

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

January 1, 2016 – March 31, 2016

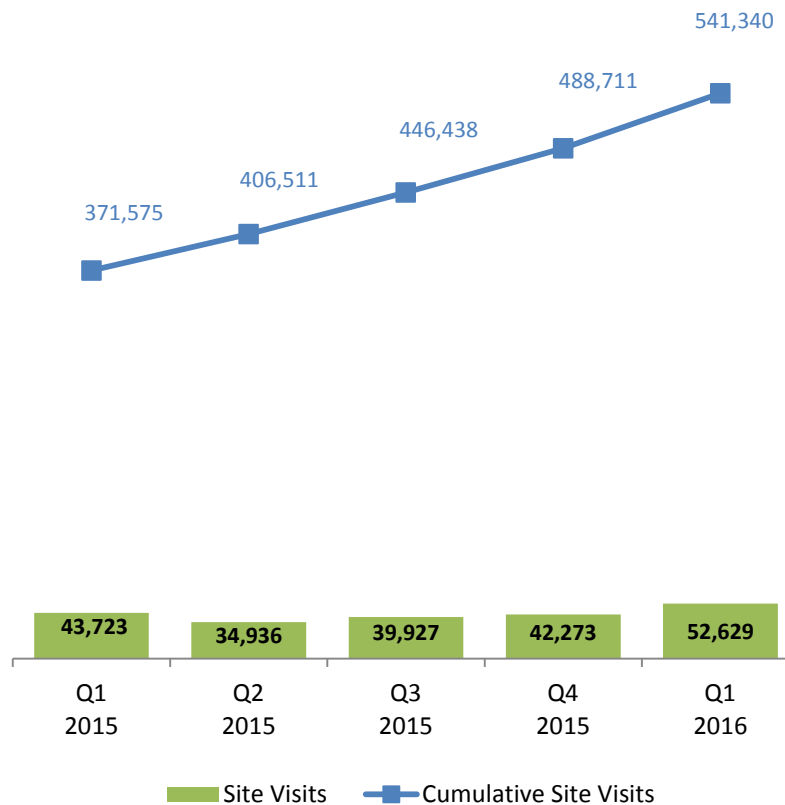
## INTRODUCTION

This report provides the utilization statistics for the Smiles for Life Oral Health Curriculum for Quarter 1 (Q1) of 2016 (January 1, 2016 to March 31, 2016). 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 site in June 2010, there have been 541,340 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). There was an increase in the number of site visits in Q1 2016 compared to the previous four quarters (n=52,629).

**Exhibit 1. Discrete Site Visits  
Q1 2015 – Q1 2016**

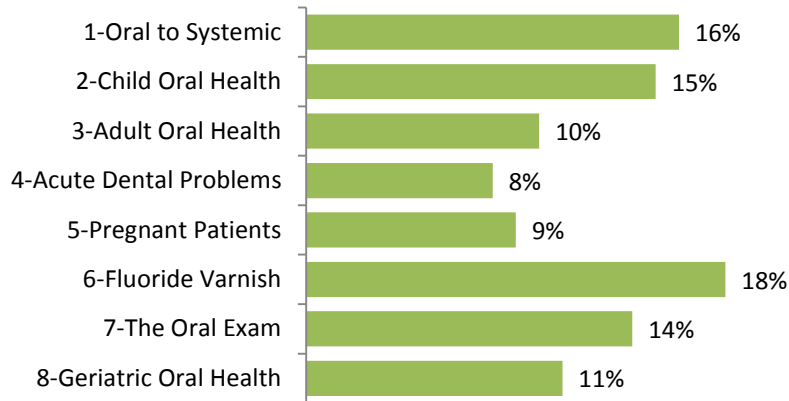


<sup>1</sup> A discrete site visit is defined as a visit to the website, regardless of the number of pages viewed.

## COURSE COMPLETION FOR CE CREDIT

The total number of courses completed for Continuing Education (CE) credit in Q1 2016 was 13,417 (Exhibit 2).<sup>2</sup> Course 6 (Fluoride Varnish) was the most frequently completed course for CE credit (18%). Course 1 (Oral to Systemic) was the next most commonly completed course (16%), followed by Course 2 (Child Oral Health) with 15% and Course 7 (The Oral Exam) with 14%.

