

Recertification background reading for March focus groups DRAFT

February 2020

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Introduction

This document is the background reading material for the recertification focus groups that are being held in March 2020. The purpose is to check the guidance resources (including templates and examples) we are developing are relevant, easy to use and understand, and to get input from practitioners.

The new recertification programme will be a significant change for oral health practitioners. Council wants to understand the full range of perspectives from practitioners and other key stakeholders before finalising the programme.

After Council has formally set the recertification programme (expected to be April 2020) it will publish a new policy that will set out all of the requirements of the new recertification programme and the consequences of not meeting the requirements.

In addition, Council will publish a detailed handbook for practitioners that includes further guidance on how to interpret the policy, plus templates and examples. Supporting materials will also be published on our website and we may print some materials if practitioners think that would be useful.

We completed a series of practitioner focus groups in Auckland, Wellington and Christchurch in November 2019. On our website you can find:

- The terms of reference for the focus groups:

<https://www.dcnz.org.nz/assets/Uploads/Recertification-programme-2019/Recertification-practitioner-focus-groups-TOR-23-September-2019.pdf>

- The background reading material that was provided prior to the November focus groups:

<https://www.dcnz.org.nz/assets/Uploads/Recertification-programme-2019/Recertification-focus-group-1-background-reading.pdf>

- A summary of the feedback from the November focus groups:

<https://www.dcnz.org.nz/assets/Uploads/Recertification-programme-2019/Recertification-focus-group-feedback-summary.pdf>

Quick guide

We heard loud and clear from the focus groups in November 2019 that oral health practitioners are busy people and don't have time to read large volumes of written material. You asked that guidance be brief and simple, with a general preference expressed for bullet points.

In response to this feedback we have mocked up an example of what a DL flyer might look like. DL stands for dimension lengthwise and is an A4 sheet of paper folded into thirds. The text, layout and imagery are illustrative only.

The DL flyer format works best when physically printed e.g. for delivery through the post or handing out at conferences. We know practitioners are all different, so we are considering a mix of options. We are interested in what different formats practitioners would actually find useful.

Key questions



Is this easy to understand / the right information / the right level of detail?

How would you use this / do practitioners need it?

What formats are most practical for practitioners e.g. hard copies of flyers for branch meetings, conferences etc? A4 PDF on the website? A4 or A3 poster? Anything else (coffee mugs, mouse mats, notepads, bookmarks, sticky notes etc)?

Any other feedback?

Recertification

Overview

About recertification programmes

- The purpose of a recertification programme is to ensure that practitioners are competent
- You are legally obliged to meet the requirements of a recertification programme set by the Dental Council
- The Dental Council is given this legal power by section 41 of the Health Practitioners Competence Assurance Act 2003.

The start of the new recertification programme

- Dentists and dental specialists need to find a professional peer and advise the Dental Council who their professional peer is by 1 October 2020 using the Practitioner Portal
- Other oral health practitioners need to do the same by 1 April 2021
- Dentists and dental specialists should start to prepare a PDP soon after 1 October 2020, and will need to declare that they have a PDP, have been participating in PDAs, have reflected in writing and have discussed these with their professional peer when they apply for an APC prior to 1 October 2021 using the Practitioner Portal
- For other oral health practitioners the equivalent dates are 1 April 2021 and 1 April 2022.

Get ready

- 1 October 2020 for dentists and dental specialists
- 1 April 2021 for other oral health practitioners

Recertification



FIND OUT MORE

Dental Council website

Our website has a range of guidance to help practitioners understand what they need to do and how to do it:

- Guidance
- Decision tools
- Templates
- Examples
- Videos

www.dcnz.org.nz

Please note photos have been changed
and typos corrected on this DL flyer
following focus group feedback

Recertification

What you need to know

A QUICK GUIDE FOR PRACTITIONERS



Dental Council

Te Kaunihera Tiaki Niho

Recertification

Development

Professional development plan (PDP)

- A PDP needs to include a review of your clinical practice, learning objectives, PDAs, written reflection and be reviewed with your professional peer
- A PDP is intended to be a living document and you should review it on a regular basis and update it if your circumstances change during the year
- When you apply for your APC you will need to declare to the Dental Council that you have a PDP.

Professional development activities (PDAs)

- A PDA is any activity relevant to maintaining and building your competence in your scope of practice
- PDAs can relate to your clinical skills and judgement, fundamental knowledge and gaining additional experience
- PDAs include traditional activities such as training courses and conferences, but you can also include a wider range of activities such as practice visits and overseas professional development activities
- PDAs must be discussed with your professional peer, and when you apply for your APC you need to declare to the Dental Council that you have been participating in PDAs.

Written reflection

- Each year you must reflect in writing about your professional development and declare to the Dental Council that you have done so
- Written reflection must include a critical self-appraisal of your PDP and PDAs, and be discussed with your professional peer.

