



Smiles for Life National Oral Health Curriculum Report on Trends, User Profile, and Satisfaction 2016 Annual Report

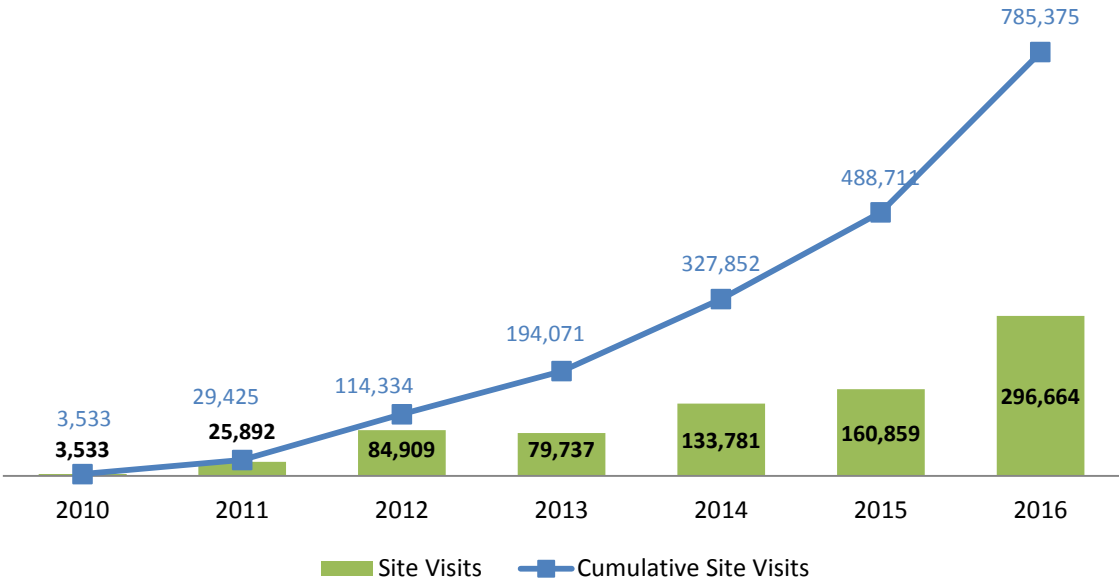
INTRODUCTION

This report provides the utilization statistics for the Smiles for Life Oral Health curriculum for 2016 (January 1, 2016 to December 31, 2016). Data were collected from the Smiles for Life website (www.SmilesForLifeOralHealth.org).

DISCRETE SITE VISITS

Since the launch of the website in June 2010, there have been 785,375 discrete site visits.¹ Exhibit 1 shows the number of site visits from 2010-2016. (The green bars illustrate the number of site visits in each year, and the blue line illustrates the cumulative number of site visits by year). The year 2016 saw the largest number of annual site visits in the website’s history, with 296,664 site visits.

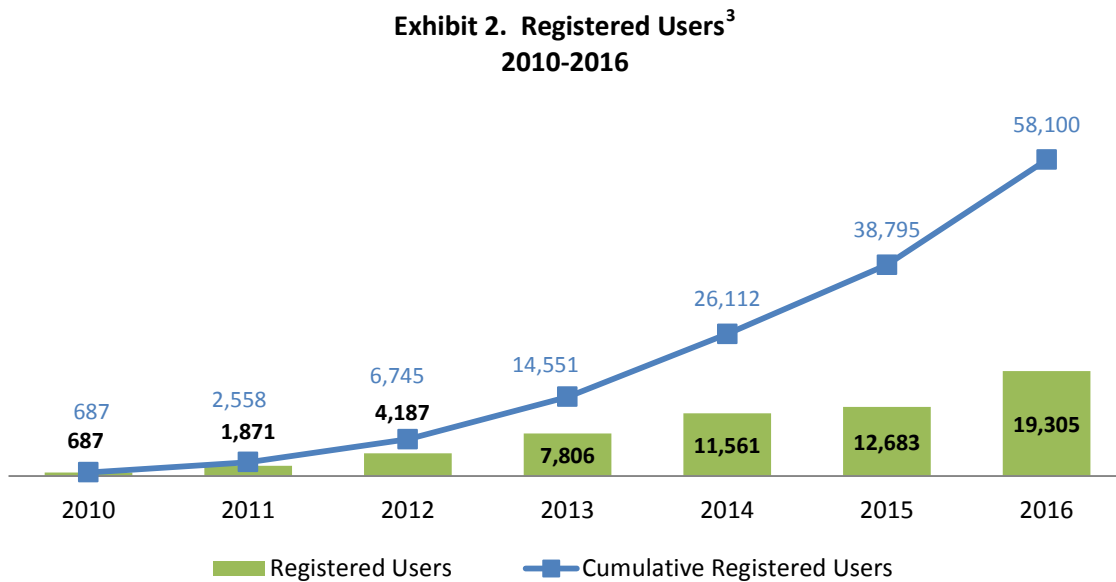
**Exhibit 1. Discrete Site Visits²
2010-2016**



