

BC CDA Educator's Articulation Committee Meeting

Minutes

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

BCIT Downtown Campus
711 – 555 Seymour Street, Vancouver BC

April 18 & 19, 2024

Present: Marianne Roden (VIU), Marla Jones (COTR), Tammie Barrie (OC, Chair), Karen Klenk (UFV, Time Keeper), Mandy Hayre (Camosun College, Recorder), Melody Weimer (Camosun College, Recorder), Annette Kitchen (CNC), Ellen and Ling (VCC).

Regrets: Jo-Ellen Zakoor (VCC, SLP).

- A. Chair welcomed everyone to the meeting and provided a land acknowledgement. Everyone introduced themselves.

Land Acknowledgement–*The unceded territory of the Coast Salish peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səl̓ílwətaʔ/Selilwitulh (Tsleil–Waututh) Nations.*

- B. Meeting was called to order at 9:01.

- C. The agenda was approved as amended.

- D. Minutes of the CDA Articulation Committee were approved. All action items were complete except for:

1. Heather Brown's grid

- E. Reviewed the old business and the only item pulled forward was the prostho from OC; which was added to the agenda under OC for this meeting.

- F. Announcements/Review:

- a. Lunch Break time was determined to be 11:45 – 12:45.
- b. Guests: 1:00 Yasmin Banzon CDI College, CDA Alliance- Shannon Wilson and Cherie Payne.
- c. *Review Committee Rotation for next year 2025. Once the grid is on its final year, it will be updated by the current Chair and the dates only will change and the rotation will stay the same.*

1. **Old Business** (Items from Agenda 2023)

This item was added to OC agenda items under New Business: How much time does each of your programs dedicate to prosthodontics? (5 mins)

9. *New Business*

9.1 Camosun College:

- a) CDAC fees – Since CDAC has separated to be a separate entity from the Canadian Dental Association since 2023, and there hasn't been an increase to the fees in several years in light of the pandemic, there was a significant increase this year to fees (21.5%). CDAC is not reviewing what the actual costs are and additional increases may be required. It is noteworthy that the regulators carry most of the cost of accreditation.
- b) National Dental Plan – There is a risk to schools with the new federal dental plan rolling out in 2024/2025 academic year. Schools should be proactive in planning what they will do to meet requirements if the 'usual' clients go to the dental office for their preventive care, and we fall short.
- c) Students with accommodations (part-time) – More and more students are coming to the CDA program with accommodations needed. The school cannot refuse entry to students by saying they will not get a job (we can't speak to this); we can only speak to whether or not they can complete the program at your school.
- d) CDABC & Lynnette Cramen – The CDABC and Lynnette Cramen have not responded to invitations for the past 2 – 3 years.
- e) Canadian Universities are already considering offering CDA programs. University of Saskatchewan is now offering one, and Dalhousie and University of Alberta hope to launch in September of 2024. We have also heard that UBC may also be considering a CDA program.
- f) BCCOHP – we have continued to have concerns regarding BCCOHP. They no longer offer awards, they no longer attend PAC meetings, they no longer have site surveyors at CDAC accreditation visits (just a resource person), they do not write letters for DH degree programs, and they do not provide students information sessions on registration and licensure
- g) OR program – The Dental Office Reception program at Camosun College is now moving through institutional approvals. It is anticipated that it will begin in September 2025. It will be an 8 month, credit program that can ladder into other business diplomas and degrees. The courses can be taken online, day/evening, face-to-face or blended. The dental courses will be set and only offered once in the semester.
- h) Modules for NDAEB candidates that have been unsuccessful in one or more skills. The other schools are referring everyone to VCC as they do not have a mechanism to support. The Continuing Education, or equivalent, departments at other schools could perhaps take this work on; but the CDA program would require some compensation for the time, space and supplies used.
- i) CDAC Standards – The new standards are not yet finalized even though they have gone through consultation. For now, programs planning for a site visit next year should continue to use the previous standards.
- j) EDI and Indigenization in CDA programs – The new CDAC standards that speak to both of these are required. The CDA programs are including content into their curriculum regarding these.
- k) Rad and using the Collimator for bisecting and other films – Camosun did a study to look at whether or not students can take bisecting the angle using the collimator. It

was not a surprise that 70% of students were unable to take diagnostic with the collimator attached. Accordingly, all schools are now taking bisecting without the collimator using the rationale that the reason for the collimator is to reduce the radiation exposure to patients, and if you must re-take the x-ray then the purpose is defeated. The schools also noted that few, if any, dental offices are using the collimators. So, schools are teaching BWs using the tab without the collimator.