Recertification

Professional peer

Nominating a professional peer

- If you have been registered in New Zealand for more than 6 months, you must have a professional peer recorded with the Dental Council when you apply for an APC
- You can have an individual professional peer and/or be part of a peer group
- Either way you need to identify an individual practitioner to the Dental Council who will submit an annual confirmation on your behalf
- The professional peer you nominate must be registered with Dental Council
- The professional peer must have been freely chosen by you, and have freely agreed to be your professional peer – no one can force you to have someone as your professional peer and you can't be forced to be a professional peer for someone else
- The most important thing is that your professional peer must be able to give you credible feedback on your professional development, relevant to your scope of practice.

Professional peer confirmation

- A professional peer must make themselves available to interact with you and discuss your PDP, PDAs and written reflection
- Before you apply for your APC each year, your professional peer must confirm to the Dental Council via the Practitioner Portal that you have interacted with them during the year, have a PDP, have participated in PDAs and reflected in writing
- If your professional peer declines to confirm that you've met one or more requirements of the recertification programme the Dental Council will send you an email with the details. If you disagree with the professional peer you can raise that with the Dental Council.

Recertification

Ending professional peer relationships

- You and your professional peer should discuss with each other any changes to professional peer relationships before the Dental Council is informed
- You can change peers by nominating a new professional peer using the Practitioner Portal
- A professional peer can withdraw from the relationship using the Practitioner Portal. If that happens the Dental Council will send you an email to remind you to nominate a new peer.

Health

Eye health

- Until further work is completed, practitioners will continue to declare in their APC application whether they have any health conditions, including eye conditions, that adversely affect their fitness to practise.

Other requirements

Paperwork to be kept

- The new recertification programme is based upon self-declarations submitted via the Practitioner Portal when you submit your APC application
- However, the Dental Council can ask to see supporting documentation at any time, so you need to keep paper or electronic copies for 3 years.

Not meeting a recertification requirement

- If for some reason you have not been able to meet one of the requirements of the recertification programme you need to declare that to the Dental Council when you apply for your APC via the Practitioner Portal
- You will be asked to provide a reason and explain how you plan to meet the requirement as soon as possible.

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Decision tools

Another response to the message that practitioners are busy and don't have time to read large volumes of written material has been to develop a number of decision tools.

These are also intended to appeal to practitioners who are more visually oriented and prefer pictures to words.

Key questions



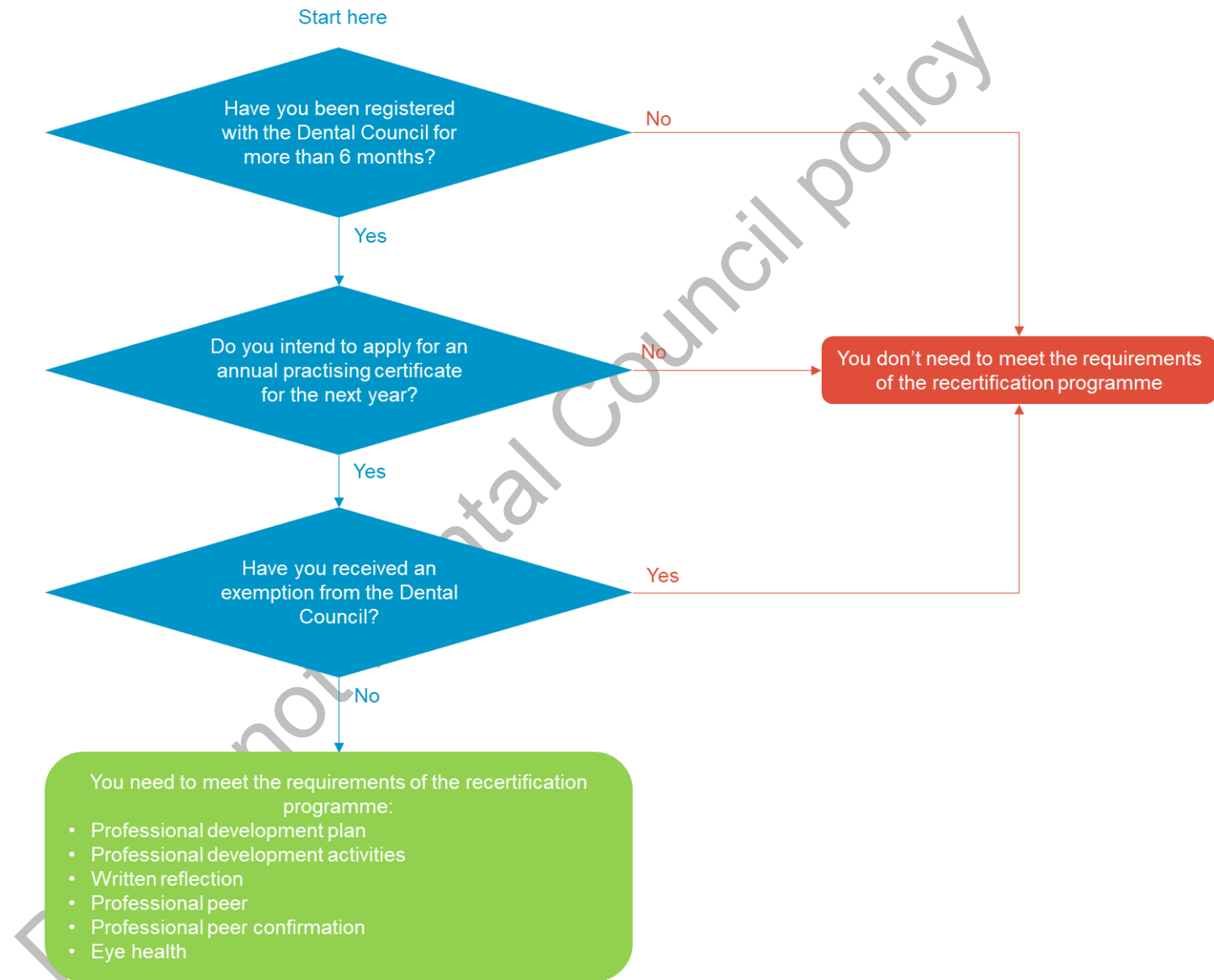
Are these easy to understand?

