

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

April 1, 2014 – June 30, 2014

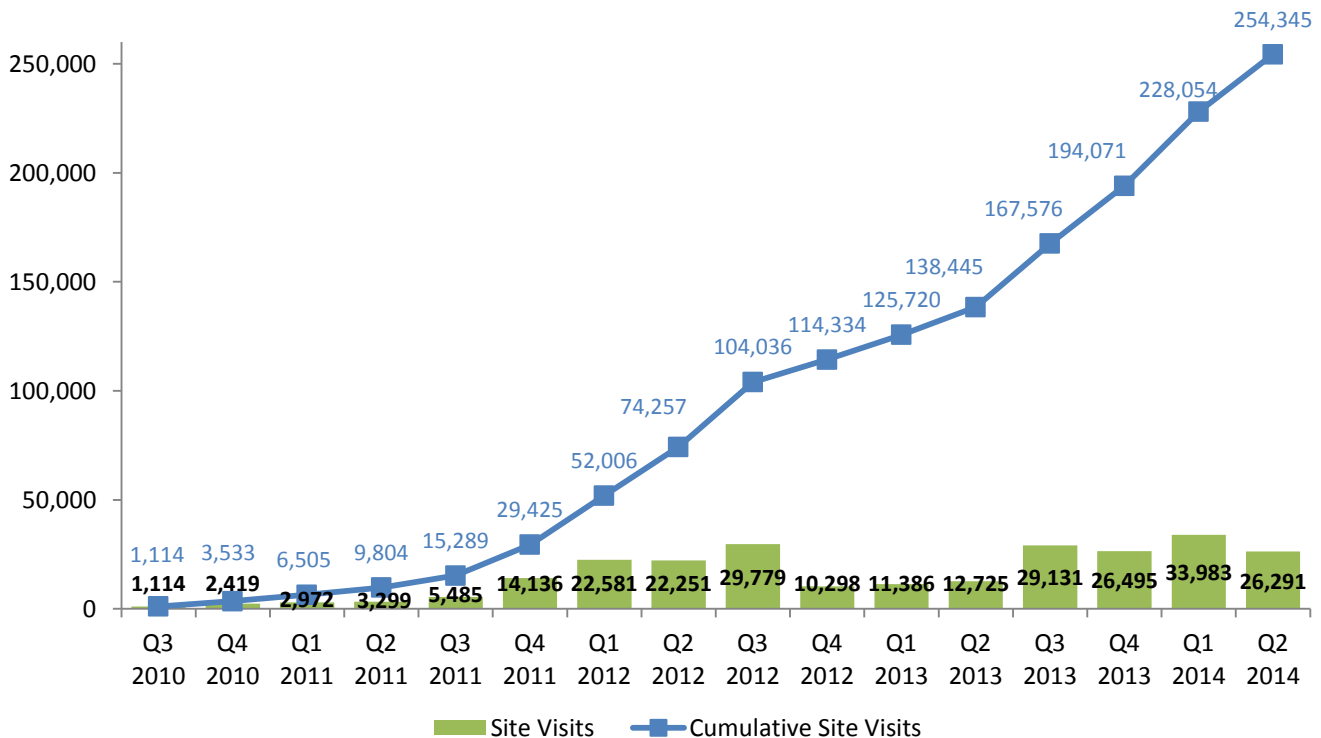
INTRODUCTION

This report provides the utilization statistics for the Smiles for Life Oral Health Curriculum for Quarter 2 (Q2) of 2014 (April 1, 2014 to June 30, 2014). This data is collected from the Smiles for Life website (www.SmilesForLifeOralHealth.org).

DISCRETE SITE VISITS

Since the launch of the site in June 2010, there have been 254,345 discrete site visits.¹ Exhibit 1 shows the number of site visits from Q3 2010 – Q2 2014 (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 2 2014 remained fairly consistent with the previous three quarters, with 26,291 site visits.