¹ A discrete site visit is defined as a visit to the website, regardless of the number of pages viewed.
² Since the site did not launch until mid-year in 2010, the 2010 data only include two quarters of data (Q3 and Q4).

REGISTERED USERS

Since the launch of the site in June 2010, there have been 58,100 registered users. Exhibit 2 shows the number of registered users from 2010-2016. (The green bars illustrate the number of new registered users each year, and the blue line illustrates the cumulative number of registered users by year.) The year 2016 had the largest number of new registered users in the website's history, with 19,305 users registering in 2016.



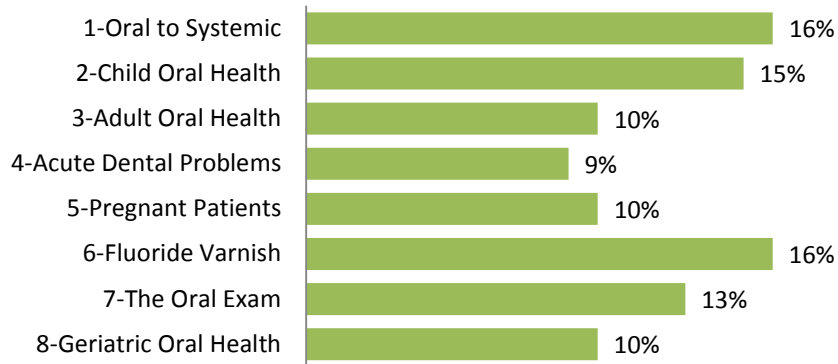
COURSE COMPLETION FOR CE CREDIT

Smiles for Life users completed a total of 56,119 courses for Continuing Education (CE) credit in 2016.⁴ Exhibit 3 shows that Course 1 (Oral to Systemic) and Course 6 (Fluoride Varnish) were the most frequently completed courses for CE credit (16%). Course 2 (Child Oral Health) represented 15% of the courses completed for CE credit, and Course 7 (The Oral Exam) represented 13%.

³ Since the site didn't launch until mid-year in 2010, the 2010 data only include two quarters of data (Q3 and Q4).

⁴ To be eligible for Continuing Education credit, a Smiles for Life user must complete the online registration form, score 80% or higher on the post-course assessment, complete a brief post-course Smiles for Life survey, and click "Submit" to view or download a certificate of completion. In this report, the term "CE Registered Users" refers to those who have completed all of these steps.

Exhibit 3. Course Completion for CE Credit
2016 (percentages are out of the 56,119 courses completed for CE credit by 17,726 users)