- l) International student numbers and support from the institution – Camosun has had a significant demand for international students (taking 8 last year, and 8 again this year). Other schools are taking international students without any additional support.
- m) Artificial Intelligence and the CDA curriculum – Artificial intelligence like ChatGPT is being used by students. So, faculty should consider:
 - a. Allowing students to use ChatCBT, but reference that it was used.
 - b. Have them do assignments using it, and have students critique the accuracy.
 - c. Do an assignment without using it, and then using it so students can see the difference (easy for faculty to see when it was used).
 - d. If student thought/reflections are desired without the use of ChatGBT, then have them do it in class/clinic.
 - e. Look at how you evaluate students. It may be that we use more exams and quizzes in class and written assignments weighted lower since they can be done by ChatGPT.
 - f. Lab – what are your students learning for study models and custom trays:

		# Working Models	# Study Models	# Custom Trays
1	Camosun College	3	1	1
2	CNC	3	2	2
3	VCC	3	1	1
4	VIU	5	0	1
5	COTR	0	3	2
6	Okanagan College	4	1	2.5
7	UFV	4	1	1

- n) Textbook adoptions (anyone moving to the new CDA textbook? Rather than MDA – All schools are currently using the MDA; but will now look for the new CDA textbook now that it has been accepted by NDAEB. The name of the textbook is Comprehensive Approach to Dental Assisting – 6th edition. The benefit of this textbook is that it is Canadian. There are some errors and issues with the MDA this year.
- o) How many direct radiographs are being done by students (or are PSP still being used)?

		Direct Digital Only	PSP Plates Only	Combination Direct/PSP
1	Camosun College		x	
2	CNC	x		

3	VCC			50/50
4	VIU			5/95
5	COTR	x		
6	Okanagan College			20/80
7	UFV			50/50

- p) CWFG Funding – This funding is available from the government, and is for economically depressed students (there is specific parameters), provides up to \$15,000 per student, and is regional.
- q) X-ray unit purchase will be needed by Camosun College and they wanted to know what people have purchased. The results are below (please note that all schools have at least 1 long cone x-ray unit).

		X-ray machine manufacturer	X-ray machine manufacturer
1	Camosun College	Replacing	Replacing
2	CNC	Belmont - 1	Sirona - 3
3	VCC	Beaumont	
4	VIU	Sirona	
5	COTR	Progeny	
6	Okanagan College	Progeny	Belmont
7	UFV	Belmont	

- r) Funding agreement with CDA Alliance – the DH Schools have this so it is something we will discuss for possible implementation with CDA Alliance and all CDA programs in the province.

9.1 Presentation from CDI College & BCCAT (2:00)

CDA increases their program length to 13 months in length, and their tuition for the program is \$26,000. The theory is front loaded with the clinical practice occurring after. There are two practicums - the first is 75 hours while performing chairside duties, and 100 hours at the end of the program. This is a total of 175 hours of practicum.

Two new Co-Chairs of the Council have started. BCCAT is now 35 years old and there will be a celebration. JAM is on November 7, 8 2024 and the Chair should consider going. See the report attached.

9.2 Agenda items from Okanagan College:

- a) Paperless charts/Comptracker? CNC is paperless with their charts and evaluations.

If charts are paperless, then how do you send the forms to CDAC for survey documentation? These can be printed to pdf (saved) and sent to CDAC. All programs are using ClearDent except for VIU, which is using Dentrrix.

Signatures are done digitally and no paper is used. May need to work with IT or the software program company on how to do this.

- b) Panorex or CBCT, # of experiences during dental clinic. See below for the number of experiences. Most schools have a panorex machine. Only VCC has a donated CBCT machine. OC was thinking of purchasing and the rest of the programs gave feedback.

		PANs	FMS	
1	Camosun College	As available	As available	As available
2	CNC	2	2	Consider wording to avoid saying minimum requirements
3	VCC	Skull experience only	As available from a # of people = 1	
4	VIU	As available	As available	
5	COTR	As available	2	
6	Okanagan College	2	2	If available
7	UFV	0	As available	
8	CDI	1 if available	As available	Pass at least 4 images

- c) Program attrition – there seems to be increased attrition in the CDA programs. Most schools will accept a student 1-2 weeks into the program but no longer. Two weeks is very difficult for the student to catch-up.
- d) Bring forward from 2023 agenda: How much time does each of your programs dedicate to prosthodontics? Okanagan College would like to add some prosthodontic skills into the program. It would be the form of a workshop.

This is a decision for each school to make. But, some of the feedback was that it is expensive to do, the students' are licensed to do it after graduate so you blur the lines of scope. Perhaps offer the workshop to the previous year's class.

9.3 Agenda items from VIU:

- a) Curious about how other institutions continue to evaluate clinical skills. All were using Formative and Summative with mostly Summative in last year's minutes and self

evaluation formative. Camosun mentioned that they were working on student summative evaluations and we wondered how that has gone. Do institutions have more formative or summarize approaches?

- b) Tracking student progress in clinical work. Do most use a tracking sheet or book to keep a record, or daily/weekly progress forms that are kept by Student/Faculty? What does this look like? For privacy where is it housed? Whose responsibility is it to keep it?

