<table>
<thead>
<tr>
<th>Name of Project:</th>
<th>Oral Health Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Name:</td>
<td>Evaluation Plan for the Oral Health Workforce Expansion and Enrichment Project</td>
</tr>
<tr>
<td>Project Number:</td>
<td>G-64928-11</td>
</tr>
<tr>
<td>Program Name:</td>
<td>Center for Child and Family Health</td>
</tr>
<tr>
<td>Director or Coordinator Name:</td>
<td>Diane Wing, Project Coordinator</td>
</tr>
<tr>
<td>Submitted By:</td>
<td>Diane Wing</td>
</tr>
</tbody>
</table>

**Type of Deliverable:** (Please check one)

- [ ] Final report
- [ ] Specialized report
- [ ] Publication
- [ ] Articles published
- [ ] Brochures
- [ ] Software application
- [ ] Web screen shot
- [ ] No report, publication, or study
- [ ] Deliverable pending
- [x] OTHER material

If OTHER, please describe:

**Evaluation Plan**
Evaluation Plan for the Oral Health Workforce Expansion and Enrichment Project

Oral Health Program, Michigan Department of Health & Human Services

Prepared by:
Center for Child and Family Health, Michigan Public Health Institute
Contents

Introduction ........................................................................................................................................... 3
Program Description ............................................................................................................................... 3
Evaluation ................................................................................................................................................ 6
  Purpose .................................................................................................................................................... 6
  Evaluation Team ....................................................................................................................................... 6
  Evaluation Questions ............................................................................................................................... 6
  School-Based Sealant Program ............................................................................................................. 7
  STRIDE Mentorship Program .............................................................................................................. 8
  Integrated Oral Health and Diabetes Education .................................................................................. 9
  Community Water Fluoridation Guidance Program .......................................................................10
Evaluation Design ..................................................................................................................................11
Data Collection .......................................................................................................................................11
  School-Based Sealant Program ............................................................................................................12
  STRIDE Mentorship Program .............................................................................................................12
  Integrated Oral Health and Diabetes Education ................................................................................13
  Community Water Fluoridation Guidance Program .......................................................................13
Data Analysis ..........................................................................................................................................14
Data Interpretation ..................................................................................................................................14
Data Dissemination .................................................................................................................................14
Appendix A: Evaluation Team Members ............................................................................................15
Appendix B: Evaluation Tables ...........................................................................................................16
  School-Based Sealant Program ............................................................................................................16
  STRIDE Mentorship Program .............................................................................................................19
  Integrated Oral Health and Diabetes Education ................................................................................21
  Community Water Fluoridation Guidance Program .......................................................................24
Appendix C: Survey Tools .....................................................................................................................26
Introduction

The Michigan Department of Health and Human Services (MDHHS) was awarded a two-year grant (2016/2018) from the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) to implement the Oral Health Workforce Expansion and Enrichment Project. This project is designed to strengthen the current and future oral health workforce and to increase access to quality oral health services for underserved populations residing in Dental Health Professional Shortage Areas (HPSAs). The MDHHS will partner with Ferris State University (FSU), the University of Detroit Mercy (UDM), and the Michigan Health Council (MHC) to implement four different approaches to achieve these goals.

The MDHHS contracted with the Center for Child and Family Health (CCFH) at the Michigan Public Health Institute (MPHI) to implement the evaluation of this project. This evaluation will span the entire grant period, from October 2016 to September 2018. The purpose of the evaluation is to assess achievement of the project’s goals and objectives, to improve the project’s design and implementation, and to demonstrate the project’s effect. A participatory approach will be used in the evaluation as the evaluators will work closely with project partners and other stakeholders to ensure that the evaluation objectives and methods align with the project goals and that useful results are produced.

Program Description

Currently there are 265 designated Health Professional Shortage Areas (HPSAs) for dental care in Michigan. The U.S. Department of Health and Human Services Administration (HRSA) estimates that over 900,000 people live in Michigan’s dental HPSAs and that only 40% of need for dental services in these HPSAs is met. To address the unmet need in Michigan, it is essential to encourage oral health professionals to practice in underserved areas and to develop an oral health workforce that is well educated and well trained to work within these high-need areas. Additionally, it is necessary to increase the capacity of and expand existing community-based prevention programs for those population groups that encounter barriers to obtaining quality oral health services and disparately experience the burden of disease.

The overarching goals of the Oral Health Workforce Expansion and Enrichment Project are to strengthen the current and future oral health workforce and expand community-based prevention programs to increase access to quality oral health services and care within underserved and economically disadvantaged populations. Figure 1 presents a graphical representation of the steps necessary to achieve these goals. Shown are the project activities and the proposed links between the activities, anticipated outcomes, and overall goals. The underlying assumptions rooted in the program are that dental hygiene students will perceive their work in community-based programs as a valuable learning experience, high school students’ job shadowing experiences will positively influence their pursuit for a career in oral health, and that oral health professionals who complete the community water fluoridation curriculum will master the course learning objectives and incorporate their knowledge into patient interactions.

Figure 2 presents the logic model for the Oral Health Workforce Expansion and Enrichment Project. The logic model reflects the resources invested, the project’s activities, the proposed outcomes, and the long-term outcomes. The key activities of the project center around partnering with other organizations.
Figure 1: Theory of Change for the Oral Health Workforce Expansion and Enrichment Project
**Figure 2: Logic Model for the Oral Health Workforce Expansion and Enrichment Project**

**Problem Statement:** A myriad of barriers, such as financial barriers and residing in geographic areas with dental professional shortages, continue to prevent many Michiganders from accessing quality oral health services which threatens their overall health and quality of life.