**Exhibit 2. Course Completion for CE Credit**  
**Q1 2016 (percentages are out of the 13,417 courses completed for CE credit by 5,115 users)**



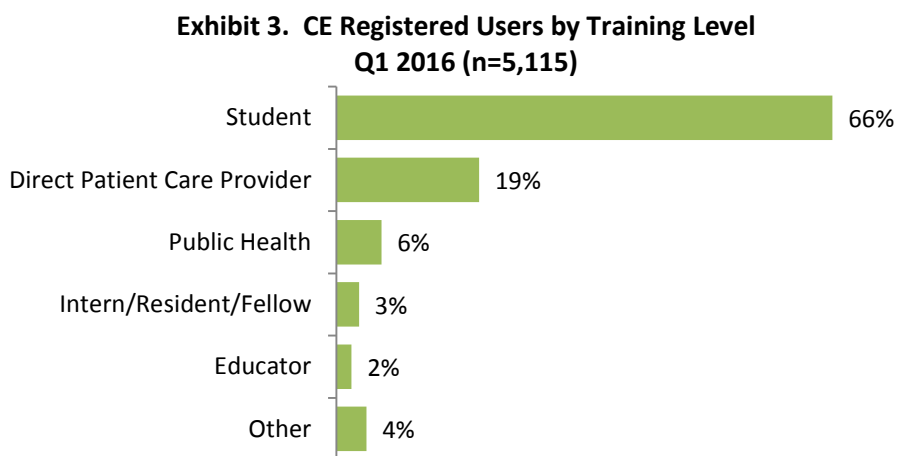
## MODULE POWERPOINT DOWNLOAD

The eight Smiles for Life courses are made available as downloadable modules to educators registered on the site. There were 2,145 downloads in Q1 2016, with Module 1 (Oral to Systemic) representing 27% of the total downloads. In addition, Module 2 (Child Oral Health) represented 19% of all downloads, and Module 6 (Flouride Varnish) represented 15%.

<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

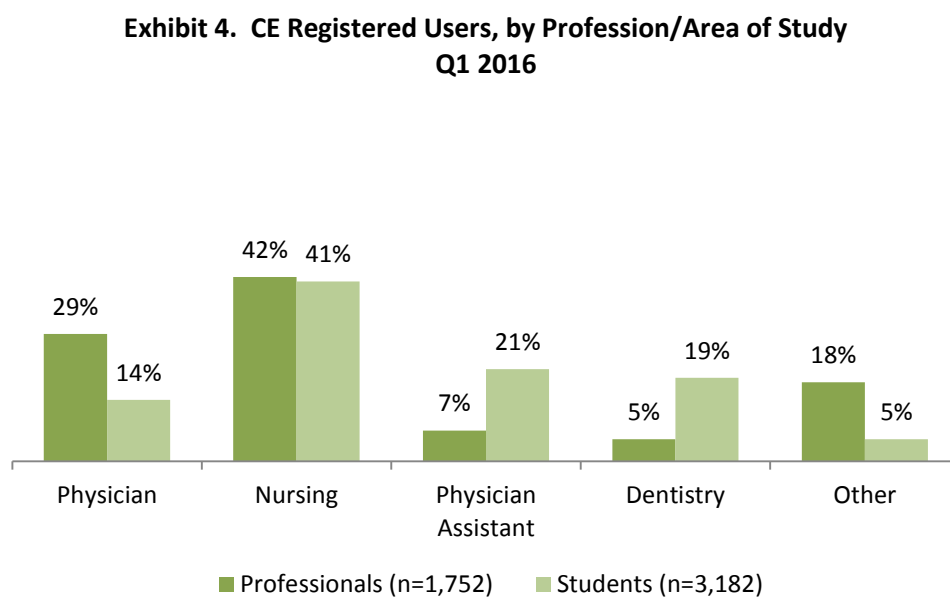
Exhibit 3 shows that CE registered users were most commonly students (66%), followed by direct patient care providers (19%).



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

Exhibit 4 shows the profession/area of study of CE registered users in Q1 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 (42%) or physicians (29%). The majority of *students* were studying to become nurses (41%), physician assistants (21%), or dentists (19%). Of the student CE registered users, 68% were in a graduate program, 31% were in an undergraduate program, and 1% were in a non-degree program (data not shown).



## CE REGISTERED USERS BY Institution

A total of 5,064 CE registered users reported their institution in Q1 2016. Exhibit 5 provides a list of institutions with 40 or more CE registered users (in order from largest number of users to smallest). With 304 CE registered users, West Virginia University was the institution reported most frequently.

**Exhibit 5. Institutions with 40 or More CE Registered Users  
Q1 2016**

Institution	Number of Registered Users
West Virginia University (West Virginia)	304
State University of New York (New York)	289
University of Michigan (Michigan)	264
New York University (New York)	261
Tufts University (Massachusetts)	200
University of Alabama (Alabama)	151
University of West Florida (Florida)	132
Arkansas Department of Health (Arkansas)	117
Northeast Ohio Medical University (Ohio)	104
University of Florida (Florida)	103
Texas A&M University (Texas)	102
Wichita State University (Kansas)	92
Duke University (North Carolina)	89
University of Colorado (Colorado)	73
Children's Hospitals and Clinics of Minnesota (Minnesota)	60
Rosalind Franklin University (Illinois)	58
Sweetgrass Pediatrics (South Carolina)	58
University of Wisconsin (Wisconsin)	54
Western University (California)	48
Touro University (California)	47
Shenandoah University (Virginia)	46
University of Toledo (Ohio)	46
Oregon Health & Science University (Oregon)	43
Harding University (Arkansas)	42

## CE REGISTERED USERS BY STATE

A total of 5,103 registered users reported their state in Q1 2016. Exhibit 6 provides a list of states with more than 100 CE registered users in Q1 2016 (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 2016 (n=657), followed by Michigan (n=418) and West Virginia (n=378). The states with the largest relative change in the number of registered users from Q4 2015 to Q1 2016 were Massachusetts, West Virginia, Michigan, and Arkansas.