Is it useful to have diagrammatic tools like these in addition to written guidance?

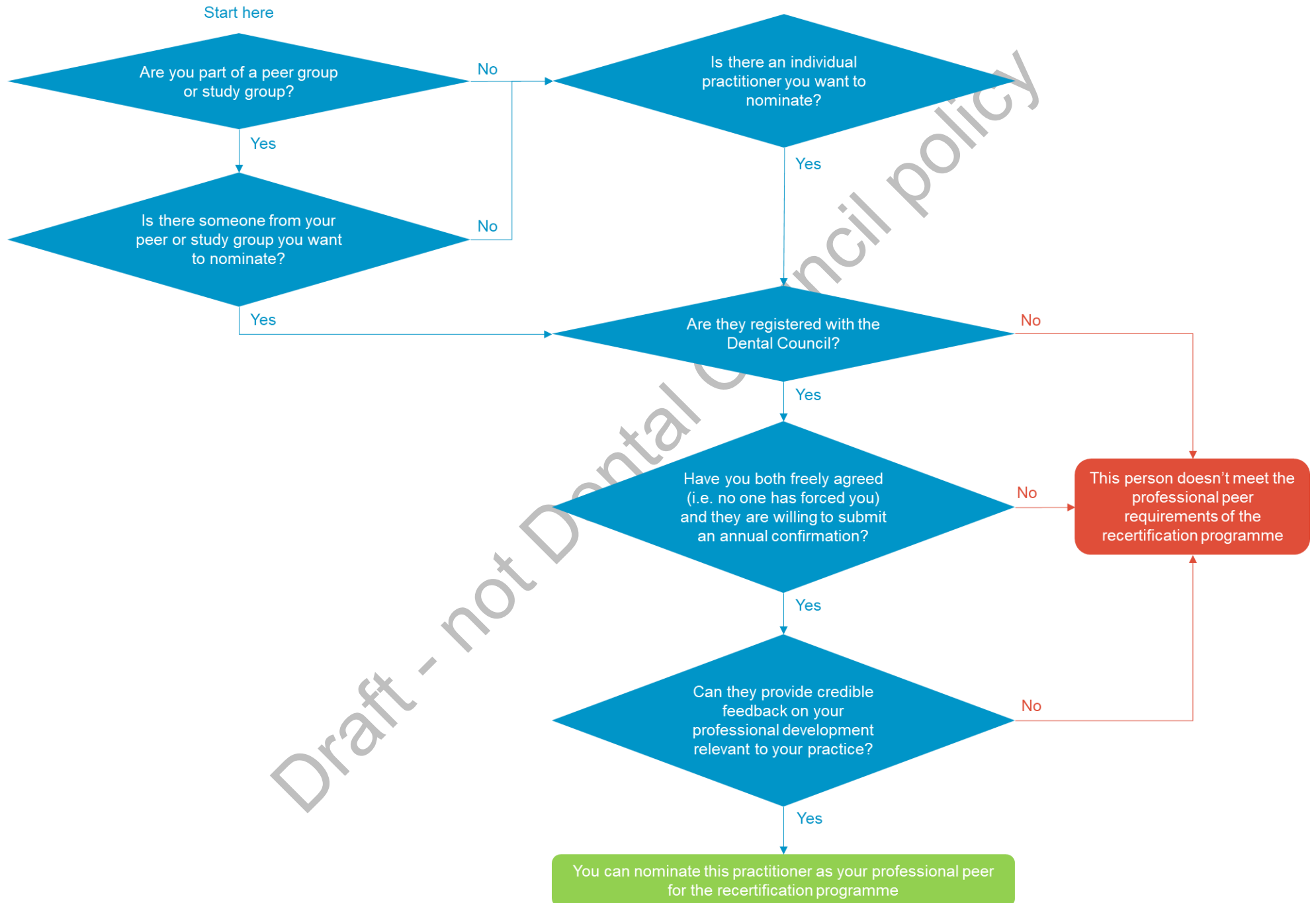
Are there any other topics that would benefit from having a decision tool?