**Goal:** Strengthen the current and future oral health workforce and expand community-based prevention programs to increase access to quality oral health services and care within underserved and economically disadvantaged populations.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEAL MI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSU Faculty &amp; dental hygiene students</td>
<td>Recruit schools &amp; enter into MOUs</td>
<td>Sealant programs are established at new sites</td>
<td>Increased sealant program capacity</td>
</tr>
<tr>
<td>UDM Faculty &amp; dental hygiene students</td>
<td>Train dental hygiene students &amp; site staff</td>
<td>DH students work in sealant program</td>
<td>Increased number of children with sealants</td>
</tr>
<tr>
<td>Schools</td>
<td>Recruit students &amp; obtain parental consent to participate</td>
<td>Students receive sealants, fluoride, &amp; oral health education</td>
<td>Increased number of children with urgent needs who are treated by a dentist</td>
</tr>
<tr>
<td>Students</td>
<td>Schedule sealant days</td>
<td>Students with urgent needs go to a dentist for treatment</td>
<td>DH students have increased awareness of oral health needs in underserved areas</td>
</tr>
<tr>
<td>Parents</td>
<td>Provide screenings, sealants, education, &amp; treatment referrals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete retention checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STRIDE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MHC Staff</td>
<td>Identify &amp; recruit new program sites</td>
<td>The STRIDE program is expanded to 4 sealant program sites in Michigan</td>
<td>Increased number of high schools that offer mentorship opportunities in oral health</td>
</tr>
<tr>
<td>Dental sealant program staff</td>
<td>Disseminate STRIDE model toolkit</td>
<td>High school students residing in dental HPSAs job shadow dental professionals</td>
<td>Increased awareness of opportunities in the oral health field among high school students</td>
</tr>
<tr>
<td>School staff &amp; students</td>
<td>Schools will recruit students into program</td>
<td>STRIDE toolkit is refined</td>
<td>Increased awareness of personal career choices among high school students</td>
</tr>
<tr>
<td>ISD Career Centers &amp; HOSA chapters</td>
<td>Schedule mentorship opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRIDE toolkit</td>
<td>Obtain feedback from students, sealant staff, &amp; program administrators at high schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSU faculty</td>
<td>FSU &amp; Spectrum Health enter into a partnership</td>
<td>Patients with diabetes attend oral health sessions</td>
<td>Patients with diabetes have an increased knowledge of oral health care</td>
</tr>
<tr>
<td>Dental hygiene students</td>
<td>DF interns are recruited &amp; trained to work in program</td>
<td>DF interns perform patient-level and mouth-level risk assessments on patients with diabetes</td>
<td>DF interns have an increased awareness of oral health needs in underserved areas &amp; of patients with diabetes</td>
</tr>
<tr>
<td>Spectrum Health Integrated Health System</td>
<td>Medical staff at site are trained to refer patients to program</td>
<td>Patients with diabetes are educated on oral health and referred for treatment</td>
<td>Medical providers have an increased awareness of diabetes &amp; periodontal disease</td>
</tr>
<tr>
<td>Patients with diabetes</td>
<td>Oral health days are scheduled</td>
<td>Medical professionals attend seminar and obtain CME credits</td>
<td>Oral health education is integrated into diabetes program within Spectrum Health</td>
</tr>
<tr>
<td></td>
<td>Dental hygienist provides diabetes &amp; periodontal disease seminar to medical providers within Spectrum Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CWF Guidance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDHHS Oral Health</td>
<td>Develop curriculum on CWF &amp; adapt it into a web-based CE course &amp; into a format for live presentations</td>
<td>A curriculum on CWF is developed</td>
<td>Increased understanding on the importance of CWF among dental hygienists and other oral health professionals</td>
</tr>
<tr>
<td>Program staff</td>
<td>Promote CE course to dental hygienists</td>
<td>Current and future dental hygienists and other oral health professionals view the course/presentations</td>
<td>Increased ability to educate patients on CWF among dental hygienists and other oral health professionals</td>
</tr>
<tr>
<td>MPHU Education Program</td>
<td>Schedule live presentations at DH schools and other venues</td>
<td>Dental hygienists and other oral health professionals receive CE credits</td>
<td>Patients have an increased knowledge of CWF</td>
</tr>
<tr>
<td>Dental hygienist &amp; other oral health professionals</td>
<td></td>
<td>Dental hygienists reference the chairside guide during patient interactions</td>
<td></td>
</tr>
<tr>
<td>Dental hygiene students</td>
<td>Develop &amp; distribute chairside guide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Long Term Outcomes:**
- Increased access to oral health services, Strengthened oral health workforce, Decreased tooth decay, Improved prevention and control of diabetes, Improved oral health and quality of life
- Decreased tooth decay, Improved prevention and control of diabetes, Improved oral health and quality of life
- Increased understanding on the importance of CWF among dental hygienists and other oral health professionals
- Increased ability to educate patients on CWF among dental hygienists and other oral health professionals
- Patients have an increased knowledge of CWF
to establish or expand preventative services in underserved areas, training dental hygiene students to work within community-based programs, facilitating mentorship opportunities for high school students, and providing learning opportunities for students and practicing oral health professionals. The proposed project outcomes include an expansion of community-based prevention programs, increased awareness of oral health needs in underserved populations among dental hygiene students, increased ability among dental hygiene students to collaboratively work with other health disciplines, increased awareness of opportunities in the oral health profession among high school students, and an increased ability among oral health professionals to advocate for community water fluoridation. Ultimately the long term outcomes are increased access to oral health services, a strengthened oral health workforce, decreases in tooth decay, and improved oral health and quality of life for Michigan’s citizens.

The target populations for this project are: dental hygiene students, practicing dental hygienists and other oral health professionals, high school students, elementary and middle school students from low-income families, and adults with diabetes and limited or no access to oral health care. The project’s target communities consist of the following: Isabella, Mecosta, Montcalm, and Newaygo counties for the FSU School-based sealant program, Macomb, Oakland, and Wayne counties for the UDM School-based sealant program, Mecosta County for the Integrated Oral Health Diabetes Education program, and the State of Michigan (Community Water Fluoridation Guidance). The target communities in the STRIDE program will depend on the schools and sealant sites that are recruited into the program.

Evaluation

Purpose

The evaluation focuses on project implementation and project outcomes. The execution of project activities will be assessed to identify and address implementation issues and to document achievement of project goals and objectives. In addition the evaluation will examine the effect that the program had within the target populations on increasing access to oral health services and strengthening and developing the oral health workforce. Findings from this evaluation will be used to provide guidance to project partners in determining the extent of project implementation, to demonstrate project accomplishments, and to communicate the program’s outcomes to key stakeholders.

Evaluation Team

Evaluators from the Center for Child and Family Health (CCFH) at MPHI will lead the evaluation and regularly meet with MDHHS staff and project partners to gather feedback on evaluation design, planning, and interpretation of findings. This will ensure that the evaluation objectives and methods align with the project goals and that useful and insightful results are produced. Appendix A presents a detailed description of the project staff involved in evaluation activities.

Evaluation Questions

The evaluation team from MPHI met with staff across each of the four programs to discuss the scope and purpose of the evaluation. The evaluation questions focus on key areas of interest within each of the four distinct programs. For this evaluation, both process and outcome evaluation methods will be employed. Process evaluation questions will be used to determine whether project activities have been
implemented as intended and outcome evaluation questions will be used to track achievement of the project’s goals and objectives.

**School-Based Sealant Program**

Process Evaluation Questions

Goal 1: Increase dental sealant program capacity by providing training opportunities for dental hygiene students.

Overarching Process Evaluation Question: Is Michigan’s school-based sealant program expanded to elementary and middle schools in Mecosta, Isabella, Montcalm, Newaygo, Wayne, Oakland, and Macomb counties?

**Objective 1.1: By August 2018, 40 FSU dental hygiene students and 23 UDM dental hygiene students will complete rotations in a community based dental sealant program.**

- How many dental hygiene students are recruited, screened and trained for working in participating schools implementing the SEAL! Michigan program?
- How many dental hygiene students complete at least one full rotation within the school-based sealant program?
- Does the number of dental hygiene students who complete a full rotation increase in 2018 from 2017?
- How many schools participate in SEAL! Michigan program with FSU and UDM dental hygiene students?
- How many oral health school-based sealant days are held in participating elementary and middle schools?

Goal 2: Reduce tooth decay through expansion of the SEAL! Michigan evidence-based prevention program.

**Objective 2.1: By August 2018, dental sealants will be provided to 80% of eligible students in targeted elementary and middle schools in Mecosta, Isabella, Montcalm, Newaygo, Wayne, Oakland, and Macomb counties.**

- How many elementary and middle school students participate in the school-based sealant program?
- Does the number of participating elementary and middle schools increase in 2018 from 2017 levels?
- How many elementary and middle school students who participate in the program are identified with emergent oral health needs?
- Is a list of area dentists who will accept referrals of students who have emergent health needs created?

**Objective 2.2: By August 2018, the quality of services delivered through the dental sealant program will be assessed.**

- Are retention checks scheduled and completed at participating elementary and middle schools?
Outcome Evaluation Questions

Goal 1: Increase dental sealant program capacity by providing training opportunities for dental hygiene students.

Overarching Outcome Evaluation Question: Does working in a school-based sealant program influence dental hygiene students’ future career interests?

Objective 1.1: By August 2018, 40 FSU dental hygiene students and 23 UDM dental hygiene students will complete rotations in a community-based dental sealant program.

- To what extent does working in a dental sealant program increase dental hygiene students’ understanding of the opportunities for hygienists in dental public health?
- To what extent does working in a dental sealant program increase the intent of dental hygiene students to pursue a career in a non-profit or public setting?

Goal 2: Reduce tooth decay through expansion of the SEAL! Michigan evidence-based prevention program.

Overarching Outcome Evaluation Question: Are quality oral health services delivered through the sealant program to elementary and middle school students?

Objective 2.1: By August 2018, dental sealants will be provided to 80% of eligible students in targeted elementary and middle schools in Mecosta, Isabella, Montcalm, Newaygo, Wayne, Oakland, and Macomb counties.

- Are students with emergent oral health needs referred to and treated by area dentists?

Objective 2.2: By August 2018, the quality of services delivered through the dental sealant program will be assessed.

- Do students retain sealants?

STRIDE Mentorship Program

Process Evaluation Questions

Goal: Strengthen dental and related health professions’ workforce pipeline by providing high school students with hands-on mentorship and networking opportunities at select Sealant Program practice settings.

Overarching Process Evaluation Question: Has the STRIDE oral health mentorship program expanded to other counties in Michigan?

Objective 1.1: By August 2018, the STRIDE mentorship framework will be established and implemented in 4 sealant program sites in Michigan.