**Exhibit 1. Discrete Site Visits²
Q3 2010 – Q2 2014 (n=254,345)**



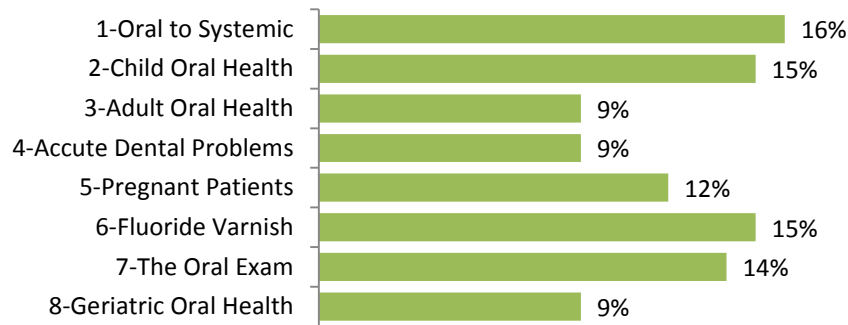
¹ A discrete site visit is defined as a visit to the website, regardless of the number of pages viewed.

² Site visit data may include a small number of search engine inquiries/bots. From July 2012 to May 2013, search engine inquiries/bots were removed from the data, which may account for any decreases in visits during that time.

COURSE COMPLETION FOR CE CREDIT

The total number of courses completed for Continuing Education (CE) credit in Q2 2014 was 6,388 (see Exhibit 2). Course 1 (Oral to Systemic) was the most frequently completed course for CE credit (16%). Course 2 (Child Oral Health) and Course 6 (Fluoride Varnish) were the next most commonly completed courses (15% each), followed by Course 7 (The Oral Exam) with 14%.

Exhibit 2. Course Completion for CE Credit
Q2 2014 (percentages are out of the 6,388 courses completed for CE credit by 2,631 users)



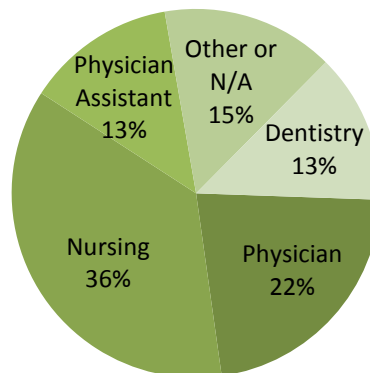
MODULE POWERPOINT DOWNLOAD

Course modules are made available to educators registered on the site. There were 1,565 downloads in Q2 2014, with Module 1 (Oral to Systemic) representing 28% of the total downloads. In addition, Module 2 (Child Oral Health) represented 18% of all downloads, and Module 6 (Fluoride Varnish) represented 12%.

REGISTERED USERS BY PROFESSION

Exhibit 3 shows the percentage of total registered users, by profession, for Q2 2014. The majority of registered users were Nurses (36%), followed by Physicians (22%). In addition, 15% of registered users either did not report a profession or reported another profession (e.g., Pharmacist, Medical Assistant, Community Health Aide, Nutritionist, Therapist, Social Worker, etc.).

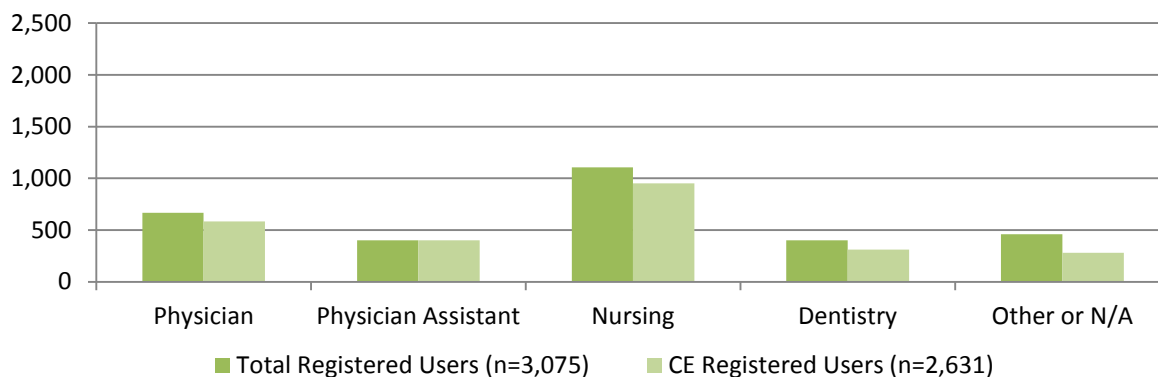
Exhibit 3. Registered Users by Profession
Q2 2014 (n=3,075)



