

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

January 1, 2017 – March 31, 2017

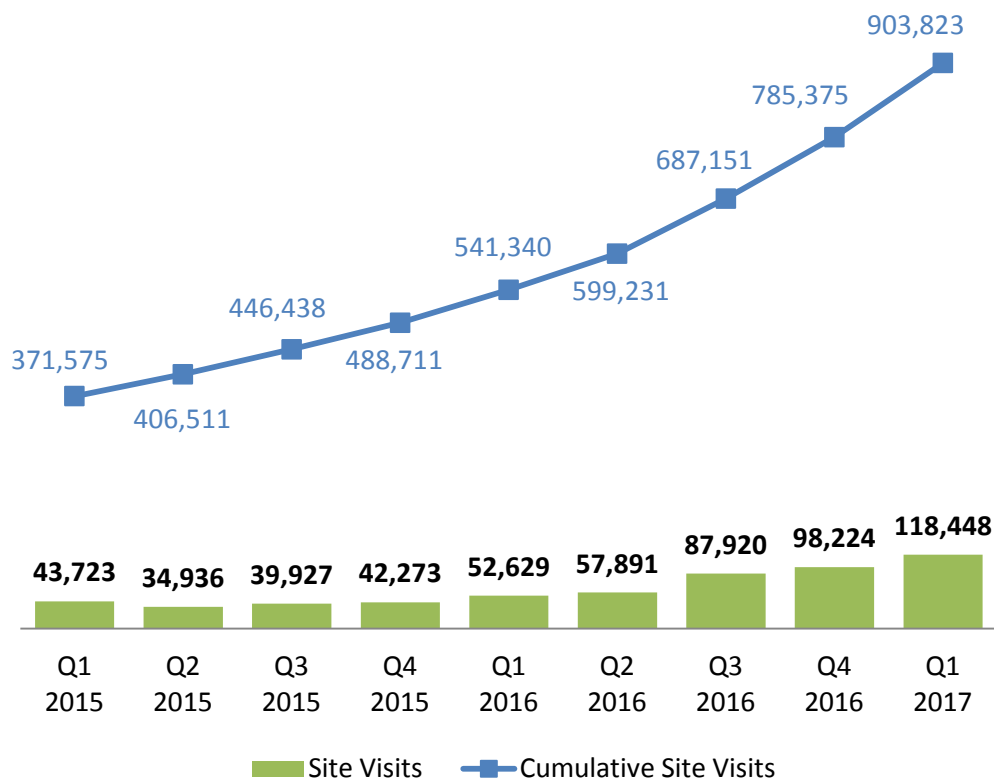
## INTRODUCTION

This report provides the utilization statistics for the Smiles for Life Oral Health Curriculum for Quarter 1 (Q1) of 2017 (January 1 to March 31, 2017). This data is collected from the Smiles for Life website ([www.SmilesForLifeOralHealth.org](http://www.SmilesForLifeOralHealth.org)).

## DISCRETE SITE VISITS

Since the launch of the website in June 2010, there have been 903,823 discrete site visits.<sup>1</sup> Exhibit 1 shows the number of site visits since Q1 2015 (the green bars illustrate the number of site visits in each quarter, and the blue line illustrates the cumulative number of site visits by quarter). Quarter 1 2017 had the largest number of quarterly site visits in the website's history, with 118,448 site visits.

**Exhibit 1. Discrete Site Visits  
Q1 2015 – Q1 2017**

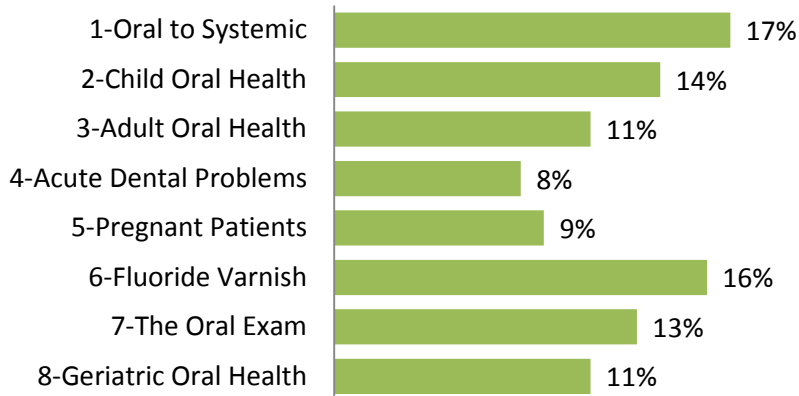


<sup>1</sup> A discrete site visit is defined as a visit to the website, regardless of the number of pages viewed.

## COURSE COMPLETION FOR CE CREDIT

The total number of courses completed for Continuing Education (CE) credit in Q1 2017 was 16,360 (Exhibit 2).<sup>2</sup> Course 1 (Oral to Systemic) was the most frequently completed course for CE credit (17%). Course 6 (Fluoride Varnish) was the second most completed course (16%), followed by Course 2 (Child Oral Health) at 14%.