- How many new sites are recruited into the STRIDE program?
- Do MHC project staff deliver instruction and training related to implementing the STRIDE program?
- How many students are recruited and participate in the STRIDE program?
What are the characteristics of the students who participate in the STRIDE program?

**Objective 2.1: By August 2018, an evaluation of the mentorship opportunities will be completed to maximize quality, impact, and expansion/sustainability.**

- Is an evaluation plan created and implemented?
- What are students’ perceptions of the STRIDE program?
- What are school administrators’ perceptions of the STRIDE program?
- What are sealant site staffs’ (e.g., dental hygienists) perceptions of the STRIDE program?
- How are evaluation findings used to inform program improvements?
- How are findings from the STRIDE program disseminated?

**Outcome Evaluation Questions**

**Overarching Outcome Evaluation Question:** Does the STRIDE mentorship program influence students’ interests in pursuing a career in oral health?

**Objective 1.1: By August 2018, the STRIDE mentorship framework will be established and implemented in 4 sealant program sites in Michigan.**

- How many students achieve a certificate of completion in the STRIDE program?
- To what extent does the program increase students’ knowledge of oral health careers?
- To what extent does participation in the STRIDE program influence students’ interests in pursuing education or a career in an oral health profession?

**Integrated Oral Health and Diabetes Education**

**Process Evaluation Questions**

**Overarching Evaluation Question:** Is a diabetes education program established within a Spectrum Health rural health clinic?

**Goal 1:** Establish a partnership between an oral health care program and a diabetes education program within a rural health clinic.

- Are project staff and contracts with partners in place to implement the program?
- Is the curriculum developed?
- Is the patient-level and mouth-level risk assessment form developed?
- Is a patient referral process established?
- Are data collection and transmission protocols established?
- How many dental students are recruited as program interns and trained to work in the program?
- What are the demographic characteristics of the dental hygiene interns?

**Goal 2:** Establish a collaborative work environment for dental hygiene students and other members of the healthcare team to efficiently educate diabetic patients on the importance of oral hygiene in relation to their condition and overall health.
• Are the oral health education sessions scheduled?
• Do dental hygiene interns complete at least one full rotation?
• What are student interns’ perceptions of the integrated oral health-diabetes rotations?
• To what extent does the staff at Big Rapids Family Medicine perceive the oral health education sessions as adding value to their diabetes program?
• Are lessons learned used to develop and refine program materials and/or processes?
• To what extent does the program educate medical providers on the link between diabetes and periodontal disease?
• What are the demographic characteristics of the patients screened during the oral health education sessions?
• What periodontal disease risks are identified among patients screened during the oral health education sessions?
• How are patients recruited into the oral health education sessions?
• How many patients screened during the oral health education sessions are referred for further treatment?

*Outcome Evaluation Questions*

Goal 2: Establish a collaborative work environment for dental hygiene students and other members of the healthcare team to efficiently educate diabetic patients on the importance of oral hygiene in relation to their condition and overall health.

• To what extent does the integrated oral health education sessions as part of a diabetes program connect patients with diabetes to dental providers for follow-up treatment?
• To what extent does working in a rural health clinic influence dental hygiene students’ future career interests?
• To what extent does working in an oral health diabetes program increase dental hygiene students’ understanding of the importance of an integrated care team for the management of diabetes?

*Community Water Fluoridation Guidance Program*

Process Evaluation Questions

Overarching Process Evaluation Question: Is community water fluoridation integrated into key oral health messages in Michigan?

*Objective 1.1: By May 2017, a web-based continuing education course on community water fluoridation will be developed and promoted to dental hygienists and other oral health professionals in Michigan.*

• Is a curriculum on water fluoridation developed?
• Is the water fluoridation curriculum adapted into a web-based continuing education course?
• To what extent is the web-based course promoted to dental hygienist and dental professionals?

*Objective 2.1: By August 2018, at least 50 dental hygienists will complete the community water fluoridation online course and achieve a score of 90% or higher on the post-training test.*
• How many dental hygienists and other oral health professionals participate in the web-based course?
• How are evaluation findings used to improve the quality of the project?
• How are project findings disseminated to state and national audiences?

Objective 3.1: By August 2018, 5 live presentations on community water fluoridation will be presented to existing and future oral health professionals in Michigan.

• To what extent are live presentations on community water fluoridation completed?
• How many existing and future oral health professionals attend the live presentations?

Objective 4.1: By September 2017, a community water fluoridation chairside guide will be developed for dental professionals to use as a reference to educate patients in clinical practice.

• Is a community water fluoridation chairside guide developed, pilot-tested, and refined?
• To what extent is the chairside guide distributed to dental professionals?

Outcome Evaluation Questions

Overarching Outcome Evaluation Questions: Do oral health professionals who complete the community water fluoridation curriculum demonstrate comprehension of the course/presentation learning objectives?

Objective 2.1: By August 2018, at least 50 dental hygienists will complete the community water fluoridation online course and achieve a score of 90% or higher on the post-training test.

• To what extent do course participants demonstrate comprehension of the web-based course learning objectives?

Objective 3.1: By August 2018, 5 live presentations on community water fluoridation will be presented to existing and future oral health professionals in Michigan.

• To what extent do presentation attendees demonstrate comprehension of the presentation learning objectives?

Evaluation Design

The evaluation design consists of non-experimental research methods. A goal-based evaluation model that uses predetermined program goals as the standard for the evaluation will be used to measure achievement of project goals and objectives. Program data and pre and post tests will be used to describe the project and measure progress toward achieving program outcomes.

Data Collection

The evaluation primarily utilizes data collected by the programs and data collected through survey. A mixed-method approach will be used for data collection as both qualitative and quantitative data will be gathered. The evaluation tables, which include the process and outcome evaluation questions, data indicators, data sources, and timing of data collection for each program are presented in Appendix B. The survey tools used to collect data are presented in Appendix C.
**School-Based Sealant Program**

Program Data - Program data will be used to track school and student recruitment indicators, describe the participating students and services received and to assess program outcomes. The school-based sealant program data is generated from the SEAL! Michigan child-level form. This data will be collected by the sealant coordinators at FSU and UDM and entered into an Excel database created by MPHI. The sealant coordinators will send a de-identified version of the database to the MPHI evaluators for analysis.

Survey of Dental Hygiene Students - A survey of dental hygiene students will be used to assess students’ knowledge and perceptions of community-based oral health practice before and after working in the sealant programs at FSU and UDM. The paper surveys will be administered to dental hygiene students prior to and after sealant rotations by the sealant coordinators. The survey data will be entered into an Excel database created by MPHI. The sealant coordinators will send a de-identified version of the database to the MPHI evaluators for analysis.

**STRIDE Mentorship Program**

Program Data - Program data will be used to track school and student recruitment indicators. This data will be collected by the STRIDE coordinator and entered into an Excel database created by MPHI.

Survey of High School Students – The STRIDE coordinator will email the pre and post survey link to high school students participating in STRIDE. The pre-survey will be emailed one week prior to the start of the high schools students’ program rotation and the post-survey will be emailed immediately after the end of the students’ rotation in the sealant program. The pre and post survey tools will be used to collect demographic characteristics of participants and to assess students’ knowledge of oral health and oral health careers before and after their job-shadowing experiences and to assess student’s perceptions of the STRIDE program. The STRIDE outreach coordinator will export data from Survey Monkey into an Excel database.

Survey of Local Sealant Coordinators - An electronic survey will be sent via Survey Monkey to local sealant coordinator upon mentorship completion at each school. The survey tool will be used to elicit feedback from sealant site staff and to assess their perceptions of the STRIDE program. The survey tool will include closed ended and open ended questions and inquire on coordinators’ perceived value of the program, ways to improve implementation of the STRIDE program within sealant sites, and the perceived strengths of the program. The STRIDE outreach coordinator will export data from Survey Monkey into an Excel database and send to the evaluators at MPHI for data analysis.

