



THE CANADIAN DENTAL
HYGIENISTS ASSOCIATION
L'ASSOCIATION CANADIENNE
DES HYGIÉNISTES DENTAIRES

Consultants Request for Proposals

Bachelors Dental Hygiene Competency Framework Development

July 9, 2012

CDHA

The Canadian Dental Hygienists Association (CDHA) is a national non-profit association representing the professional interests of over 16,500 dental hygienists.

Our Mission

CDHA exists so that its members are able to provide quality preventive and therapeutic oral healthcare as well as health promotion for all members of the Canadian public.

TERMINOLOGY

This document uses the word “Bachelors Dental Hygiene” (BDH); however, the name of the bachelors degree will be determined as part of the competencies development process. When the word BDH is used, it is meant to include other possible bachelor’s degrees, such as Bachelors of Science with a Dental Hygiene specialization – BScDH, or Bachelors Degree in Oral Health – BOH.

BACKGROUND INFORMATION

Over the past few decades, competencies have developed as a way of capturing the knowledge, the skills, and the attitudes and behaviours required to be a successful practitioner in any profession. Well-researched, clearly defined and measurable competencies are now the norm across health professions. All health professions now look to a set of competencies to underpin their curricula, and to inform their scopes of practice.

CDHA values all levels of dental hygiene (dh) education, including the diploma, bachelors, masters and doctoral degrees. Over the last few years, dh education level has increased:

- dhs with a bachelor’s degree in dental hygiene: 2009 - 3%; 2011 - 5%
- dhs with a bachelor’s degree in a field other than dental hygiene: 2009 - 5.6%; 2011 - 13%
- dhs with a masters degree: 2009 – 2%; 2011 - 2%

In January 2010, the Entry-To-Practice Competencies and Standards for Canadian Dental Hygienists was released. Prior to the development of this document, Dental Hygiene Educators Canada identified some ideas about what the bachelor’s degree may look like.

In November 2011, CDHA's Education Advisory Committee (EAC) recommended that CDHA undertake a project to develop BDH competencies. Competencies are used to describe the essential knowledge, skills, and attitudes important for graduates of a particular educational program. The need for such a document is becoming increasingly important, as there are now 4 universities across Canada offering dental hygiene bachelors degree programs and there is a need to support increased program consistency across Canada. The University of British Columbia has developed a set of competencies that will form an important starting point in the document development.

CDHA will strike a Steering Committee (SC) consisting of 10 committee members and hire a consultant to determine a clear understanding of the essential competencies associated with a BDH. The Steering Committee will provide expertise; advice and guidance in the development of the BDH Competency Framework (see Appendix A).

GOAL

The project goal is to create a BDH Competency Framework to provide improved health outcomes.

OBJECTIVES

The objectives of this project are to develop a clear understanding of competencies and accompanying scope of practice for a BDH that would be used to support dental hygiene education, dental hygiene practice, accreditation, and regulation.

Educational setting: The competency framework will provide important information for developing curriculum.

Practitioners: The framework can help practitioners who are pursuing professional development or further credentials, in order to achieve quality improvement.

Regulators: The use of the BDH Competency Framework will likely vary from one provincial regulatory authority to the next. For example, in some provinces, where there are presently only diploma programs, the regulatory authority may decide to form a new class of licensure. The competencies may also be helpful to the regulators in guiding their members to obtain continuing professional development.

Accreditation: The competencies framework will provide the necessary information to develop BDH accreditation requirements and criteria to accredit BDH programs.

PROJECT DELIVERABLES AND TIMEFRAME

Consultant's Deliverables

Develop the plan and obtain ethics approval

- Develop the plan for the research project that follows a research process in developing and evaluating this project.

- In order to ensure the development of a rigorous evidence based process, the research design will be submitted for ethics approval. An ethics committee will be chosen from one of the following areas to provide an ethics review of the research proposal e.g. university, hospital, or CDHA's Research Advisory Committee.