**Exhibit 2. Course Completion for CE Credit**  
**Q1 2017 (percentages are out of the 16,360 courses completed for CE credit by 5,501 users)**



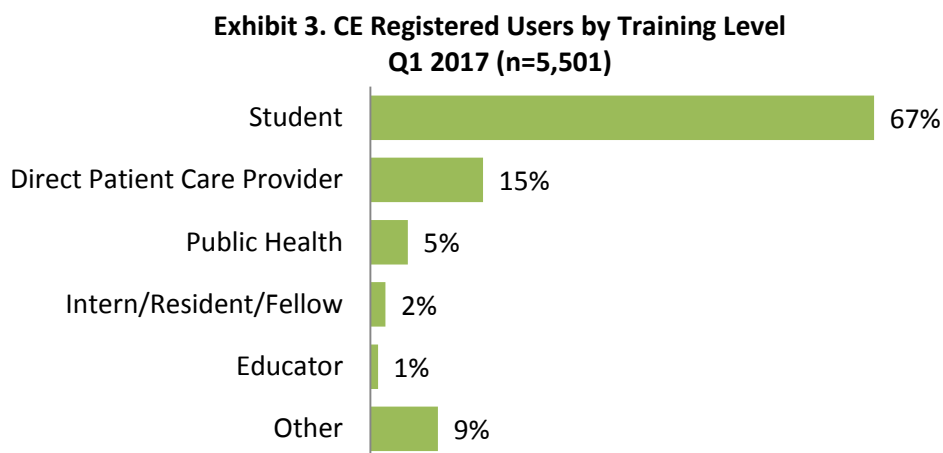
## MODULE POWERPOINT DOWNLOAD

The eight Smiles for Life courses are made available as downloadable modules to educators registered on the site. There were 3,127 downloads in Q1 2017, with Module 1 (Oral to Systemic) representing 22% of the total downloads. In addition, Module 2 (Child Oral Health) represented 20% of downloads, Module 6 (Fluoride Varnish) represented 14%, and Module 3 (Adult Oral Health) represented 11%.

<sup>2</sup> 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.

### CE REGISTERED USERS BY TRAINING LEVEL

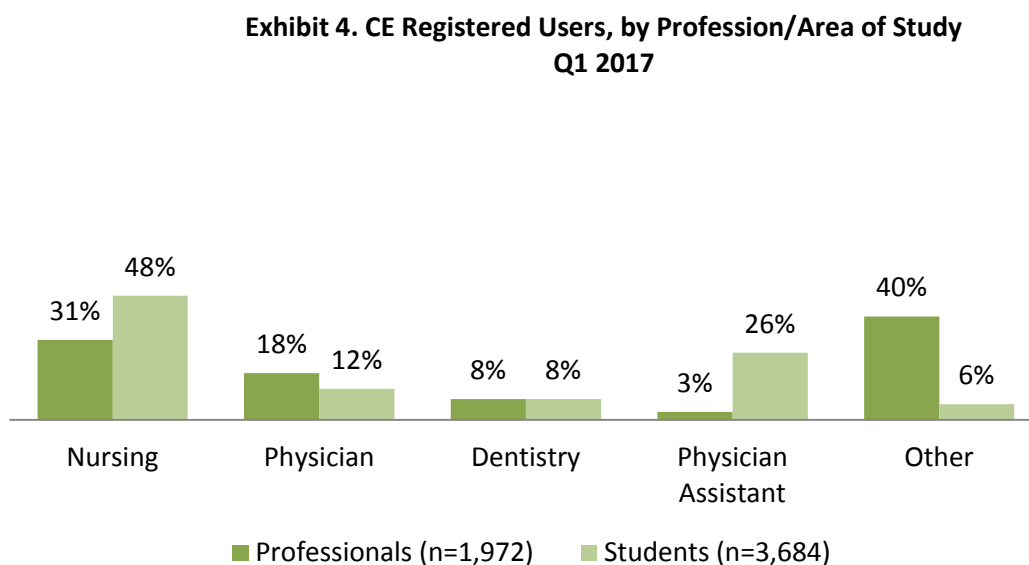
Exhibit 3 shows that CE registered users were most commonly students (67%), followed by direct patient care providers (15%).



### CE REGISTERED USERS, BY PROFESSION/AREA OF STUDY

Exhibit 4 shows the profession/area of study of CE registered users in Q1 2017. 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 in a non-identified profession (40%), following by those who were nurses (31%) and physicians (18%). The majority of *students* were studying to become nurses (48%), physician assistants (26%), or physicians (12%). Of the student CE registered users, 60% were in a graduate program, 37% were in an undergraduate program, and 3% were in a non-degree program (data not shown).



## CE REGISTERED USERS BY INSTITUTION

A total of 5,373 CE registered users reported their institution in Q1 2017. Exhibit 5 provides a list of institutions with 50 or more CE registered users (in order from largest number of users to smallest). With 313 CE registered users, West Virginia University was the institution reported most frequently.