Survey of School Administrators – The STRIDE coordinator will send an electronic survey via Survey Monkey to school administrators immediately upon completion of the STRIDE program at their school. The survey tool will be used to elicit feedback from school administrators on their perceptions of the STRIDE program. The survey tool has closed ended and open ended questions and will inquire on the ease of implementation, usefulness of program supports, the perceived strengths of the program, and suggestions for improvement. The STRIDE outreach coordinator will export the data from Survey Monkey into an Excel database and send to the evaluators at MPHI for analysis.
**Integrated Oral Health and Diabetes Education**

Program Records - Program records from the Ferris State University (FSU) Dental Hygiene program will be used to provide information on the partnership with Spectrum Health (contracts signed, final curriculum, screening form creation, # of dental providers accepting patients, and data collection procedures) and the recruitment of dental hygiene students (# of dental students recruited for internships, # of interns trained). In addition, information on the provider oral health education seminars will be collected, and will include the date and location of the seminars, the number of providers in attendance, and the number of CME credits provided. For the collection of this data, a tracking database will be developed and administered through Microsoft Excel. The FSU Sealant Coordinator will enter this data into the tracking database and send to the MPHI evaluators for analysis.

Gum Disease Screening Tool - The gum disease screening tool will be used by the FSU Sealant Coordinator and the dental hygiene interns to assess periodontal disease risk of the patient. The tool will track the characteristics of the patients screened (# of patients screened, age, gender, insurance status), the patient’s risk of periodontal disease (patient-level and mouth-level information), and whether a full periodontal exam was recommended or not. To collect this information, a tracking database will be created and administered through Microsoft Excel. The FSU Coordinator will enter this data into the tracking database and send a de-identified version of the database to the MPHI evaluators for analysis. The data will be exported into an SPSS database for analysis.

Post-Rotation Survey - A post-rotation survey will be emailed to all dental hygiene students upon completion of their internships. The electronic survey will collect information on the number of rotation hours completed and location of rotations, and on general demographics of the dental hygiene students (gender, age, race, and ethnicity). The survey tool includes seven closed-ended questions that asks students to report on their learning experience from the rotation and two open-ended questions that allow students to provide qualitative data on the one thing they would change about the rotation experience and of advice they would give to the following year’s students. The survey will be created and administered through Survey Monkey and MPHI evaluators will export the data from Survey Monkey into an Excel database for analysis.

Program Staff Survey - A survey will be administered at the end of the project to elicit feedback from the staff working within the diabetes program at Spectrum Health Big Rapids. The purpose of the electronic survey is to collect information on staffs’ perceptions of the program and recommendations for sustainability and program improvement.

**Community Water Fluoridation Guidance Program**

Program Data - Program data will be used to track progress of curriculum development, recruitment of participants and presentation venues, and distribution of the chairside guides. The data will be collected by the Community Water Fluoridation Coordinator and entered into an Excel database created by MPHI.

Post Survey of Participants - A post survey will be administered to participants of the web-based course and live presentations to assess comprehension of curriculum learning objectives. A post test will be incorporated into the online training and tabulation software will collect survey responses, which will be exported by the education programmer into an Excel database. It is proposed that, for the live presentations, pre and/or post surveys will be administered via real-time polling software (e.g. Poll Everywhere). This data will exported from the software program into an Excel database for analysis.
The survey tools will be developed once curriculum learning objectives are identified and the curriculum completed.

Data Analysis

Both quantitative and qualitative methods will be used in data analysis. Microsoft Excel and Statistical Package for the Social Sciences (SPSS) will be used to conduct analysis on quantitative data. Descriptive statistics, including frequency distribution and central tendencies, will be used to report findings on the programs, program participants, and program outcomes. Responses to open-ended questions will be assessed using qualitative analysis methods, such as content analysis, to identify common themes and patterns. The Wilcoxon signed rank test will be used to test the median difference in paired data from the pre and post surveys.

Data Interpretation

The MPHI evaluation team, MDHHS OHP staff, and project partners will regularly meet to interpret the evaluation findings. Monthly evaluation meetings will be used to update MDHHS OHP staff on the status of the project. From these meetings, evaluation findings will be used to address any issues with project implementation and to make recommendations accordingly.

Data Dissemination

Table 1 presents the data dissemination plan. The evaluation team at MPHI will provide quarterly reports on evaluation activities to the MDHHS OHP. A Year 1 progress report will be developed and delivered to the MDHHS OHP and project partners in September, 2017 and a final evaluation report will be developed and delivered to the MDHHS OHP and project partners in September, 2018.

| Table 1: Dissemination Plan for the SEAL! Michigan Evaluation |
|---------------------------------|-------------------------------------------------|----------------|----------------|
| Target Audience                | Purpose of Communication                        | Format         | Timetable      |
| MDHHS OHP                      | Update OHP staff on progress of evaluation       | Data reports   | Quarterly - Jan, Apr, Jul, Oct |
| MDHHS OHP & project partners   | Document progress of the evaluation and of initial findings | Progress report | Sept 2017      |
| MDHHS OHP & project partners   | Document achievement of project objectives and of final evaluation findings | Final report   | Sept 2018      |
Appendix A: Evaluation Team Members

Evaluation Team Members for the Oral Health Workforce Expansion and Enrichment Project

**Michigan Department of Health and Human Services (MDHHS)**
Chris Farrell, Oral Health Program Director
Jill Moore, Dental Sealant Coordinator
Sandy Sutton, Community Water Fluoridation Coordinator
Erin Suddeth, Mobile Dentistry Coordinator
Susan Deming, Early Childhood Oral Health Coordinator

**Ferris State University (FSU)**
Theresa Raglin, Sealant Supervisor
Jamie Freitag, Sealant Coordinator

**Michigan Health Council (MHC)**
Craig Donahue, Chief Operating Officer
Jennifer Bott, STRIDE Coordinator

**University of Detroit Mercy (UDM)**
Divesh Byrappagari, Program Director
Gina Diakonov, Evaluation Coordinator
Laura Wright, Sealant Site Coordinator
Dana Zanotti, Sealant Program Coordinator

**Michigan Public Health Institute (MPHI)**
Crystal Tyler, Program Director
Diane Wing, Evaluation Specialists
Morgan Richardson, Research Associate
Bianca Smith, Research Associate
Appendix B: Evaluation Tables

School-Based Sealant Program

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Variables Needed</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many dental hygiene students are recruited, screened and trained for working in participating schools implementing the SEAL! Michigan program?</td>
<td># of dental hygiene students trained by cohort (2016/2017 and 2017/2018). # enrolled in and completing Dental Hygiene 127 – Dental Hygiene Materials, and Dental Hygiene 129 – Dental Materials lab (FSU), UDM Dental Course 1/2(UDM).</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>3. How many FSU and UDM dental hygiene students work within the school-based dental sealant programs?</td>
<td># of dental hygiene students that complete a full rotation of screening and sealant placement practice in participating schools.</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>4. What are the characteristics of dental hygiene students who work within the sealant program?</td>
<td># of students by: race, ethnicity, gender, age</td>
<td>From pre/post test entered into tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>5. Does the number of FSU and UDM dental hygiene students who complete a full rotation increase in 2018 from 2017?</td>
<td># of DH students that completed a full rotation of screening and sealant placement practice in participating schools during year one, # of current DH students practicing during year two</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>Annually</td>
</tr>
</tbody>
</table>

Goal 1: Increase dental sealant program capacity by providing training opportunities for dental hygiene students.

Objectives 1.1 By August 2018, 40 FSU dental hygiene students and 23 UDM dental hygiene students will complete rotations in a community based dental sealant program.
### Appendix C: Survey Tools – School-based Sealant Program

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Variables Needed</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. How many schools participate in SEAL! Michigan program with FSU and UDM dental hygiene students?</td>
<td># of elementary and middle schools meeting eligibility criteria (50% of higher FRLP), # of elementary and middle schools contacted by Site Coordinator, # of elementary and middle schools entering into agreements with MDHHS.</td>
<td>Program notes</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>7. How many oral health school-based sealant days are held in participating elementary and middle schools?</td>
<td># of school-based sealant days scheduled and held, # of oral health kits distributed</td>
<td>Tracking database</td>
<td>Gina Diakonov (UDM)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>8. To what extent does working in a dental sealant program increase dental hygiene students understanding of the opportunities for hygienists in dental public health?</td>
<td>Responses to pre and post survey</td>
<td>Pre/post-rotation survey data entered into tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 7/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td>1/18, 7/18</td>
</tr>
<tr>
<td>9. To what extent does working in a dental sealant program increase the intent of dental hygiene students to pursue a career in a non-profit or public setting?</td>
<td>Responses to pre and post survey</td>
<td>Pre/post-rotation survey data entered into tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 7/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td>1/18, 7/18</td>
</tr>
</tbody>
</table>

**Goal 2: Reduce tooth decay through expansion of the SEAL! Michigan evidence-based prevention program.**

**Sub-Objective 2.1:** By August 2018, dental sealants will be provided to 80% of eligible students in targeted elementary and middle schools in Mecosta, Isabella, Montcalm, Newaygo, Wayne, Oakland, and Macomb counties.

