

## Dental Competencies and Information Literacy Concepts

overarching information literacy frame: Authority is Constructed and Contextual

Dental Competencies	EBD steps	Frames	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<b>Current and emerging trends in technology</b> ADEA 1.1 & 5.1, ACFD 1.1 & 4.2	Acquire Appraise Apply	<b>Major:</b> Scholarship as Conversation <b>Minor:</b> Information Creation as a Process	Recognize when information need involving socio-behavioral or fundamental science necessitates searching beyond standard sources (e.g. PubMed, etc.) and involve databases of different scope	Identify current trends in oral health information  Identify emerging trends in clinical scenarios  Identify sources of information for staying current with new trends in technology and relevant scholarly conversations  Give examples of how to stay abreast of new technologies and techniques for searching and acquiring information	Search databases using advanced techniques that focus on specific elements of scholarship such as socio-behavioral components  Describe why it is important to stay abreast of new technologies and techniques trends in technology and relevant scholarly conversations	Appraise information quality and validity	Select resources that incorporate current trends in healthcare that are specific and applicable to a given clinical scenario  Critically appraise contemporary and emerging information including clinical and practice management technology resources	Search for information at point of need and seamlessly as part of patient care  Develop treatment plans based on appropriate information that incorporates elements of socio-behavioral and fundamental biomedical sciences  Integrate information about emerging health care trends into patient care and treatment
<b>Critical thinking &amp; problem solving</b> ADEA 1.2/ACFD 4.3	Ask Acquire Appraise Apply	<b>Major:</b> Searching as Strategic Exploration <b>Minor:</b> Scholarship as Conversation	Describe the intersection of the evidence, patient, and clinician in EBD  State factors that distinguish credible sources from sources that are not credible  Recognize biases that privilege some sources over others  Define the 5As of EBD	Explain the importance of using EBD to improve care quality and safety  Interpret the data presented in tables and figures	Develop strategic and useful EBD searches  Establish strategies for incorporating EBD into daily work	Analyze EBD searches for ways in which they can be improved  Categorize articles into filtered and unfiltered information  Evaluate the evidence available, taking into consideration the context in which research is created	Critique articles acquired in the EBD search	Justify decisions made in acquiring and appraising the evidence for EBD  Integrate identified studies appropriately into treatment decisions for a given patient or patient population
<b>Evidence-based patient care</b> ADEA 1.3/ACFD 4.3	Appraise Apply	<b>Major:</b> Searching as Strategic Exploration <b>Minor:</b> Scholarship as Conversation	Identify databases where professional literature of dentistry can be found  Identify main research methodologies & study designs  Identify basic statistics and statistical methods used in applied dental research  Recognize the scholarly conversation that is ongoing in the literature	Identify levels of evidence  Acknowledge that scholarly conversation is ongoing in the literature, which generates a body of evidence that may be contradictory  Identify different types of clinical questions  Describe how different study designs answer different questions	Apply clinical judgement to evidence to influence patient care  Apply evidence to clinical situations  Use online resources to find literature to answer a clinical question	Form clinical questions using PICO  Discern which study design will answer a particular question	Evaluate the relevance of evidence for a specific case  Assess contradictory evidence to arrive at a clinical decision	Develop a critical view of the dental literature  Identify best available evidence for a range of clinical cases  Incorporate patients' values into practice
<b>Legal and ethical use of information</b> ADEA 2.1/ACFD 2.1 & 2.4	Apply	<b>Major:</b> Information Has Value <b>Minor:</b> Scholarship as Conversation	Recognize various ethical and legal issues in dental care and their relevance to dentists  Recognize that information has influence and authority  Locate information from legal sources	Articulate the concept of information privilege  Summarize the importance of information access	Explain treatment options to patients using and/or based on authoritative information sources  Apply information ethically and legally to treat and inform patients	Discriminate between different sources of information	Summarize the differences in information privilege between dentists and patients and among patients	Manage information responsibly and with the understanding that dentists are inherently viewed as authorities and have great influence on patients and other health care professionals  Participate in the broader conversation at an appropriate level, such as discussing treatment options and concerns with patients, consulting literature, contributing to scholarship, etc.  Develop a message using appropriate level of detail and specificity for referral to another healthcare provider, or to educate the patient  Communicate openness to new perspectives, additional voices, and changes in schools of thought  Seek out many perspectives, not merely the ones with which they are familiar, including those outside of dentistry, because a given perspective (e.g. one patient's experience, one dentist's experience, one article) may not represent the only or even the majority perspective on the issue.  Negotiate professional conversations, including compromise
<b>Interpersonal communication</b> ADEA 3.1/ACFD 3.5 & 3.6	Apply	<b>Major:</b> Scholarship as Conversation <b>Minor:</b> none	Identify gaps in their own knowledge and interpersonal resources that may fill those gaps  Recognize that unlikely voices can be authoritative, depending on need (patients)	Identify important areas of ongoing professional conversations that may need to be negotiated  Acknowledge that their expertise creates authority over patients and staff members  Express the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time	Actively listen to patient preferences/concerns about oral health  Actively listen to other healthcare professionals and interprofessionals  Consult with other healthcare professionals using clear communication of relevant details  Proactively seek out information  Appropriately cite where information is sought	Distinguish language appropriate for a variety of audiences  Determine which information needs to be communicated to which stakeholders	Communicate treatment alternatives (process-benefits-drawbacks) to patients  Communicate authoritatively to patients, healthcare professionals, and members of the community  Communicate clear and appropriate information to patients, staff, other health professionals	Propose treatment options to the patient that are evidence-based  Use knowledge of socioeconomic barriers to optimal oral self care to partner with patients to develop and maintain an effective home-based regimen of oral self care
<b>Psychosocial and behavioral principles</b> ADEA 3.2/ACFD 1.1	Apply	<b>Major:</b> Research as Inquiry <b>Minor:</b> none	Explain the role of consulting interprofessional literature in making socio-behavioral decisions	Identify when interprofessional information is needed in providing patient-centered health care	Develop cultural competence and awareness of special patient needs through inquiring into the available literature  Articulate when best practices in psychosocial and behavioral situations are based on established versus emerging knowledge	Differentiate between expert opinion and evidence-based information in the application of psychosocial and behavioral principles  Categorize evidence on socio-behavioral questions by level of quality	Recommend socio-behavioral management decisions based upon an accurate evaluation of the currently available literature	Propose treatment options to the patient that are evidence-based  Use knowledge of socioeconomic barriers to optimal oral self care to partner with patients to develop and maintain an effective home-based regimen of oral self care
<b>Social and cultural competencies</b> ADEA 4.3/ACFD 5.1 & 5.3	Apply	<b>Major:</b> Research as Inquiry <b>Minor:</b> Scholarship as Conversation	Recognize social disparities and cultural differences that can create barriers to dental care access and appropriate home care  Identify population-level oral health trends within the dentists' community of practice	Describe treatment options and prevention measures as found in the current oral health literature  Present treatment options using neutral terms when multiple options have similar probability of success	Integrate shared-decision making in dental practice, where the health professional respects patients' needs and preferences  Select and recommend existing evidence-based consumer health resources for improving and maintaining good oral health	Determine which information is culturally sensitive  Categorize evidence on social and cultural competencies by appropriate audience  Explain the role of cultural reality in patients' needs and preferences when making an evidence-based decision	Demonstrate intellectual humility and engagement when patients share their own experience, as multiple perspectives may influence information assessment	Create consumer health leaflets or web pages as needed, providing evidence-based sources from the current oral health literature  Adapt information practices to better serve members of underserved populations