioner safety, health and well-being.
Responds to medical emergencies.
Assesses health history including the use of pharmaceuticals (prescribed and non-prescribed).
Assesses vital signs.
Assesses dental/oral health histories.
Assesses the head and neck region.
Assesses the periodontium.
Assesses the intraoral soft tissues other than the periodontium.
Assesses the intraoral hard tissues.
Assesses the hard and soft deposits.
Assesses the need for referrals to other healthcare professionals (including dental specialists).
Identifies clients for whom the initiation or continuation of treatment is contraindicated based on the interpretation of health history and clinical data.
Formulates a dental hygiene diagnosis using problem solving and decision-making skills.
Uses behavioural change theories and principles of change in planning.
Provides coaching/advice to clients when teaching oral self-care.
Evaluates clients' health and oral health status to make appropriate referrals to other health care professionals.

### Group 4 – LESS IMPORTANT

Assesses clients' perceived barriers to, and support for, learning.
Assesses the clients' oral health knowledge, beliefs, attitudes, motivation, and skills as part of the educational process.
Counsels clients regarding tobacco cessation strategies.
Revises dental hygiene care plans/programs as necessary in partnership with clients, and others as needed.

## Taxonomy of Client Types to be Included in the CPEDH by Importance

The following client types have been listed in the order of importance. The likelihood of the more important types being included is greater; however, note that less important client types may also be included in the exam.

### Group 1 – MOST IMPORTANT

Client with periodontal disease
Client with moderate to heavy calculus and plaque
Client with conditions that could affect safety of providing DH treatment
Client with pharmacological complications
Client with cardiovascular disease
Client with a complex medical history
Client with various medical conditions that could affect treatment
Client with pain management issues
Client with anxiety/fear
Client with behaviour management issues
Client with endocrine disorder
Client with post-surgical implications

### Group 2 – IMPORTANT

Client with observable decay
Client with respiratory disease
Client with cancer
Client with addiction
Client with significant restorations
Client with compromised social determinants of health
Client with disorder relating to immune system
Client with communicable/infectious disease
Client with mobility issues
Non-compliant client

Client with a sensory deficit
Client with gastrointestinal disorders
Client with allergy/sensitivity
Client with mental health issues
Client with physical challenges
Child with mixed dentition
Client requiring treatment delivery modifications
Client with limited cognitive abilities
Client with no identifiable issues
Client with reproductive health factors
Client with a gag reflex
Client that talks a lot
Client with neurological disorder
Client with hematological disorder
Client who participates in high-risk behaviours

**Group 3 – LESS IMPORTANT**

Client with special needs
Client with NUG/NUP
Client with orthodontic appliance(s)