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Variables Needed</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many elementary and middle school students participate in the school-based sealant program?</td>
<td># of students identified and screened for eligibility, # of consent forms distributed, # of consent forms granting permission to participate</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>2. Does the number of participating elementary and middle schools increase in 2018 from 2017 levels?</td>
<td># of participating schools by site and year</td>
<td>Tracking database</td>
<td>Gina Diakonov (UDM)</td>
<td>Annually</td>
</tr>
</tbody>
</table>
### Appendix C: Survey Tools – School-based Sealant Program

<table>
<thead>
<tr>
<th>Outcome Evaluation Questions</th>
<th>Variables Needed</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How many elementary and middle school students who participate in the program are identified with emergent oral health needs?</td>
<td># of students with untreated tooth decay, # of students with a level 1 treatment urgency, # of students with a level 2 treatment urgency</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td></td>
</tr>
<tr>
<td>4. Is a list of area dentists who will accept referrals of students who have emergent health needs created?</td>
<td># of dentists identified in the area that will accept referrals</td>
<td>List of dentists, Referral forms/process MOU or LOIs in place with dentists</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Evaluation Questions</th>
<th>Variables Needed</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Are students with emergent oral health needs referred to and treated by area dentists?</td>
<td># of students referred for treatment, # of students who completed treatment</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td></td>
</tr>
<tr>
<td>Sub-Objective 2.2: By August 2018, the quality of services delivered through the dental sealant program will be assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are retention checks scheduled and completed at participating schools?</td>
<td># of retention checks scheduled, # of participating schools, # of children who received a retention check, # of new sealants placed, # of sealants retained</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td></td>
</tr>
<tr>
<td>7. Do students retain sealants?</td>
<td># of students who received sealants, # of students who participate in sealant checks, # of sealants missing, # of sealants replaced (teeth), # of students with replacements</td>
<td>Tracking database</td>
<td>Jamie Freitag (FSU)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gina Diakonov (UDM)</td>
<td></td>
</tr>
</tbody>
</table>
### STRIDE Mentorship Program

**Goal 1: Strengthen dental and related health professions’ workforce pipeline by providing high school students with hands-on mentorship and networking opportunities at select Sealant Program practice settings.**

**Objective 1.1: By August 2018, the STRIDE mentorship framework will be established and implemented in 4 sealant program sites in Michigan.**

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many new sites are recruited into the STRIDE program?</td>
<td># of new schools identified; school type (public, charter, other) and location of schools, # of sealant sites identified, location of sealant sites</td>
<td>Letters of Agreement (LOAs) or Memorandums of Understanding (MOUs); program records</td>
<td>Erin Suddeth, Craig Donahue, Outreach Coordinator (TBD)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>2. Do MHC project staff deliver instruction and training related to implementing the STRIDE program?</td>
<td># of site visits scheduled; # of site visits completed; # of training sessions; # of toolkits distributed</td>
<td>Tracking database</td>
<td>Outreach coordinator (TBD)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>3. How many students are recruited and participate in the STRIDE program?</td>
<td># of students that complete STRIDE consent form, # of students who complete at least one placement hour at site</td>
<td>Completed consent forms, sign out/sign in sheet, tracking database</td>
<td>Outreach coordinator (TBD)</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>4. What are the characteristics of students who participate in STRIDE?</td>
<td># of students by: race/ethnicity, gender, school type, age, grade, county</td>
<td>Responses to pre-placement survey</td>
<td>Outreach coordinator (TBD)</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. How many students achieved a certificate of completion in the STRIDE program?</td>
<td># of completion certificates distributed</td>
<td>Completion certificates; tracking database</td>
<td>Outreach coordinator (TBD)</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>6. To what extent did the program increase students’ knowledge of oral health careers?</td>
<td>Responses to pre-placement survey (Q9, Q10) and post-placement surveys (Q3, Q5)</td>
<td>Pre and post-placement surveys</td>
<td>Outreach coordinator (TBD), MPHI Evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>7. To what extent did participation in STRIDE influence students’ interests in pursuing education or a career in an oral health profession?</td>
<td>Responses to pre-placement survey (Q11) and post-placement surveys (Q6)</td>
<td>Pre and post-placement surveys</td>
<td>Outreach coordinator (TBD), MPHI Evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>
Objective 2.1: By August 2018, an evaluation of the mentorship opportunities will be completed to maximize quality, impact, and expansion/sustainability.

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Is an evaluation plan created and implemented?</td>
<td>Evaluation research questions developed; data sources and methods identified; tools developed; evaluation plan completed</td>
<td>Evaluation plan; Yr. 1 Evaluation progress report</td>
<td>MPH evaluators</td>
<td>1/17</td>
</tr>
<tr>
<td>9. What were students’ perceptions of the STRIDE program?</td>
<td>Responses to post-placement survey (Q4, Q7, Q8, Q9)</td>
<td>Post-placement survey</td>
<td>Outreach coordinator (TBD), MPH evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>10. What were school administrators’ perceptions of the STRIDE program?</td>
<td>Responses to school administration staff survey (Q4 thru Q8)</td>
<td>School administration staff survey</td>
<td>Outreach coordinator (TBD), MPH evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>11. What were sealant site staffs’ (e.g., dental hygienists) perceptions of the STRIDE program?</td>
<td>Responses to sealant staff survey (Q3 thru Q9)</td>
<td>Survey of sealant site staff</td>
<td>Outreach coordinator (TBD), MPH evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>12. How were evaluation findings used to inform program improvements?</td>
<td>Areas identified for improvement and steps taken for improvement</td>
<td>Quarterly progress reports, Yr 1 evaluation progress report, Final evaluation report</td>
<td>Outreach Coordinator (TBD), MPH evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>13. How were findings from the STRIDE program disseminated?</td>
<td># of state and national conferences attended; # of STRIDE presentations given, # of articles distributed</td>
<td>Program records</td>
<td>MHC project staff</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>
## Integrated Oral Health and Diabetes Education

### Goal 1: Establish a partnership between an oral health care program and a diabetes education program within a rural health clinic.

#### Objective 1.1: By January 2017, a diabetes rotation for dental hygiene students in a diabetes education program will be developed.

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are project staff and contracts with partners in place to implement the program?</td>
<td>Contracts signed</td>
<td>Program records</td>
<td>Jamie Freitag</td>
<td>4/17</td>
</tr>
<tr>
<td>2. Is the curriculum developed?</td>
<td>Presence of final curriculum</td>
<td>Program records</td>
<td>Jamie Freitag</td>
<td>4/17</td>
</tr>
<tr>
<td>4. Is a patient referral process established?</td>
<td># of dental providers accepting patients, Presence of a referral list</td>
<td>Program records</td>
<td>Jamie Freitag</td>
<td>4/17</td>
</tr>
<tr>
<td>5. Are data collection and transmission protocols established?</td>
<td>Presence of data collection procedures</td>
<td>Program records</td>
<td>Jamie Freitag</td>
<td>4/17</td>
</tr>
<tr>
<td>6. How many dental students are recruited as program interns and trained to work in the program?</td>
<td># of dental students recruited for internships, # of interns trained</td>
<td>Program records</td>
<td>Jamie Freitag</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>7. What are the demographic characteristics of the dental hygiene interns?</td>
<td>Responses to post rotation survey (gender, age, race, ethnicity)</td>
<td>Post rotation survey</td>
<td>Jamie Freitag</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
</tbody>
</table>

### Goal 2: Establish a collaborative work environment for dental hygiene students and other members of the healthcare team to efficiently educate diabetic patients on the importance of oral hygiene in relation to their condition and overall health.

#### Objective 2.1: By January 2017, a pre-screen and scheduling process will be established.

#### Objective 2.2: By August 2018, 8 dental hygiene students will provide patient-level and mouth-level risk assessments to diabetic patients as part of a diabetes education program.