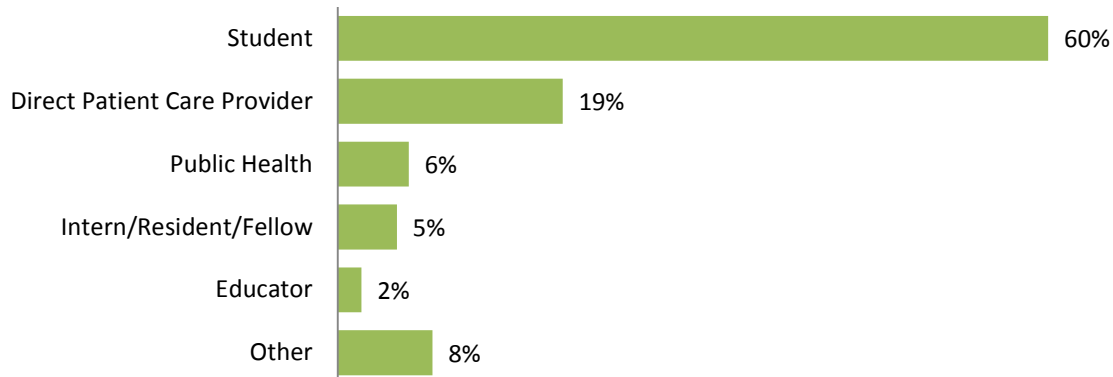
MODULE POWERPOINT DOWNLOAD

Course modules are made available to educators registered on the site. There were 9,249 downloads in 2016, which was higher than the number of downloads in 2015 (7,039). Module 1 (Oral to Systemic) represented 29% of the total downloads, Module 2 (Child Oral Health) represented 17% of all downloads, and Module 6 (Flouride Varnish) represented 15%.

CE REGISTERED USERS BY TRAINING LEVEL

Exhibit 4 shows that CE registered users were most commonly students (60%), followed by direct patient care providers (19%).

Exhibit 4. CE Registered Users by Training Level
2016 (n=17,722)

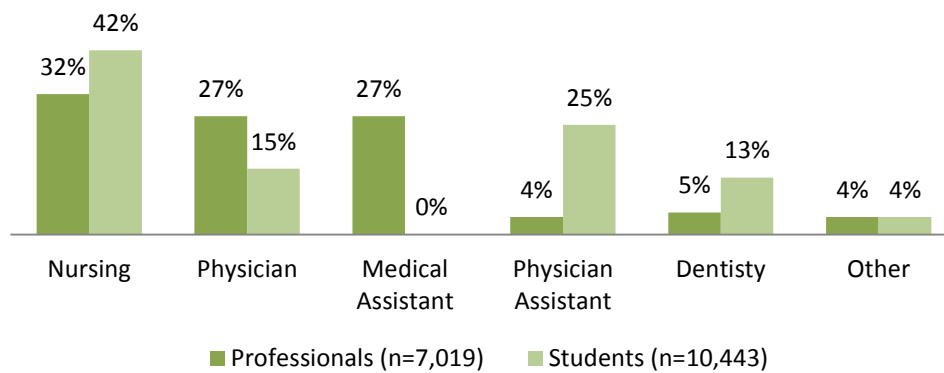


CE REGISTERED USERS, BY PROFESSION/AREA OF STUDY

Exhibit 5 shows the profession or area of study of CE registered users in 2016. (The dark green bars illustrate the profession of CE registered users who were working in a professional setting, and the light green bars illustrate the area of study of CE registered users who were students.)

The majority of *professionals* were Nurses (32%), Physicians (27%), and Medical Assistants (27%). The majority of *students* were studying to become Nurses (42%) or Physician Assistants (25%). Of the student CE registered users, 68% were in a graduate program, 30% were in an undergraduate program, and 2% were in a non-degree seeking program (data not shown).

**Exhibit 5. CE Registered Users, by Profession/Area of Study⁵
2016**



⁵ In previous reports, Medical Assistants were grouped into the “Other” category. However, in this report and all future annual and quarterly reports, Medical Assistants will be included as its own category since CE credit is now available for Medical Assistants.

CE REGISTERED USERS BY INSTITUTION

A total of 17,451 CE registered users reported their institution in 2016. Exhibit 5 provides a list of institutions with 90 or more CE registered users (in order from largest number of users to smallest). With 1,129 CE registered users, New York University was the institution reported most frequently.

**Exhibit 6. Institutions with More than 90 CE Registered Users
2016**

Institutions	Number of CE Registered Users
New York University	1,129
West Virginia University	754
State University of New York	596
Tufts University	411
University of West Florida	406
University of Michigan	364
American Association of Medical Assistants	334
Florida International University	333
Texas A&M University	315
Northeast Ohio Medical University	310
University of Alabama	288
University of Colorado	286
University of Texas	283
Arkansas Department of Health	225
Wichita State University	211
Western University	199
Children's National Medical Center	160
Western Michigan University	146
Northeastern University	143
Stony Brook University	131
University of Washington	130
Toronto College of Dental Hygiene and Auxiliaries	127
Shenandoah University	111
University of Florida	109
Emory University	107
University of Wisconsin	107
Commonwealth Medical College	106
Barry University	94
Louisiana State University	94
Wake Forest University	93
Duke University	92
Rosalind Franklin University	92