Any other feedback?

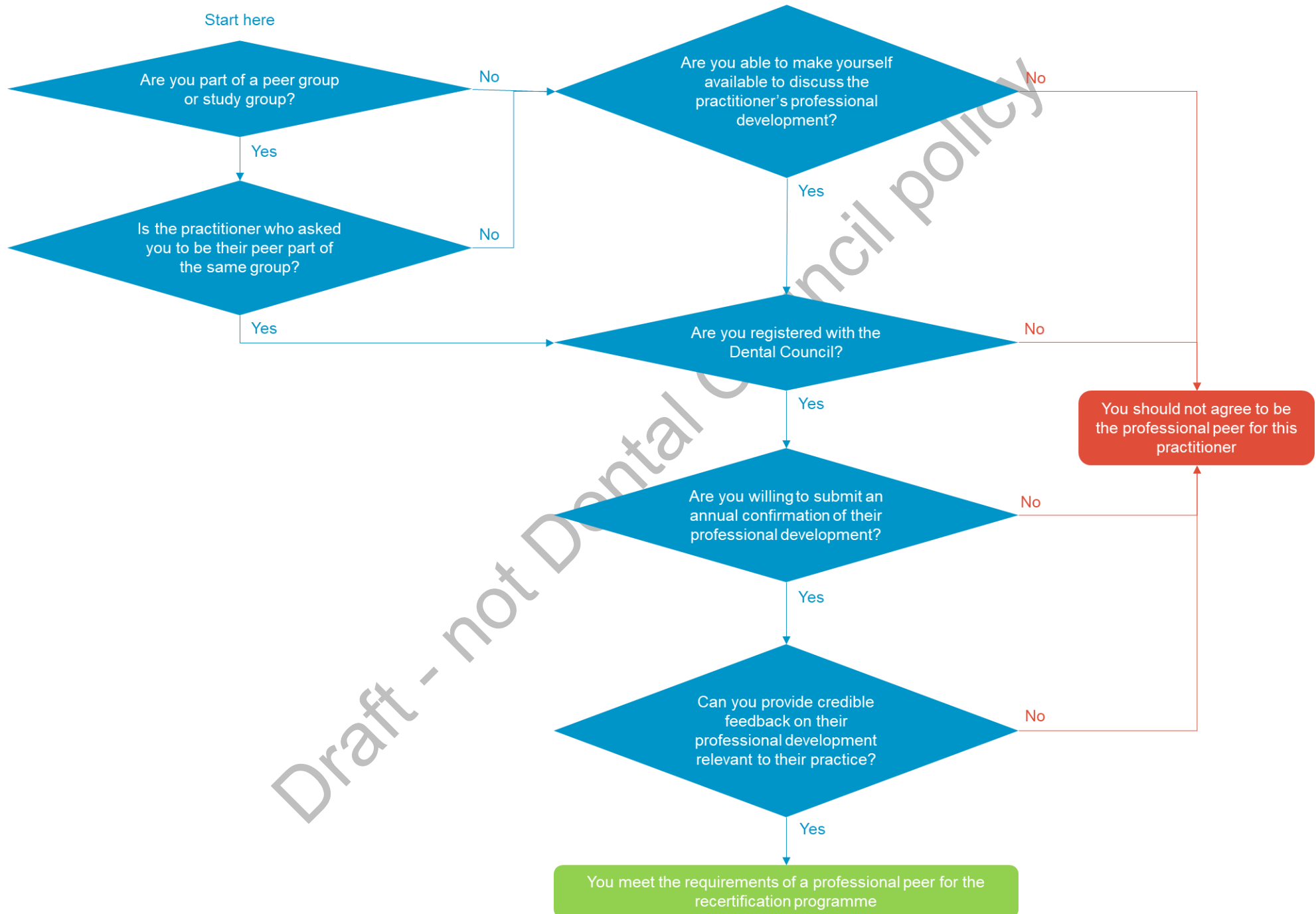
Does the recertification programme apply to me?



Who can I nominate as my professional peer?



Should I agree to be a professional peer?



Templates

One of the most consistent pieces of feedback we got from practitioners at the focus groups we held in November 2019 was that templates and examples are going to be key for practitioners to understand what they need to do.

Council doesn't want to be prescriptive and would like to avoid the templates becoming a "tick box" exercise. Council recognises that everyone has their own personal preferences and wants to be flexible. Practitioners need to take ownership of their plan, activities and reflection.

Council wants to encourage practitioners to do what works for you, try different approaches and be innovative.

Key questions



Do the templates make sense to an oral health practitioner?