#### Objective 2.3: By August 2018, Spectrum Health medical providers will be educated on the diabetes and periodontal disease link.

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Are the oral health education sessions scheduled?</td>
<td># of sessions scheduled, location of sessions scheduled</td>
<td>Program records</td>
<td>Jamie Freitag</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>9. Do dental hygiene interns complete at least one full rotation?</td>
<td># of student rotation hours completed</td>
<td>Post rotation survey</td>
<td>Jamie Freitag</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
</tbody>
</table>
## Appendix C: Survey Tools – School-based Sealant Program

<table>
<thead>
<tr>
<th>Question</th>
<th>Survey Methodology</th>
<th>Data Source</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. What are student interns’ perceptions of the integrated oral health-diabetes rotations?</td>
<td>Responses to post rotation survey (interns’ feedback on rotation experience and suggestions to improve experience)</td>
<td>Post rotation survey</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>11. To what extent does the staff at Big Rapids Family Medicine perceive the oral health education sessions as adding value to their diabetes program?</td>
<td>Responses to staff survey</td>
<td>Staff survey</td>
<td>MPHI Evaluators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7/18</td>
</tr>
<tr>
<td>12. Are lessons learned used to develop and refine program materials and/or processes?</td>
<td>Documentation of materials/ and or processes refinement</td>
<td>Program Records</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>13. To what extent does the program educate medical providers on the link between diabetes and periodontal disease?</td>
<td># of providers who attend seminar and obtain CME credit, # of seminars offered, responses to Spectrum Health post-seminar survey</td>
<td>Program Records (sign-in sheet) Post-seminar survey (Spectrum Health)</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>14. What are the characteristics of the patients screened during the oral health education sessions?</td>
<td># of patients screened, age, gender, insurance status</td>
<td>Tracking Database</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>15. What periodontal disease risks are identified among patients screened during the oral health education sessions?</td>
<td>Patient level information (tobacco use, loose teeth, last dental visit, diabetes control, dental home), Mouth level information (pockets, bleeding, exudate, furcation involvement, recession)</td>
<td>Tracking Database</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>16. How are patients recruited into the oral health education sessions?</td>
<td>Responses to question on gum screening form (provider referral, clinic signage, other)</td>
<td>Tracking Database</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>17. How many patients screened during the oral health education sessions are referred for further treatment?</td>
<td># of patients referred</td>
<td>Tracking Database</td>
<td>Jamie Freitag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
</tbody>
</table>
Objective 2.4: By August 2018, the impact of integrating oral health into a diabetes education program on patient wellbeing and dental hygiene students’ competencies will be measured.

<table>
<thead>
<tr>
<th>Outcome Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. To what extent does the integrated oral health education sessions as part of a diabetes program connect patients with diabetes to dental providers for follow-up treatment?</td>
<td># of referrals completed at 30 days, # of referrals completed at 90 days</td>
<td>Tracking database</td>
<td>Jamie Freitag</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>19. To what extent does working in a rural health clinic influence dental hygiene students’ future career interests?</td>
<td>Responses to post rotation survey</td>
<td>Post rotation survey</td>
<td>MPHI Evaluators</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>20. To what extent does working in an oral health diabetes program increase dental hygiene students’ understanding of the importance of an integrated care team for the management of diabetes?</td>
<td>Responses to post rotation survey</td>
<td>Post rotation survey</td>
<td>MPHI Evaluators</td>
<td>1/17, 4/17, 7/17, 10/17, 1/18, 4/18, 7/18</td>
</tr>
</tbody>
</table>
## Community Water Fluoridation Guidance Program

### Objective 1.1: By May 2017, a web-based continuing education course on community water fluoridation will be developed and promoted to dental hygienists and other oral health professionals in Michigan.

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Is a curriculum on water fluoridation developed?</td>
<td># of information sources utilized; identified curriculum learning objectives; presence of written curriculum</td>
<td>Program records; written curriculum</td>
<td>Sandy Sutton</td>
<td>7/17</td>
</tr>
<tr>
<td>15. Is the water fluoridation curriculum adapted into a web-based continuing education course?</td>
<td>Presence of signed agreement (contract) with educational programmer; completion of online course with six segments, each 30 minutes in length</td>
<td>Documented contract; online course</td>
<td>Sandy Sutton</td>
<td>10/17, 1/18, 4/18</td>
</tr>
<tr>
<td>16. To what extent is the web-based course promoted to dental hygienists and dental professionals?</td>
<td># and types of avenues in which web-based course was promoted</td>
<td>Program records;</td>
<td>Sandy Sutton</td>
<td>4/18</td>
</tr>
</tbody>
</table>

### Objective 2.1: By August 2018, at least 50 dental hygienists will complete the community water fluoridation online course and achieve a score of 90% or higher on the post-training test.

<table>
<thead>
<tr>
<th>Process Evaluation Questions</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. How many dental hygienists and other oral health professionals participate in the web-based course?</td>
<td># of course segments viewed; # of course segments completed; # of participants viewing each segment; # of participants completing each segment</td>
<td>Course records; segment completion records</td>
<td>Sandy Sutton</td>
<td>4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>18. How are evaluation findings used to improve the quality of the project?</td>
<td>Areas identified for improvement and steps taken for improvement</td>
<td>Quarterly progress reports, evaluation reports</td>
<td>Sandy Sutton, MPHI evaluators</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
<tr>
<td>19. How are project findings disseminated to state and national conferences or seminars?</td>
<td># of state and national conferences attended; # of presentations given</td>
<td>Tracking database</td>
<td>Sandy Sutton</td>
<td>10/18</td>
</tr>
</tbody>
</table>
### Outcome Evaluation Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. To what extent do course participants demonstrate comprehension of the web-based course learning objectives?</td>
<td># of course participants who: complete each of the 6 segments; score at least 90% on each segment post test; score less than 90% on each segment post test; receive CE credits</td>
<td>Post course tests for each of the 6 segments; CE credits distributed</td>
<td>Sandy Sutton, MPHI Training and Development team</td>
<td>4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>

**Objective 3.1:** By August 2018, 5 live presentations on community water fluoridation will be presented to existing and future oral health professionals in Michigan.

### Process Evaluation Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. To what extent are live presentations on CWF completed?</td>
<td># of conferences presented at; # of schools participating; # of lectures given by school</td>
<td>Tracking database</td>
<td>Sandy Sutton</td>
<td>10/17, 1/18, 4/18, 7/18</td>
</tr>
<tr>
<td>22. How many existing and future oral health professionals attend the live presentations?</td>
<td># of conference attendees in audience; # of students in attendance per lecture</td>
<td>Tracking database</td>
<td>Sandy Sutton</td>
<td>4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>

### Outcome Evaluation Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. To what extent do presentation attendees demonstrate comprehension of the presentation learning objectives?</td>
<td># of attendees who score 90% or greater on post test; # of attendees who score less than 90% on the post test; # of presentation participants who receive CE credits</td>
<td>Post presentation tests through Poll Everywhere; CE credits distributed</td>
<td>Sandy Sutton, MPHI Training and Development team</td>
<td>4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>

**Objective 4.1:** By September 2017, a community water fluoridation chairside guide will be developed for dental professionals to use as a reference to educate patients in clinical practice.

### Process Evaluation Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators</th>
<th>Data Source</th>
<th>Data Collection Who</th>
<th>Data Collection When</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Is a community water fluoridation chairside guide developed, pilot tested, and refined?</td>
<td>development of chairside guide</td>
<td>Development of chairside guide</td>
<td>Sandy Sutton</td>
<td>4/17</td>
</tr>
<tr>
<td>25. To what extent is the chairside guide distributed to dental professionals?</td>
<td>Dates, venues and # of printed hard-copies distributed; # of online guides distributed</td>
<td>Program records; Tracking database</td>
<td>Sandy Sutton</td>
<td>7/17, 10/17, 1/18, 4/18, 7/18, 10/18</td>
</tr>
</tbody>
</table>
Appendix C: Survey Tools
Survey of Dental Hygiene Students - Pre-Rotation Survey

Introduction:

(Ferris State University OR The University of Detroit Mercy) is partnering with the Michigan Department of Health and Human Services to evaluate this program. As part of this evaluation, we would like to ask you questions about your learning experiences and about yourself. Your participation in this survey is voluntary. You can stop the survey at any time or skip any questions you would prefer not to answer. Your answers will be combined with those of other students who participate in the survey. All of the information you provide is confidential and used for program planning and improvement. By completing the survey, you are granting your consent for the information you provide to be used by the program staff for program improvement purposes.

