CDHBC-PLAR
Pre-Application Self-Assessment Information

The CDHBC-PLAR Pre-Application Self-Assessment is a tool that provides a potential PLAR candidate an opportunity to assess previous abilities, knowledge, and experience in relation to the PLAR competencies and BC MoAE Foundational Abilities. Prior to completing the Pre-Application Self-Assessment, the potential candidate is encouraged to read and become familiar with the PLAR process by reviewing information found on the TRU website in the following document: Overview of the CDHBC PLAR Portfolio.

Prior to completing the Pre-Application Self-Assessment, it is worth considering the following:

- A potential candidate should allow adequate time to reflect on past knowledge, skill, abilities, and experiences in order to produce specific meaningful examples of evidence.
- The potential candidate should explain how the examples meet the indicators within each module at a baccalaureate degree level.
- Allow adequate time to complete the Self-Assessment (put aside four to five hours at a minimum).
- The PLAR Portfolio process requires reflection, organization, self-direction, and rigor. When completing the Pre-Application Self-Assessment, ensure the evidence you are considering incorporating demonstrates sufficient depth, breadth, currency, and authenticity to satisfy the module indicators.

The following excerpt is an example of a Pre-Application Self-Assessment for Module 1.

MODULE 1: RESEARCH USE

1. How frequently do you perform the following tasks? Check the best answer for each item.

Module 1: Research Use Indicators	Rating Scale			
	1	2	3	4
1.1. Navigate through diverse databases related to oral and general health issues.	●	○	○	○
1.2. Critique study methodology and conclusions for their relevance and application to dental hygiene services.	●	○	○	○
1.3. Synthesize and extrapolate information from current and credible research to support evidence-informed decision making about oral health services.	○	●	○	○
1.4. Systematically examine group data related to services provided against epidemiological data, the effectiveness and/or cost-effectiveness of care outcome.	●	○	○	○

* The dental hygiene profession defines the term 'client' as including individuals, groups, communities and populations.

2. In what context(s) do you demonstrate these abilities?

1.1 - 1.4 When the periodontist I work for was considering incorporating new products and new technologies into our practice setting I would research the products and bring information back to our staff meetings. I usually use PubMed and/or Google Scholar to search my question. I researched information on the following: VELscope, Oraqix, Clinpro 5000, MI Paste, Perodex vs Paroex, Enamel Pro-Varnish vs Vanish, Pro-relief vs. Protect. I do not limit my literature searches to dental hygiene scientific journals, but look for information in credible peer reviewed journals. I have found that the psychology journals have enhanced information I have obtained form dental and dental hygiene journals in regards to effective communication and cultural competency when providing education for clients of all ages. I also researched information on cultural sensitivity/competence, and effective communication with immigrants (East Indian, Filipino and Chinese), and looked up information for systemic diseases, and complex client needs and oral health care needs. These include: Down Syndrome, cardiovascular diseases(heart attack, high blood pressure, arrhythmias, angina), Type I and II diabetes, rheumatoid arthritis, and some cancers (oral, thyroid, breast and colon). Researching these, has allowed me to understand the diseases and ensure I make the correct modifications for dental hygiene care when appropriate.

1.2, 1.3 and 1.4: I have had to determine if the research method and source were valid and then decide if the information met the needs of the client(s) prior to making a decision to purchase this for our office. Credible research is not the only determining factor on whether we incorporate a product in to the practice. We also discuss the effectiveness based on clients needs, ease of use and how cost effective the product is. I then worked with the periodontists and office manager to develop protocols for use in the office and/or information sheets we could provide to the clients.

1.1 and 1.4 Being efficient with search engines has also assisted me when I need to provide information on the spot to clients. I have a computer in my operatory and often find resource to print at the front desk then share relevant details with the client.

1.4 Application of the research into practice is also demonstrated in my chart notes. As conversations related to client care are documented as well as the technologies and products I use with the clients during care.

Please note: This is only an example. Ensure that you are providing information that reflects your experience and knowledge.