CE REGISTERED USERS BY STATE

A total of 17,683 CE registered users reported their state in 2016. Exhibit 7 provides a list of states with more than 350 CE registered users in 2016 (in order from largest number of total users to smallest), and provides data from previous years to compare the number of CE registered users over time. In 2016, New York was the state reported most frequently (n=2,180), followed by Michigan (n=1,152), and Florida (n=1,117).

**Exhibit 7. States with More than 350 CE Registered Users
2013-2016⁶**

State	2013	2014	2015	2016
New York	819	1,685	1,759	2,180⁷
Michigan	356	542	635	1,152
Florida	382	839	765	1,117
Massachusetts	522	411	594	997
West Virginia	364	744	923	902
Pennsylvania	201	375	499	856
Texas	156	432	557	790
Ohio	214	481	492	669
California	386	498	496	660
Minnesota	28	129	304	636
Colorado	255	366	817	582
Arkansas	7	63	273	555
South Carolina	112	305	264	382
North Carolina	46	260	225	368

⁶ The SFL website began collecting institution data in 2013; institution data for previous years are not available.

⁷ Of the CE registered users from New York in 2016, 49% reported that their institution was New York University, 27% reported their institution was State University of New York, and the remaining percentage of users reported other institutions.

USER SURVEY RESULTS

The Smiles for Life Oral Health Curriculum includes a satisfaction survey of seven questions available to each user after completion of a module. Questions 1-4 ask about the ease of use, relevance to patient care, opinion of appropriate depth of material, and whether the content (cases and questions) helps reinforce learning. In 2016, 51,411 SFL course surveys were completed by 16,687 registered users. As shown in Exhibit 8, users overall reported high levels of satisfaction (approximately 90% agreed or strongly agreed) across all four survey questions. These results are consistent with past years.

**Exhibit 8. Survey Results: Questions 1-4 (Strongly Agree and Agree)
2011-2016**

	1. Easy to understand	2. Relevant to patient care	3. Appropriate depth	4. Questions/cases reinforced learning
2011 (n=1,654)	89%	88%	88%	87%
2012 (n=3,814)	91%	89%	91%	90%
2013 (n=6,986)	90%	88%	90%	89%
2014 (n=10,355)	90%	89%	90%	89%
2015 (n=11,745)	91%	89%	90%	90%
2016 (n=16,687)	90%	88%	90%	90%

Questions 5-7 of the satisfaction survey are open-ended and ask what users liked about the module, how the module could be improved, and what changes they will make in their clinical practice. A sample of representative responses (excluding non-substantive responses) to these open-ended questions from 2016 are provided in Exhibit 9.

**Exhibit 9. Sample of Survey Results: Questions 5-7
2016**

Question	Sample Responses
5. What did you like about the module?	<p>“I enjoyed the pictures and how the module helps us to apply facts to real life situations.”</p> <p>“I liked the case questions at the end-very helpful in assessing my knowledge in a dynamic way.”</p> <p>“I really liked the repetition of the material throughout the course. I also liked the promotion of patient-centered care and teamwork.”</p> <p>“Applicable to anyone at any time; extremely useful information.”</p>
6. How could we improve this module?	<p>“Pretest might be helpful to point out areas of weakness in knowledge.”</p> <p>“Be able to review the course material after the quiz.”</p> <p>“An interactive video module would be an amazing plus.”</p> <p>“Include more basic definitions so that those who are not in the medical field have a better understanding.”</p>
7. What changes will you make to your clinical practices?	<p>“I will be asking future patients about their dental care outside of my office to make sure I am taking care of the patients that are not receiving oral healthcare elsewhere.”</p> <p>“Collaborate more effectively with local dentists, and discuss oral health more comprehensively with my patients.”</p> <p>“Implement varnish more frequently.”</p> <p>“Provide more patient counseling on medications with adverse effects that might affect the mouth.”</p>

Please feel free to contact Michelle Duval, Harder+Company Community Research, at mduval@harderco.com with any questions regarding this report.