1. How would you rate your knowledge of the opportunities available for registered dental hygienists in dental public health?
   - High – I am very familiar with the opportunities available for registered dental hygienists in dental public health
   - Moderate – I understand some of the opportunities available to registered dental hygienists in dental public health
   - Low – I am not that familiar with the opportunities available for registered dental hygienists in dental public health
   - None – I have no knowledge of the opportunities available for registered dental hygienists in dental public health

2. How would you rate your knowledge of the differences between dental public health and private practice?
   - High – I am very knowledgeable of the differences between dental public health and private practice
   - Moderate – I understand some of the differences between dental public health and private practice
   - Low – I am not that knowledgeable of the differences between dental public health and private practice
   - None – I have no knowledge of the differences between dental public health and private practice
3. Do you currently intend to seek out dental hygiene positions in a:

- [ ] Private Practice Setting
- [ ] Public Health Setting
- [ ] Both
- [ ] Unsure

For the last four questions, we want to know how satisfied or dissatisfied you were with your job-shadowing experience.

4. What is your gender?

- [ ] Male
- [ ] Female
- [ ] Other
- [ ] Prefer not to answer

5. What is your age? _____________________ (years)

- [ ] Prefer not to answer

6. To which racial group(s) do you most identify (select all that apply):

- [ ] Asian/Pacific Islander
- [ ] Black/African American
- [ ] Native American/Alaska Native
- [ ] White/Caucasian
- [ ] Other
- [ ] Prefer not to answer

7. What is your ethnicity?

- [ ] Hispanic or Latino
- [ ] Not Hispanic or Latino
- [ ] Prefer not to answer
Appendix C: Survey Tools – School-Based Sealant Program

Survey of Dental Hygiene Students
Post-Rotation Survey

Introduction:

(Ferris State University OR The University of Detroit Mercy) is partnering with the Michigan Department of Health and Human Services to evaluate this program. As part of this evaluation, we would like to ask you questions about your learning experiences and about yourself. Your participation in this survey is voluntary. You can stop the survey at any time or skip any questions you would prefer not to answer. Your answers will be combined with those of other students who participate in the survey. All of the information you provide is confidential and used for program planning and improvement. By completing the survey you are granting your consent for the information you provide to be used by the program staff for program improvement purposes.

1. How would you rate your knowledge of the opportunities available for registered dental hygienists in dental public health?
   - High – I am very familiar with the opportunities available for registered dental hygienists in dental public health
   - Moderate – I understand some of the opportunities available to registered dental hygienists in dental public health
   - Low – I am not that familiar with the opportunities available for registered dental hygienists in dental public health
   - None – I have no knowledge of the opportunities available for registered dental hygienists in dental public health

2. How would you rate your knowledge of the differences between dental public health and private practice?
   - High – I am very knowledgeable of the differences between dental public health and private practice
   - Moderate – I understand some of the differences between dental public health and private practice
   - Low – I am not that knowledgeable of the differences between dental public health and private practice
   - None – I have no knowledge of the differences between dental public health and private practice

3. Do you currently intend to seek out dental hygiene positions in a:
   - Private Practice Setting
   - Public Health Setting
   - Both
   - Unsure
Appendix C: Survey Tools – STRIDE

STRIDE Program

Student Pre-Placement Survey

Introduction:

THE STRIDE program conducts a pre-placement survey of all participants. This allows us to determine your interest in the oral health care field and to assess your satisfaction with the program. Your participation in this survey is voluntary. You can stop the survey at any time and still participate in the STRIDE program. All the information you provide is confidential and used for program planning and improvement. Your answers will be combined with those of other students who participated in the survey. By completing this survey you are granting your consent for the information you provide to be used by the program staff for program improvement purposes.

Name:________________________

(NOTE: MHC will use the student’s name and assign a unique study ID so that the pre and post responses can be matched up during analysis)

First we want to know some general information about you.

4. In which county is the high school you currently attend?  
   (provide drop down list of all counties in Michigan)

5. What is your age? _______________ (years)

6. What grade are you currently in?
   □ 9th / Freshman
   □ 10th / Sophomore
   □ 11th / Junior
   □ 12th / Senior

7. What is your gender?
   □ Male
   □ Female
   □ Other

8. To which racial group(s) do you most identify? (select all that apply)
   □ Asian/Pacific Islander
   □ Black/African American
   □ Native American/Alaska Native
   □ White/Caucasian
   □ Other
9.  Are you of Hispanic or Latino ethnicity?
   □ Yes
   □ No

10. Which high school do you currently attend?

   *(provide a drop down list of high schools)*

11. What are your plans after high school?
   □ Four-year college or university
   □ Community college
   □ Apprenticeship
   □ Career, vocational or technical education
   □ Military
   □ Other
   □ Work at a job
   □ I am not sure

Lastly, we want to know your thoughts about what you think you might learn during your job-shadowing placement and what you know about the oral health profession.

12. What do you think you will learn during your job-shadowing experience? *(select all that apply)*
   □ About the different types of oral health careers
   □ What colleges to attend or courses to take to become an oral health professional or pursue an oral health career
   □ How to interact with patients
   □ What type of work oral health professionals do
   □ What skills you need to be an oral health professional
   □ Why oral health is important
   □ Other: ___________________________________
   □ I’m not sure what I will learn during this experience

13. How would you rate your knowledge of what oral health professionals do?
   □ High – I am very familiar with what oral health professionals do
   □ Moderate – I understand some of what oral health professionals do
   □ Low – I am not that familiar with what oral health professionals do
   □ None – I have no knowledge of what oral health professionals do

14. Have you previously considered a profession in oral health or health care?
   □ Yes, in oral health
   □ Yes, in health care
   □ No, not in either
Student Post-Placement Survey

Introduction:

THE STRIDE program conducts a post-placement survey of all participants. This allows us to determine your interest in the oral health care field and to determine your satisfaction with the program. Your participation in this survey is voluntary. You can stop the survey at any time. All the information you provide is confidential and used for program planning and improvement. Your answers will be combined with those of other students who complete the survey. By completing this survey you are granting your consent for the information you provide to be used by the program staff for program improvement purposes.

Name:________________________

(NOTE: MHC will use the student’s name and assign a unique study ID so that pre and post survey responses can be matched up during analysis)

First we want to know where you completed your job-shadowing placement and what you learned during your placement.

1. Which program were you placed with? _____________________

2. How many hours did you spend on-site at your placement? ____________ (hours)

3. What did you learn during your job-shadowing experience? (select all that apply)
   - □ About the different types of oral health careers
   - □ What colleges to attend or courses to take to become an oral health professional or pursue an oral health career
   - □ How to interact with patients
   - □ What type of work oral health professionals do
   - □ What skills you need to be an oral health professional
   - □ Why oral health is important
   - □ Other: ________________________________
   - □ I didn’t learn anything during this experience

4. What was your favorite part of this job-shadowing experience? (select all that apply)
   - □ Working with real patients
   - □ The hands-on experience
   - □ Learning and seeing what dental workers do
   - □ Learning and seeing how dental workers interact with patients
   - □ Talking to dental workers about what they do
   - □ Learning about the program and site where I was working
   - □ Learning about oral health in general
   - □ Learning about careers in oral health
   - □ Learning about education and training experiences in oral health
   - □ Other: ________________________________
5. How would you rate your knowledge of what oral health professionals do?
   - High – I am very familiar with what oral health professionals do
   - Moderate – I understand some of what oral health professionals do
   - Low – I am not that familiar with what oral health professionals do
   - None – I have no knowledge of what oral health professionals do

6. Based on this experience, are you more or less likely to picture yourself as a professional working in the field of oral health care?
   - Less likely
   - About the same as before the experience
   - More likely
   - Not sure

For the last four questions, we want to know how satisfied or dissatisfied you were with your job-shadowing experience.