		How do you track student evaluations?	Who keeps it?	Where is it stored? Who keeps it?
1	Camosun College	Tracking Sheet with Student # only	Students keep track of it	It is kept in clinic
2	CNC	Comptracker with institutional license	Keep Electronically	Keep Electronically
3	VCC	Two documents to track	One stays with faculty, the other stays in the clinic	In a binder in clinic. Now must use tablets bc accreditation didn't like it. The second one is in the clinic under lock and key (students have access while faculty are around).
4	VIU	In a VIU Learn in D2L. They have a number of sheets. No tracking for daily stuff.	Only on D2L	On D2L
5	COTR	Excel Spreadsheet stored on Teams (shared document between faculty)	Stored in Teams and only faculty have access.	Teams
6	Okanagan College	Same as VCC	Same as VCC	Same as VCC Considering Moodle
7	UFV	Have the manuals. Students also have a tracking sheet. They	Kept in the filing cabinet in the clinic CDAC did not like that	Binder.

		<p>used to have a binder, now it a coiled booklet.</p> <p>They have now separated the binders so students can't see other students' feedback.</p>	<p>other students could see feedback.</p>	
8	CDI College	<p>A clinic binder and they have competency sheets in the binder that are completed by faculty. The students self-assess on the sheets as well.</p> <p>Instructors also track on their own individual sheets.</p>	<p>Binder if kept in the clinic. The students have separate cupboards but they are not under lock and key.</p>	<p>Students and faculty have access to the binders. The faculty sheets only faculty have.</p>

c) How is attendance addressed or what is expected w "missed" clinics....How are you tracking and are make-up opportunities always given. How does this work, do you have a policy for missed clinic time and is there a minimum number of hours needing to be attended. To make attendance important, you must make it important to students. The way to do that is to give marks for it, or make it not fun to miss (more work to be away than to not show up). Dalhousie DH degree

		<p>What do schools do if students are missing classes/clinic?</p>
1	Camosun College	<p>Camosun takes attendance each day. They can use the clinic after hours and they can make up the activities without faculty. They have remedial time one hour per week if needed.</p> <p>Supplemental exam during exam week if outstanding items.</p>
2	CNC	<p>Allow them to miss 12 hours of clinic. After that the faculty meets with the students and create a student success plan. The must attend the remedial time to catch up what they have missed.</p> <p>This is a lot of extra work for faculty.</p>
3	VCC	<p>VCC will not support an attendance policy. They say they are adult learners. So, students have the right to pass or fail.</p>

		The program does not redo demos if they are missed. They do not extend any more time for students. So, students will be incomplete and will not finish the course successfully if they miss too much time. They do not tutor them!
4	VIU	Attendance policy. If you fail and assessment then we look at your attendance – if you have not attended 90% of clinic you do not get a re-assessment. They have got only 1 attempt if they are eligible.
5	COTR	They cannot have an attendance policy. They are struggling with attendance. If they went for a hike, then they will not give extra time etc.
6	Okanagan College	They have an attendance sheet. They cannot have 3 sick days in the semester. They have 'green sheets' for students to fill out if they miss a clinic. They track this, and keep them. We don't bring it up unless the student is struggling ... then we talk about their attendance. It is very tough. They will not reshow demos, and there are no redo's for quizzes etc. that were missed.
7	UFV	No official policy. They have a policy that says you are at high risk of not being successful if they miss clinics. They will not redo demos, they will not redo assessments that are missed. Find ways to make them motivated. So, in class you don't get the marks for missed quizzes etc.
8	CDI	They have an attendance policy for both theory and clinics. Students are very concerned about attendance. They track clinical attendance – they can only miss 10%. Once they reach maximum, they go on contract. They do not get extra time and they do not redo demos. So far this has been working. If they miss an evaluation, they get a zero! They get once chance to redo the skill, and if not successful – they are out of the program.

Ran out of time for these agenda items:

- d) Remedial time is it scheduled into clinical schedules?
- e) A small agenda item, storage of items such as Kleenex boxes – in wipeable plastic covers or kept in original boxes, on counter or away in a cupboard or drawer?

10. Presentation of Institutional Reports. Reports were circulated in advance and questions raised to the committee members as needed.

- a. Camosun College
- b. Okanagan College
- c. University Fraser Valley
- d. Vancouver Island University
- e. Vancouver Community College
- f. College of the Rockies
- g. College of New Caledonia

11. BCDHA CDA Alliance – 2:30 – 3:00 pm

- a. Shannon provided a high-level report of the activities of CDA Alliance; especially loan forgiveness and malpractice insurance. As well, a detailed report was provided to the committee members.
- b. CDA Alliance Award of Excellence distribution for 2024/2025
- c. The Community Workforce Recovery Grant – BCDA is currently offering this grant to CDA students. The preference of the committee is to have CDA Alliance involved in some way in the process because it builds value in the Association. There are limited resources at schools to assist with the paperwork (OC shared that it was a significant amount of work).

Shannon inquired what students supports are needed to help students as feedback from students is that they would like more. Schools would need more information on what supports are needed, as institutions have supports for students already.

- d. Education MOU discussion – Shannon at BCDHA will send over the draft MOU (adapted from the one from the DH Articulation Committee) by the end of May.

12. Other Business

13. Next meeting:

Location: **BCIT Downtown Campus**

Date: April 10 and 11th 2025 (Book your hotels at government rate early)