Do the templates illustrate that there is not a single "right" way to do things and that practitioners can use whatever approach works best for them?

Should we provide a template for written reflection or will that potentially constrain practitioners?

Are there any other templates that would be useful?

Any other feedback?

Professional Development Plan Template (option 1)

Name: _____ Registration number: _____

Learning goals

*What do you want or need to learn about and/or become more proficient at? (learning goal)
How does this relate to your practice?*



Planned PDAs

*What PDA/s could you do to help meet your learning need?
What resources do you need?*



Expected outcomes

How will PDA/s in this area help you improve your daily work and/or care for your patients?



Timeframe for completion

What is the target date for completion of your PDA/s?

Professional Development Plan Template (option 2)

Name: _____ Registration number: _____

Self-assessment —————> Planned PDAs

*What do you want or need to learn about and/or become more proficient at? (learning goal)
How does this relate to my practice?*

*What PDA/s could you do to help meet your learning need?
What resources do you need?*

What is the target date for completion of your PDA/s?

How will PDA/s in this area help you improve your daily work and/or care for your patients?

Timeframe for completion <————— Expected outcomes

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Professional Development Plan Template (option 3)

Name: _____ Registration number: _____

What do I want or need to learn about, and/or become more proficient at? (<i>learning goal</i>)	How does this relate to my practice?	How will I meet this learning need? PDA/s planned:	What resources do I need to perform the PDA/s?	What benefit will this have for my practice?	Target date for completion
<i>What skills or knowledge have you identified that need developing or maintaining? Are there any gaps in your knowledge or skills that need addressing?</i>	<i>Why have you identified this, how does it relate to your daily job, patients or tasks?</i>	<i>What PDA/s could you do to help meet your learning need? (e.g. research, reading, courses, lectures, hands-on workshops, clinical observation, case reviews, non-clinical practice related activities)</i>	<i>What or who can help you perform this PDA?</i>	<i>How will PDAs in this area help you improve your daily work and/or care for your patients?</i>	<i>By when do you expect to have completed the planned PDA/s?</i>

What do I want or need to learn about, and/or become more proficient at? (<i>learning goal</i>)	How does this relate to my practice?	How will I meet this learning need? PDA/s planned:	What resources do I need to perform the PDA/s?	What benefit will this have for my practice?	Target date for completion

Record of Professional Peer Interactions Template

Name: _____ **Registration number:** _____

Date:	Location:
Summary of discussion:	
Date:	Location:
Summary of discussion:	
Date:	Location:
Summary of discussion:	

Log of PDAs + PDA Feedback Template

Name: _____ Registration number: _____

PDA performed (brief description)	Date PDA performed	Location where PDA performed	PDA Feedback
			<i>What did you learn (or confirm) from the PDA?</i> <i>What changes did you make in your work as a result of that learning (if any)?</i> <i>What was the benefit to your work and/or your patients in performing this PDA?</i>

PDA performed (brief description)	Date PDA performed	Location where PDA performed	PDA Feedback

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Written reflection

Reflection is an important process for you to evaluate how effectively your PDP is meeting your professional need to maintain and develop your professional knowledge and skills. Taking time to reflect on your PDP and your PDAs allows you to consider what you have learnt and the impact of that learning on your practice.

It also allows you to reconsider your learning needs – are they the same as when you developed your PDP?, or have you gained the knowledge and skills you aimed to through the PDAs you have performed? Have you identified additional areas you want or need to learn about and/or become more proficient at since developing your PDP, or do you need to, having now met some or all of your learning goals?

After reflecting, you may find you need to adjust your PDP.

How frequently you reflect on your PDP and PDAs is up to you. You may like to make use of the 'PDA feedback' column in the 'Log of PDAs + PDA feedback', so you record some reflection after each PDA. At a minimum you are expected to reflect on your PDP and PDAs at least annually, at the end of each APC cycle.

The Council requires that you document your reflection once a year by completing a written reflective statement (a summary of your reflections).

In developing your reflective statement, it may be helpful to consider:

- The PDAs you performed:
 - What did you learn (or confirm)?
 - What changes have you made in your work as a result of that learning (if any)?
 - What was the benefit to your work and/or your patients in performing this PDA?

(If you have made use of the 'PDA Feedback' column in the 'Log of PDAs + PDA feedback' you will already have the answers to these questions recorded).

- Did performing the various PDAs:
 - Help your work and your patients in the way you predicted, or in other unexpected ways?
 - Contribute to achieving the learning goals you identified in your PDP?
- Have you identified additional learning goals since developing your PDP? (for example, through feedback from your professional peer or practice experiences, including any clinical or interpersonal communication issues that might have arisen)
- Have you now met some or all of the learning goals in your PDP? If no, do you need to identify additional PDAs to meet your existing learning goals or do you consider the currently planned PDAs will be adequate? If yes, do you need to identify new learning goals? (consider reviewing your compliance with the Council's professional and practice standards at this time),
- The contribution of your interactions with your professional peer to your professional development over the previous year.