Literature Review

- Review the literature, in peer reviewed journals, and grey literature related to competencies, competency based education and the scope of practice that is associated with BDH.
- Review existing competency frameworks for BDH and corresponding scopes of practice, in order to provide a starting point for analysis and debate and encourage shared thinking around the key foundations for the BDH Competency Framework. This review will include the set of competencies for the BSc(DH), developed by the University of British Columbia, in addition to other international BDH competencies and possibly other professions as well, such as nursing, physiotherapy, and occupational therapy. The review will include a comparison of these different competency documents.
- Determine theoretical framework(s) that will underpin the development of the competencies.
- The SC will provide input on the list of references to be included in the literature review and the SC will be provided with the summary of the literature review and key electronic documents from the literature review.
- The findings from the literature review, the search strategy and the key words used for the search will be included in the research report.

Competency Framework document

Develop the draft BDH Competency Framework, based on the literature review and in consultation with the Steering Committee and other stakeholders.

Consultation

Recommend a methodology for consulting with the following groups on the draft competency framework and accompanying scope of practice: Steering Committee (SC), international topic experts and other stakeholders, including CDHA members who hold a minimum of a bachelors degree, regulatory authorities, and provincial associations. All of the project steps will include a feedback loop to the SC to allow their input.

Report on the project

This research report will include all stages of the project, including the final Competency Framework document and accompanying scope of practice will be submitted to CDHA in February 2014. The report will include recommendations on next steps to implement the competencies.

Knowledge Translation

The report will be submitted to the CJDH for possible publication in January 2014

The consultant will develop and deliver one of the following to explain the key results to members: a webinar, a presentation for the CDHA conference 2013 or 2015, a presentation for the Educators' Workshop 2013 or 2014.

QUALIFICATIONS

The background of the consultant(s) (i.e., both solo and team applicants) is crucial to the success of the project. The consultant(s) will hold a minimum of a Masters degree. Preference will be given to those individuals who have a demonstrated combination of professional experience in competency development and in consultations with stakeholders. Experience with and knowledge of the dental hygiene profession and/or other health professionals is preferred.

PROJECT COMPLEXITIES

Strong overarching competencies will last over a long period of time. In order to develop these types of competencies there is a need to balance several factors and issues. This project will develop common abilities in science and art; however, it is necessary to balance the needs of the various universities. It is the purview of the university to determine the bachelor's degree curriculum, but it may be helpful for the universities to have some guidance in this area. Some universities may want to have a unique aspect or areas in their program. Therefore the competencies document cannot be too prescriptive, in order to allow all universities to develop unique areas and maintain autonomy in each university, and still have the outcome of the competencies create an important impact on education and practice.

There is a need to examine the boundary between the Dental Hygiene Diploma and the Masters of Dental Hygiene (MDH) and determine how they differ from one another in terms of competencies. The development of the BDH competencies is meant to complement the entry-to-practice competencies, 2010 document. There may be some similarities between the entry to practice competencies and the BDH competencies. Some of the areas where the BDH competencies may differ from the ETP competencies may be in the area of examining, assessing and treating children/infants, seniors, persons with disabilities. There is no MDH in Canada yet (this may be under development soon); therefore, there is a need to examine MDH programs from other locations around the world. There are also existing competencies for interprofessional practice and public health, which may be considered in the process of developing the BDH competencies.

APPROACH

CDHA's Manager of Health Policy and Advocacy will oversee this project. CDHA will establish a Steering Committee to provide expertise, advice and guidance to the project. The consultant will facilitate one in-person meeting with the Steering Committee and other contact with the Steering Committee will take place by teleconference and e-mail.

PROPOSAL REQUIREMENTS AND EVALUATION

Potential candidates are asked to submit a maximum 14 page proposal providing information on the following evaluation categories that will be used for assessing the proposals:

1. Describe consultant's understanding of current context of competency development.
2. Describe the strength of the team members (append CVs), including:
 - Information about the organization through which the prospective consultant(s) would work (if applicable).

- Previous relevant experience in the area of competency development, consultations, facilitation, research, literature reviews and document development.
 - Append two reports authored by the consultant(s)
 - Provide two references.
3. Describe a sound methodological approach, including:
 - A recommended survey methodology
 - Work plan, timelines and associated milestones.
 4. Prepare a reasonable budget outline, including:
 - All professional fees, out-of-pocket expenses and GST/HST
 - Number of professional days and per diem rate
 - Travel time fees, if applicable.
 - Invoicing and payment schedule.