**Exhibit 6. States with More than 100 CE Registered Users  
Q1 2016**

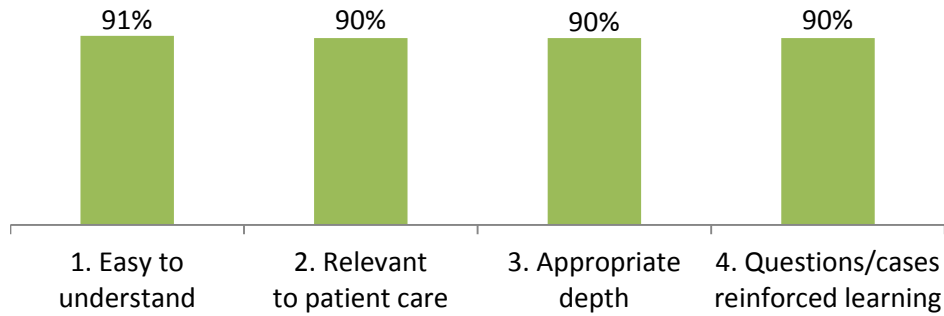
State	Q2 2015	Q3 2015	Q4 2015	Q1 2016
New York	465	610	571	<b>657<sup>3</sup></b>
Michigan	204	138	213	<b>418</b>
West Virginia	224	442	153	<b>378</b>
Massachusetts	131	122	88	<b>328</b>
Florida	96	325	145	<b>312</b>
Arkansas	44	67	45	<b>217</b>
Pennsylvania	111	229	109	<b>214</b>
Minnesota	112	75	78	<b>213</b>
California	83	216	150	<b>200</b>
Ohio	83	127	236	<b>194</b>
Texas	85	132	143	<b>168</b>
ALABAMA	0	5	130	<b>164</b>
ILLINOIS	15	14	17	<b>122</b>
COLORADO	514	143	73	<b>118</b>
SOUTH CAROLINA	77	30	77	<b>111</b>
KANSAS	7	127	49	<b>108</b>
NORTH CAROLINA	27	42	17	<b>105</b>
OKLAHOMA	29	36	50	<b>105</b>
VIRGINIA	29	24	99	<b>105</b>

<sup>3</sup> Of the CE registered users from New York in Q1 2016, 44% reported that their institution was State University of New York while another 40% reported their institution was New York University.

## 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 2016, 12,189 SFL course surveys were completed by 4,732 registered users. As shown in Exhibit 7, there were very high levels of satisfaction (about 90% agreed or strongly agreed) across all four survey questions. These results are consistent with past quarters.

**Exhibit 7. Survey Results: Questions 1-4 (Strongly Agree and Agree)  
Q1 2016 (12,189 surveys were completed by 4,732 registered users)**



Questions 5-7 (open-ended) of the satisfaction survey 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 2016 are provided in Exhibit 8.

**Exhibit 8. Sample of Survey Results: Questions 5-7  
Q1 2016**

Question	Sample Responses
<p>5. What did you like about the module?</p>	<p>“Very succinct useful interventions that are practical and easy to implement.”</p> <p>“Videos [and] in depth explanations in language that was understandable to non-dentist health care professionals.”</p> <p>“Everything was very relevant and straightforward.”</p> <p>“I enjoyed the pictures and how the module helps us to apply facts to real life situations.”</p> <p>”Pictures and explanations of diagnoses and treatments.”</p>
<p>6. How could we improve this module?</p>	<p>“Give us access to the readings after as a PDF so we can have it for reference.”</p> <p>“The amount of detail in the module is extremely high and more quizzes would be helpful to break up the topics.”</p> <p>“Pretest might be helpful to point out areas of weakness in knowledge.”</p> <p>“This course could explain the vocabulary better.”</p> <p>“The visual aesthetics of the program are outdated--could consider modernization. Even though the information is up to date the appearance could make it seem out of date.”</p>
<p>7. What changes will you make to your clinical practices?</p>	<p>“Teach parents more about fluoride treatments and encourage changes to dietary intake of sweets.”</p> <p>“Applying fluoride varnish in younger children.”</p> <p>“Encourage pregnant women to receive regular dental care.”</p> <p>“I will remember that the elderly are a vulnerable population for poor oral health and to always address with every patient.”</p> <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>

Please feel free to contact Lindsey Padjen, Harder+Company Community Research, at [lpadjen@harderco.com](mailto:lpadjen@harderco.com) with any questions regarding this report.