REGISTERED USERS WHO COMPLETED COURSES FOR CE CREDIT, BY PROFESSION

Exhibit 4 compares the number of registered users who completed courses for CE Credit to the number of total registered users, by profession. Of all of the registered users (dark bars) in the Physician Assistant profession, nearly all completed courses for CE credit (light bars). However, among the Physician, Nursing, Dentistry, and Other professions, a slightly smaller proportion of the registered users completed courses for CE credit. Overall, 86% of the 3,075 total registered users completed courses for CE credit in Q2 2014.

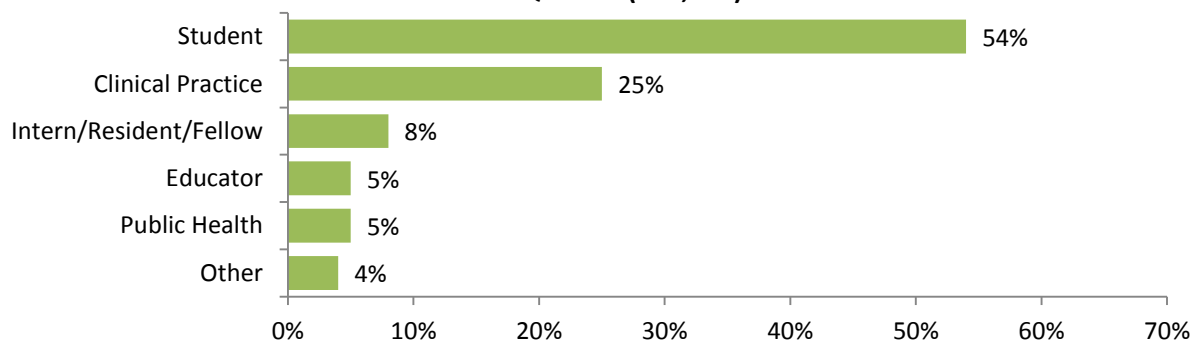
Exhibit 4. CE Registered Users Compared to Total Registered Users, by Profession Q2 2014



REGISTERED USERS BY TRAINING LEVEL

More than half of all registered users were students (54%). In addition, 25% of registered users were in clinical practice and 8% were an intern/resident/fellow.

Exhibit 4. Registered Users by Training Level Q2 2014 (n=3,075)



CE REGISTERED USERS BY ORGANIZATION

A total of 2,575 CE registered users reported their organization in Q2 2014. Exhibit 5 provides a list of organizations with more than 25 CE registered users (in order from largest number of users to smallest). With over 280 CE registered users, New York University was the organization reported most frequently, followed by University of Colorado and University of Louisville.

**Exhibit 5. Organizations with More than 25 CE Registered Users
Q2 2014 (n=2,575)**

| Organization | Number of Registered Users* |
|---|-----------------------------|
| New York University | 280+ |
| University of Colorado | 130+ |
| University of Louisville | |
| Northeastern University | 75-99 |
| West Virginia University | |
| Medical University of South Carolina | 50-74 |
| State University of New York | |
| Barry University | |
| Northeast Ohio Medical University | |
| University of Utah | 25-49 |
| Toronto College of Dental Hygiene and Auxiliaries | |
| Wichita State University | |
| Western Michigan University | |
| Vancouver College of Dental Hygiene | |
| Albany Medical College | |
| Frontier Nursing University | |
| Yukon-Kuskokwim Health Corporation | |
| University of Toledo | |
| Northwestern University | |
| University of Cincinnati | |
| University of Florida | |
| Shenandoah University | |
| University of North Dakota | |
| Bethel University | |
| Edward Via College of Osteopathic Medicine | |
| Tufts University | |

**Users manually enter their organization name; therefore, exact numbers are not available due to a large volume of ambiguous acronyms and inconsistent reporting of organization name.*