CDHA reserves the right not to accept the lowest or any bid proposal submitted through this process.

The contractor may not use any of the information produced by this report for any other purpose, unless written permission is given beforehand by CDHA. There will be no payments made to the consultants for the preparation and submission of proposals in response to this request.

RFP SUBMISSION

All proposals are to be submitted electronically by the close of business (5:00 p.m. EST), August 6, 2012. The proposal must outline a work plan, costs and deliverables to complete the project as described in the preceding section and should not exceed 14 pages in length.

Please direct inquiries and submit proposals electronically to:

Judy Lux
Manager Health Policy and Advocacy
Canadian Dental Hygienists Association
e-mail: jlux@cdha.ca

A short list of consultants will be contacted by phone to discuss their proposals and all consultants will be notified by e-mail, on August 31, 2012 regarding the outcome of the review of proposals.

APPENDIX A

Dental Hygiene Bachelors Competency Framework Steering Committee

**Terms of Reference
July 9, 2012**

Introduction

In November 2011, CDHA's Education Advisory Committee (EAC) recommended that CDHA undertake a project to develop a Bachelors Dental Hygiene (BDH) Competency Framework. Competencies are used to describe the essential knowledge, skills, and attitudes important for graduates of a particular educational program. The objective of this project is to develop competencies that would be used to support dental hygiene education, practice, accreditation, and regulation.

The need for such a document is becoming increasingly important, as there are now 4 universities across Canada offering dental hygiene bachelors degree programs and there is a need to support increased program consistency across Canada. There is some indication that other universities may develop bachelors programs in the future. The University of British Columbia has developed a set of competencies that will form an important starting point in the document development.

In January 2010, the Entry-To-Practice Competencies and Standards for Canadian Dental Hygienists was released. The development of the BDH Competency Framework is meant to complement the 2010 document.

CDHA is striking a Steering Committee, and hiring a consultant to determine the essential competencies associated with a BDH. A draft competency document will then be validated using an on-line survey for members and stakeholders.

Mission

A CDHA Steering Committee (SC) will provide expertise, advice and guidance in the development of the BDH Competency Framework and accompanying scope of practice.

Committee Composition and Credentials

The SC will consist of no more than 10 committee members representing the following areas:

- Directors from the following dental hygiene bachelors degree programs: University of British Columbia, University of Alberta, University of Manitoba, Dalhousie University (representatives with a minimum of a Masters education)

- Director(s) from university(ies) that may be developing a bachelors degree program in the future (e.g. Vancouver Island University) (representatives with a minimum of a Masters degree)
- Representatives from dental hygiene regulatory authorities in provinces where there are bachelors programs: CRDHA, CDHBC, CDHNS, CDHM (who are registered dental hygienists and have a good understanding of competencies)
- Director, Commission on Dental Accreditation
- CDHA Manager Health Policy and Advocacy

Criteria for Committee Membership

The committee will be comprised of individuals with the following knowledge, and expertise:

- Knowledge of theoretical frameworks for competency development
- Some expertise in competency development
- 4 to 5 years of experience as a dental hygienist preferred

Recruitment and Terms of Appointments of Committee Members

The Manager Policy and Advocacy will seek applications from interested individuals who are requested to submit a CV and letter of interest outlining areas of strengths, potential contributions, and how your education, knowledge, and expertise correspond with the Criteria for Committee Membership. The members will be selected in accordance with the Committee Composition and Criteria for Committee Membership. Committee members will be appointed until the completion of the competencies document from approximately October 2012 to February 2014.

Responsibilities, Meetings and Communication

The committee members will participate in the following activities to discuss the development of the competency framework:

- Work collaboratively with CDHA and CDHA's consultant to create the competencies document.
- Contribute to dialogue, and respond to draft documents, by e-mail and by phone (approximately 5 phone meetings, of approximately one to two hours each)
- Participate in an in person meeting in Ottawa.

CDHA responsibilities:

- CDHA's Manager Policy and Advocacy will chair the SC meetings.
- Schedule meetings at a date and time agreed upon by SC members.

Additional Notes:

CDHA will reimburse SC members for expenses to attend the in-person meeting, according to the CDHA meeting expense policy. Members will be provided with a conference call in phone number to join phone meetings.