Your written reflective statement does not have to follow a particular format (for example, written prose – although it could), or meet a minimum word count. You may present it in any written form that is meaningful to you, as long as it is able to be understood by your professional peer, and the Dental Council in the event they require it.

Written Reflection Template

Name: _____ Registration number: _____

Reflection on learning goals

*Were the goals you set at the start of the process focussed on the right things?
Were they too ambitious / not ambitious enough / about right?
Has anything changed or is there anything you should do differently the next time you set my learning goals?
How does this relate to your practice?*



Reflection on PDAs

*Did you choose the right PDAs?
What did you learn (or confirm) from the PDAs you participated in?
Were there any PDAs that you were unable to complete for some reason?
Are there PDAs that you should repeat / continue / start / stop doing?*



Reflection on learning outcomes

*What changes did you make in your practice as a result of your learning (if any)?
What was the benefit to your practice and/or your patients from your learning?*

Examples

Please note: the following examples have been populated with illustrative content across a range of professions. They are not intended to be examples of an individual's PDP, PDAs etc.

Rather than completing an example template for each scope of practice, each template contains a range of examples so that all practitioners can relate to some of them.

Key questions



Do the examples make sense to an oral health practitioner?

Do the examples work across different scopes of practice?

Are there any other examples that would be useful?

Any other feedback?

Professional Development Plan Example (option 1)

Name: _____ Registration number: _____

Learning goals

1. *Treatment planning for dementia patients – a high number of my patients are elderly and suffer from dementia*
2. *Infection Prevention and Control – team leader, want to be sure am modelling and reinforcing best practice*
3. *ME/CPR training – biannual requirement; safe practice*
4. *Build skills in complaints handling; am first line of management responsible for complaints*

*What do you want or need to learn about and/or become more proficient at? (learning goal)
How does this relate to your practice?*



Planned PDAs

1. *Lecture/course; my own research (journals, online); no additional resource needed*
2. *Arrange for external provider to deliver on-site IPC training for myself and team; apply for funding and time release*
3. *Attend CPR course, do pre-reading; apply for leave/finance*
4. *Attend course; no additional resource needed, run in-house*

*What PDA/s could you do to help meet your learning need?
What resources do you need?*



Expected outcomes

1. *Improve care I deliver for dementia patients; ensure care offered is appropriate for the patient's circumstance*
2. *Ensure following best practice and meeting expected standards; reflected in clinic procedures*
3. *Protect patient safety*
4. *Ensure appropriate and efficient management of complaints*

How will PDA/s in this area help you improve your daily work and/or care for your patients?



Timeframe for completion

1. *13.3.2020 (course); own research Feb- end April 2020*
2. *May 2020*
3. *Emcare course before September 2020*
4. *Scheduled October 4th 2020*

What is the target date for completion of your PDA/s?

Professional Development Plan Example (option 2)

Name: _____

Registration number: _____

Self-assessment

Planned PDA

*What do you want or need to learn about and/or become more proficient at? (learning goal)
How does this relate to your practice?*

1. Treatment planning for diabetic patients – a high number of my periodontal patients also have diabetes
2. Infection Prevention and Control – team leader, want to be sure am modelling and reinforcing best practice
3. ME/CPR training – biannual requirement; safe practice
4. Build skills in complaints handling; am first line of management responsible for complaints

1. 13.3.2020 (course); own research Feb- end April 2020
2. May 2020
3. Emcare course before September 2020
4. Scheduled October 4th 2020

What is the target date for completion of your PDA/s?

*What PDA/s could you do to help meet your learning need?
What resources do you need?*

1. Lecture/course; my own research (journals, online); no additional resource needed
2. Arrange for external provider to deliver on-site IPC training for myself and team; apply for funding and time release
3. Attend CPR course, do pre-reading; apply for leave/finance
4. Attend course; no additional resource needed, run in-house

1. Improve care I deliver for diabetic patients; potential for improved care outcomes
2. Ensure following best practice and meeting expected standards; reflected in clinic procedures
3. Protect patient safety
4. Ensure appropriate and efficient management of complaints

How will PDA/s in this area help you improve your daily work and/or care for your patients?