7. How satisfied were you with your job-shadowing experience?
   - Very satisfied
   - Somewhat satisfied
   - Somewhat dissatisfied
   - Very dissatisfied
   - I don’t know

8. Why do you feel this way?

9. How effective do you feel the STRIDE program was at introducing oral health work to high school students?
   - Very effective
   - Moderately effective
   - Slightly effective
   - Not at all effective
   - I don’t know

10. Now that you have completed your STRIDE job-shadowing experience, what other opportunities or additional resources or guidance would you suggest be part of STRIDE?
Appendix C: Survey Tools – STRIDE

Sealant Site Staff Survey

Thank you for allowing students in the STRIDE program to shadow you and learn about oral health. We value your role in providing opportunities for high school students to become further interested and engaged in oral health careers and the work that oral health professionals do. We are asking all sealant site staff to complete the following survey about the STRIDE program. We would like your feedback so that we can make improvements to the program. Your participation in this survey is completely voluntary. All the information you provide is confidential and used for program planning and quality improvement purposes only. Your answers will be combined with those of others who participate in the survey. By completing this survey you are granting your consent for the information you provide to be used by the program staff for planning and evaluation purposes. Thank you!

1. In which county was the school-based sealant site where you worked with students in the STRIDE program?
   (provide drop down list of all counties in Michigan)

2. What is your role at the sealant site?
   - Dental hygienist
   - Dental assistant
   - Dentist
   - Other: _______________________

For the first set of questions we want to know your thoughts about the students and how the job-shadowing experience impacted your work.

3. Overall, how prepared did you feel the students were to shadow you during their visit to your site?
   - They were very prepared
   - They were somewhat prepared
   - They were somewhat unprepared
   - They were very unprepared
   - I don’t know

4. How prepared were you to mentor the students?
   - I was very prepared
   - I was somewhat prepared
   - I was somewhat unprepared
   - I was very unprepared
   - I don’t know
5. What impact, if any, did the students have on the work you completed during their visit? *Select all that apply*)
   - [ ] A positive impact
   - [ ] No impact
   - [ ] A negative impact

6. Why do you feel this way? ________________________________

For the last four questions, we want to know your opinions of the STRIDE program overall.

7. How effective do you feel the STRIDE program was at introducing oral health work to high school students?
   - [ ] Very effective
   - [ ] Moderately effective
   - [ ] Slightly effective
   - [ ] Not at all effective
   - [ ] I don’t know

8. In your opinion, what are the strengths of the STRIDE program?

9. What areas of the STRIDE program need improvement?

10. In what ways could the Michigan Health Council (MHC) further assist or support dental sealant sites in implementing the STRIDE program?
Appendix C: Survey Tools – STRIDE

School Administrator Survey

Thank you for implementing the STRIDE program in your school. We value your role in providing opportunities for high school students to become further interested and engaged in oral health careers. We are asking all school administrators who implemented the STRIDE program to complete the following survey. We would like your feedback so that we can make improvements to the program. Your participation in this survey is completely voluntary. All the information you provide is confidential and will be used for program planning and improvement purposes only. Your answers will be combined with those of others who participate in the survey. By completing this survey you are granting your consent for the information you provide to be used by the program staff for program improvement purposes. Thank you!

1. In which county is the high school where you administered the STRIDE program?
   (provide drop down list of all counties in Michigan)

First we want to ask you specifically about the STRIDE toolkit. The STRIDE toolkit is a packet of information that contained a description of the STRIDE program, marketing pieces, student consent forms, and a student handbook.

2. Overall, how useful did you find the STRIDE toolkit with implementing the STRIDE program in your school?
   □ Very useful
   □ Somewhat useful
   □ Not very useful
   □ Not at all useful
   □ I don’t know
   □ NA – I did not use the STRIDE toolkit

Next we would like to ask about the monetary incentive your school received to implement the program.

3. To what degree did the incentive influence your decision to implement the program in your school?
   □ Significant influence
   □ Moderate influence
   □ Small influence
   □ No influence
   □ I don’t know
For the next set of questions, we want to know your overall opinion of the STRIDE program.

4. How easy or difficult was it to implement the STRIDE program in your school?
   - Very easy
   - Somewhat Easy
   - Somewhat Difficult
   - Very Difficult
   - I don’t know

5. Why do you feel this way?

6. How effective do you feel the STRIDE program was at introducing oral health work to high school students?
   - Very effective
   - Moderately effective
   - Slightly effective
   - Not at all effective
   - I don’t know

7. In your opinion, what are the strengths of the STRIDE program?

8. What areas of the STRIDE program do you think need improvement?

9. In what ways could the Michigan Health Council (MHC) further assist or support school administrators in implementing the STRIDE program?
# Integrated Oral Health-Diabetes Education Education Program

**Gum Disease Screening for Diabetes Patients**

Please fill out to the blue line and circle the best answers.

<table>
<thead>
<tr>
<th>Patient Name ____________________</th>
<th>DOB ________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When were you diagnosed with diabetes?</th>
<th>Under 1 Year</th>
<th>Over 1 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know your A1C?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Tobacco Use</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>How did you find us?</td>
<td>Doctor</td>
<td>Sign</td>
</tr>
<tr>
<td>Oral Hygiene</td>
<td>Poor</td>
<td>Fair</td>
</tr>
<tr>
<td>Excellent</td>
<td>Poor</td>
<td>Fair</td>
</tr>
<tr>
<td>Diabetes Fluctuates</td>
<td>Poor</td>
<td>Fair</td>
</tr>
<tr>
<td>Loose Teeth</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Last Dental Visit</td>
<td>Past 6 Mon</td>
<td>Past Year</td>
</tr>
<tr>
<td>Dental Insurance</td>
<td>Medicaid/HMP</td>
<td>Private</td>
</tr>
</tbody>
</table>

Dentist Name ____________________________

### Signs of Disease

<table>
<thead>
<tr>
<th>Signs of Disease</th>
<th>Check Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pockets &gt;3mm</td>
<td></td>
</tr>
<tr>
<td>Bleeding upon probing</td>
<td></td>
</tr>
<tr>
<td>Exudate</td>
<td></td>
</tr>
<tr>
<td>Furcation Involvement</td>
<td></td>
</tr>
<tr>
<td>Recession</td>
<td></td>
</tr>
<tr>
<td>Tooth Loss</td>
<td></td>
</tr>
</tbody>
</table>

**Full Periodontal Exam Recommended?** Yes  No
Oral Health-Diabetes Self-Management Education Program
Internship Post-Rotation Survey

1. How many rotation hours did you complete within the diabetes self-management education program? ___________ (hours)

2. Which location(s) did you complete your rotations at?
   □ Big Rapids
   □ Reed City
   □ Canadian Lakes
   □ Other (specify)

For the following statements, please check the box that indicates your level of agreement.

3. Participation in the rotation helped me to determine the necessity for a patient to be referred to a dentist.
   □ Strongly agree
   □ Agree
   □ Disagree
   □ Strongly disagree
   □ I don’t know

4. I became more aware of the needs of adult underserved populations through this experience.
   □ Strongly agree
   □ Agree
   □ Disagree
   □ Strongly disagree
   □ I don’t know

5. I could have learned more by spending more time in the clinic or classroom than in a community experience such as this.
   □ Strongly agree
   □ Agree
   □ Disagree
   □ Strongly disagree
   □ I don’t know

6. Working within the diabetes education program helped me to see the importance of the dental hygienist as a member of an integrated care team.
Appendix C: Survey Tools – Integrated Education

- Strongly agree
- Agree
- Disagree
- Strongly disagree

7. This rotation helped me to understand my role in total patient care.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

8. This rotation made me see employment in a rural setting as an option for me in the future.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

9. If I could change one thing about the rotation experience, it would be…

10. One piece of advice I would give to next year’s students about this rotation would be…

The last four questions are about you.

11. What is your gender?
   - Male
   - Female
   - Other
   - Prefer not to answer

12. What is your age? ________________(years)
   - Prefer not to answer

13. To which racial group(s) do you most identify (select all that apply):
   - Asian/Pacific Islander
   - Black/African American
   - Native American/Alaska Native
   - White/Caucasian
   - Other
   - Prefer not to answer
14. What is your ethnicity?

☐ Hispanic or Latino
☐ Not Hispanic or Latino
☐ Prefer not to answer