**Exhibit 5. Institutions with 50 or More CE Registered Users  
Q1 2017**

Institution	Number of Registered Users
West Virginia University	313
New York University	288
State University of New York	235
University of Alabama	186
University of West Florida	152
American Association of Medical Assistants	145
Texas A&M University	123
Wichita State University	108
Duke University	91
New York Institute of Technology	76
Kaplan University	72
University of North Texas Health Science Center	71
Heart of Florida Health Center	70
Otterbein University	69
Harvard University	67
University of Colorado	67
Western University	67
University of Florida	65
Mercer University	60
Western Michigan University	55
Toronto College of Dental Hygiene and Auxiliaries	54
Mayo Clinic Health System	52
Shenandoah University	51
University of California	51

## CE REGISTERED USERS BY STATE

A total of 5,497 registered users reported their state in Q1 2017. Exhibit 6 provides a list of states with more than 125 CE registered users in Q1 2017 (in order from largest number of total users to smallest), and provides data from the three previous quarters to compare the number of registered users over time. New York was the state reported most frequently in Q1 2017 (n=604), followed by West Virginia (n=375) and Florida (n=359). The states with the largest relative change in the number of registered users from Q4 2016 to Q1 2017 were West Virginia, Florida, Texas, Massachusetts, Alabama, and North Carolina. While not shown in Exhibit 6, there was also a large number of registered users from other countries in Q1 2017 (n=173).<sup>3</sup>

**Exhibit 6. States with More Than 125 CE Registered Users in Q1 2017**

State	Q2 2016	Q3 2016	Q4 2016	Q1 2017
New York	594	768	602	<b>604<sup>4</sup></b>
West Virginia	208	402	125	<b>375</b>
Florida	235	528	184	<b>359</b>
Texas	190	322	156	<b>282</b>
Ohio	114	219	281	<b>263</b>
California	123	249	178	<b>228</b>
Massachusetts	217	374	111	<b>226</b>
Michigan	214	364	286	<b>201</b>
Alabama	29	119	16	<b>191</b>
Minnesota	91	162	183	<b>182</b>
North Carolina	185	99	73	<b>181</b>
Arkansas	160	176	85	<b>174</b>
Pennsylvania	249	281	138	<b>169</b>
Colorado	273	131	72	<b>143</b>
Illinois	26	102	99	<b>143</b>
Kansas	27	138	89	<b>131</b>

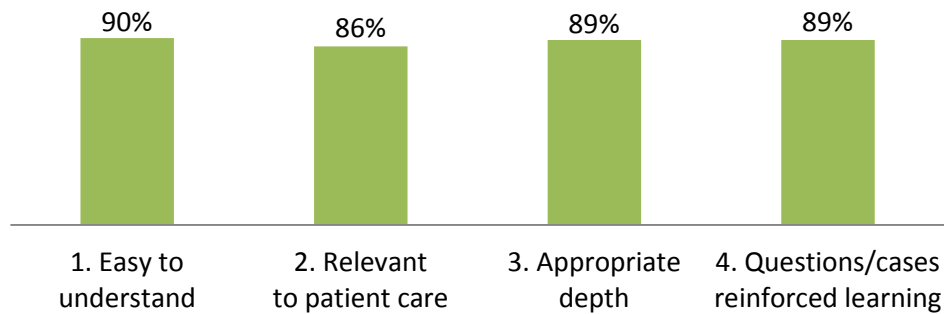
<sup>3</sup> Other locations reported by registered users included Canada, India, Colombia, and Korea.

<sup>4</sup> Of the CE registered users from New York in Q1 2017, 45% reported that their institution was New York University, 39% 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 Q1 2017, 15,096 surveys were completed by 5,174 registered users. As shown in Exhibit 7, respondents reported very high levels of satisfaction (approximately 89% strongly agreed or agreed) across all four survey questions.

**Exhibit 7. Survey Results: Questions 1-4 (Strongly Agree and Agree)  
Q1 2017 (15,096 surveys were completed by 5,174 registered users)**



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 in Q1 2017 are provided in Exhibit 8.

**Exhibit 8. Sample of Survey Results: Questions 5-7  
Q1 2017**

Question	Sample Responses
5. What did you like about the module?	<p>“The information was well organized and made for easy navigation through the presentation. It gave enough detail without overly explaining.”</p> <p>“I enjoyed reading the updated information regarding young patients.”</p> <p>“I enjoyed the video interpreted in the module; it helped me see properly how to do the fluoride varnish.”</p> <p>“I like the listing of symptoms and potential treatments for each condition.”</p>
6. How could we improve this module?	<p>“Have voice animation throughout video.”</p> <p>“The test questions should be within the page or after the presenting page, not all encompassing like the case studies.”</p> <p>“Make information more accessible; some questions assessed were not addressed in the content knee to knee assessment.”</p> <p>“Include explanations for wrong answers in the test or at least indicate which answers were wrong to begin with.”</p>
7. What changes will you make to your clinical practices?	<p>“I will now be able to differentiate between the different types of dental carries and how to treat each specific dental carry.”</p> <p>“I will make sure that I look under the tongue when doing a head to toe physical!”</p> <p>“I will take interprofessional development much more seriously. Having good relations with dentists and social workers to help my patients is absolutely pertinent to their oral health and overall health.”</p> <p>“We work with kids a lot so I learned more information I can use in telling the importance of childhood caries and brushing.”</p>

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