Timeframe for completion

Expected outcomes

Professional Development Plan Example (option 3)*

Name: _____ Registration number: _____

What do I want or need to learn about, and/or become more proficient at?	How does this relate to my practice?	How will I meet this learning need? PDA/s planned:	What resources do I need to perform the PDA/s?	What benefit will this have for my practice?	Target date for completion
<i>What skills or knowledge have you identified that need developing or maintaining? Are there any gaps in your knowledge or skills that need addressing?</i>	<i>Why have you identified this, how does it relate to your daily job, patients or tasks?</i>	<i>What PDA/s could you do to help meet your learning need? (e.g. research/reading, courses, lectures, hands-on workshops, clinical observation, case reviews, non-clinical practice related activities)</i>	<i>What or who can help you perform this PDA?</i>	<i>How will PDAs in this area help you improve your daily work and/or care for your patients?</i>	<i>By when do you expect to have completed the planned PDA/s?</i>
Management of the older dentate patient	Many of the patients in my practice are older adults	<ol style="list-style-type: none"> 1. Attend day course re management of the older dental patient 2. Find or develop a template for assessment of the older patient 3. Internet research on gerodontology 	Professional peer – discuss potential online sources for template/ gerodontology	Improved diagnosis, prevention and treatment planning for the older dentate patient	Day course 15.10.2019 Online research, 2 – 3 sessions before course Assessment template by 1.11.2019
Management of non-carious tooth tissue loss	Patients increasingly presenting with extreme erosion and attrition – would like to be able to offer a conservative functional and aesthetic solution	<ol style="list-style-type: none"> 1. Lecture 2. Internet research on causes of tooth wear and management 	N/A	Confidence in restorative management for moderate to severe cases of non- carious tooth tissue loss.	'Management of the worn dentition' 7.2.20 Online research week before lecture

* **Please note:** option 3 includes illustrative content across a range of professions, it is not intended to be an example of an individual's PDP

What do I want or need to learn about, and/or become more proficient at?	How does this relate to my practice?	How will I meet this learning need? PDA/s planned:	What resources do I need to perform the PDA/s?	What benefit will this have for my practice?	Target date for completion
<i>Update in endodontics*</i>	<i>No local endodontist, travel prohibitive for many of my patients</i>	<ol style="list-style-type: none"> <i>Course – one day lecture and one day hands on workshop</i> <i>Practice visit to endodontist</i> 	<i>Endodontist - practice visit to observe</i>	<i>Improve skills in endodontic technique. Reassurance that technique is up to date</i>	<i>Course 3.4.20, workshop and 4.4.20</i> <i>Practice visit in May</i>
<i>Implant surgery and restoration</i>	<i>Am seeing a greater number of patients interested in implants</i>	<ol style="list-style-type: none"> <i>Lecture</i> <i>Hands on workshop</i> <i>Request observation of implant surgery</i> 	<i>Oral surgeon and/or periodontist – for surgery observation</i>	<i>Broaden exposure to implant restoration cases and techniques</i> <i>Develop skills in implant restoration</i> <i>Gain insight into implant surgery</i>	<i>Lecture 5.6.20</i> <i>Workshop 3.7.20</i> <i>Observation – aim for a day in July, and a day in August</i>
<i>Oral cancer detection</i>	<i>Want to be sure my knowledge of risk factors, methods of detection etc. is up to date</i>	<i>Lecture</i>	<i>N/A</i>	<i>Confidence in detecting potentially cancerous lesions and knowing referral pathways</i>	<i>Lecture 4.5.20</i>
<i>Maintenance of CPR skills and use of defibrillator; and managing medical emergencies</i>	<i>Biannual requirements by Dental Council</i> <i>Important for patient safety</i>	<ol style="list-style-type: none"> <i>Emcare CPR refresher course</i> <i>Reading before course – ME practice standard appendices and course manual</i> 	<i>Apply for leave/financial assistance to attend course</i>	<i>Ensure appropriate management in the event of a medical emergency/collapse</i>	<i>Refresher course 18.9.20</i>
<i>Clinical photography</i>	<i>Part of my new role is to take the photographs the orthodontist requires for treatment planning</i>	<i>Half day Course – lecture and hands-on</i>	<i>Apply for leave/financial assistance to attend course</i>	<i>Enable me to take clinical photographs competently</i>	<i>Course 9.8.20</i>

* **Please note:** option 3 includes illustrative content across a range of professions, it is not intended to be an example of an individual's PDP

What do I want or need to learn about, and/or become more proficient at?	How does this relate to my practice?	How will I meet this learning need? PDA/s planned:	What resources do I need to perform the PDA/s?	What benefit will this have for my practice?	Target date for completion
<i>Infection Prevention and Control*</i>	<i>Am the practice owner, and want to be sure that I'm up to date with best practice in this area, so that can be reflected in the practice procedures</i>	<i>External trainer comes to the practice to go through IPC procedures with all team members</i>	<i>External trainer</i>	<i>Will ensure practice IPC procedures are consistent with best practice, and that all team members know them (for patient protection)</i>	<i>Arrange for external trainer to come into practice November 2020</i>
<i>Maintain skills in clinical teaching</i>	<i>I work as a clinical tutor for undergraduate students</i>	<i>Refresher course on skills and techniques for teaching undergraduate students</i>	<i>N/A</i>	<i>Will ensure that my teaching skills are in line with current best practice standards</i>	<i>By end September 2020</i>
<i>Record keeping</i>	<i>Essential daily activity – want to be sure am following best practice</i>	<i>Workshop</i>	<i>N/A</i>	<i>Make sure I'm completing sufficient notes for my patients that meet Council standards</i>	<i>Workshop 8.5.20</i>
<i>Material update: ceramic, metal alloys and composites</i>	<i>In my role (dental technician) it is vital that I keep up to date with the latest materials and technologies</i>	<i>Online courses and lectures</i>	<i>Discuss with professional peer their experience of online courses in this practice area</i>	<i>Ensure I'm providing high quality, appropriate products</i>	<i>By end August 2010</i>
<i>Stainless steel crowns for deciduous molars</i>	<i>A lot of the children I see have high caries experience in their deciduous dentition – I want to maintain and update my skills and knowledge in this practice area to continue offering SSCs as a restorative option</i>	<i>Lecture and hands on workshop</i>	<i>Talk with manager re arranging cover so I can attend course for the day</i>	<i>Build on my clinical skills in this practice area, make sure my knowledge and technique is current</i>	<i>18.9.20</i>