CE REGISTERED USERS BY STATE

A total of 2,598 registered users reported their state in Q2 2014. Exhibit 6 provides a list of states with more than 100 CE registered users in Q2 2014 (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 Q2 2014 (n=462), followed by Colorado (n=209) and Kentucky (n=144). There was a large increase in the number of users from Colorado and Kentucky from Q1 2014 to Q2 2014. While not shown in Exhibit 6, there was also a large increase in the number of registered users from other countries in Q2 2014 (n=111).³

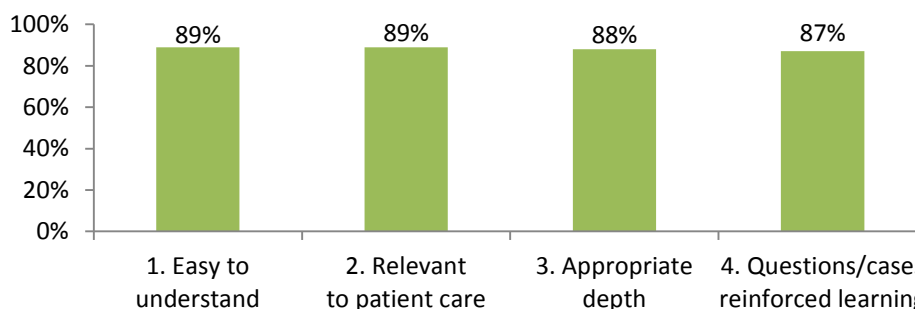
**Exhibit 6. States with More than 100 CE Registered Users
Q2 2014 (n=2,598)**

| State | Q3 2013 | Q4 2013 | Q1 2014 | Q2 2014 |
|----------------|---------|---------|---------|------------|
| New York | 400 | 182 | 326 | 462 |
| Colorado | 30 | 97 | 79 | 209 |
| Kentucky | 30 | 13 | 9 | 144 |
| Massachusetts | 105 | 323 | 141 | 132 |
| Florida | 259 | 32 | 234 | 119 |
| Michigan | 107 | 145 | 166 | 119 |
| South Carolina | 28 | 53 | 98 | 116 |
| West Virginia | 184 | 99 | 214 | 104 |

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 Q2 2014, 5,738 SFL course surveys were completed by 2,406 registered users. As shown in Exhibit 7, there were very high levels of satisfaction (approximately 88% 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)
Q2 2014 (5,738 surveys were completed by 2,406 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

³ Some of the other locations reported by registered users included Singapore, Ontario, Toronto, Vancouver, and Antioquia.

representative responses (excluding non-substantive responses) to these open-ended questions in Q2 2014 are provided in Exhibit 8.

**Exhibit 8. Sample of Survey Results: Questions 5-7
Q2 2014 (n=1,134)**

| Question | Sample Responses |
|---|--|
| 5. What did you like about the module? | <p>“It was very informative, and the pictures helped in understanding the context.”</p> <p>“I liked being able to do it online at my own pace.”</p> <p>“It was well-outlined with appropriate progression.”</p> <p>“It went into an appropriate level of detail and had practices that can be incorporated readily into existing assessment techniques.”</p> <p>“I liked the combination of teaching tools – case studies, videos, and text.”</p> |
| 6. How could we improve this module? | <p>“The questions asked in the post module quiz were not covered well in the module.”</p> <p>“Some of the pictures weren’t labeled. Labeling may improve learning in the paragraph accompanying the photo.”</p> <p>“Give a pre-test and a post-test.”</p> <p>“Ask questions along the way. It is pretty dense, and there is a lot to recall at the end for the test.”</p> <p>“Add a video on fluoride varnish application done in the office.”</p> |
| 7. What changes will you make to your clinical practices? | <p>“I will make dental exams a part of my comprehensive exam.”</p> <p>“I will help my elderly patients with daily oral care such as dentures and teeth brushing.”</p> <p>“I will pay more attention to the lips and inner mouths of smokers and smokeless tobacco users.”</p> <p>“I will give fluoride treatment during every well child visit, and provide education to parents.”</p> <p>“I will do a better job of screening for oral health complaints and making appropriate referrals.”</p> |

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