* **Please note:** option 3 includes illustrative content across a range of professions, it is not intended to be an example of an individual's PDP

Log of PDAs + PDA Feedback Example

Name: _____ Registration number: _____

PDA performed (brief description)	Date PDA performed	Location where PDA performed	PDA Feedback
			<p><i>What did you learn (or confirm) from the PDA?</i></p> <p><i>What changes did you make in your work as a result of that learning (if any)?</i></p> <p><i>What was the benefit to your work and/or your patients in performing this PDA?</i></p>
<p><i>Course attended: Dental records for general dental practitioners, Dr Annalee Weston, Dental protection; 3 hours</i></p> <p><i>Lecture and workshop</i></p>	31.5.19	<p><i>New Zealand Dental Association,</i></p> <p><i>195 Main Highway</i></p> <p><i>Ellerslie, Auckland</i></p>	<p><i>The course covered how to keep concise, relevant, accurate, and up to date patient records. Confirmed for me that I'm meeting expected standards, and that my notes tend to be comprehensive and detailed – but could be more concise.</i></p> <p><i>As a result, notes more concise and structured – routinely follow the sequence of events in the appointment.</i></p> <p><i>Notes now easier for another practitioner, or the patient, to follow. Also makes it easier for me when looking at past care provided.</i></p>
<p><i>Wearing away – recognising the cause and prevention, Professor David Bartlett, NZDA conference, Lecture, 1 hour</i></p>	10.8.19	<p><i>Sky City Conference centre, Auckland (NZDA conference)</i></p>	<p><i>Lecture looked at common causes for tooth wear, and strategies for prevention.</i></p> <p><i>Confirmed my understanding of the common causes and approach to prevention; no real changes to my practice as a result.</i></p> <p><i>Good to confirm my knowledge is up to date and my approach to prevention sound.</i></p>

PDA performed (brief description)	Date PDA performed	Location where PDA performed	PDA Feedback <i>What did you learn (or confirm) from the PDA?</i> <i>What changes did you make in your work as a result of that learning (if any)?</i> <i>What was the benefit to your work and/or your patients in performing this PDA?</i>
<i>Practice visit Periodontist to watch implant surgery, 2 hours</i>	11.6.19	Greenlane, Auckland	<p><i>Observed implant placement for one of my own patients. Was good to see first-hand the process the periodontist followed, use of stent for guidance etc.; advice re what the patient could expect post-op.</i></p> <p><i>Gave me better insight into the care my patients would receive during the surgical phase of implant treatment – increased my understanding of the patient's experience.</i></p> <p><i>Helped strengthen my working relationship with the periodontist, to the benefit of my patients.</i></p>
<i>Online research – gerodontology</i> <i>Looked into effects of ageing on oral health; tools for assessing risk of oral disease and guiding management and prevention for this population</i>	2.3.19 5.3.19 6.3.19	Home	<p><i>Looked into factors influencing oral health in the older population – medical conditions, polypharmacy (decreased saliva), potential for increased risk of dental caries (root caries) and periodontal disease (OH compromised); mobility issues- access to care.</i></p> <p><i>In my assessment of patients 60 years and over, now consider more fully the broader picture of what might be influencing the patient's oral health – and make the patient aware of potential risks to their oral health that come with age.</i></p> <p><i>Has improved my diagnosis, prevention and treatment planning for my older patients. Patients better informed– can see the benefits of prevention.</i></p>

Video

At the focus groups in November 2019 practitioners indicated that instructional videos could be useful, particularly for practitioners who are more visually oriented.

Council acknowledges this feedback but also notes that videos are expensive to produce, and some previous videos produced by Council have not always been widely viewed by practitioners.

We have identified that there are six key topics (professional peer, PDP, PDAs, written reflection, professional peer confirmation and eye health) and we could potentially have a short video on each one.

As an interim step we propose to produce one video about the professional peer and develop additional videos if the first one is well-received.

We plan to play a sample video at the focus group and seek your feedback.

Key questions



Is there value in having a video in addition to written guidance?

Does the video cover the right information?

Is the length of the video about right?

Is the style of the video effective in getting the key messages across?

Any other feedback?