

Implications of Interprofessional Education on Who We Teach

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52nd Annual ADEA Deans Conference
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Implications of Interprofessional Education on Who We Teach (Who are preparing)

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Generation ME (Post Millennials)

“R u talking 2 me :-?”



Charles J. Alexander, PhD

Associate Vice Provost for Student Diversity

University of California, Los Angeles

Generational Groups

Baby Boomers (1946-1964)



Generational Groups

Generation X (1965-1981)

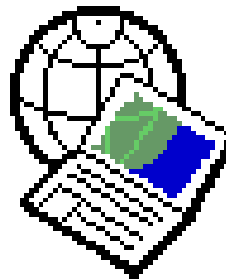
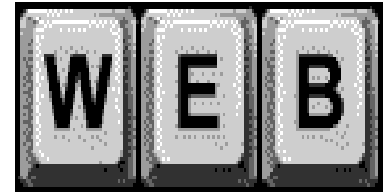


Generational Groups

Generation Me (1982-1999)



[Facebook](#)
[Twitter](#)
[Messenger](#)
[Email](#)



Generation Me (1982-1999)

- Class of 2012
- Class of 2013
- Class of 2014

Generation Me and Academics

Where is the best seat in a UCLA classroom?

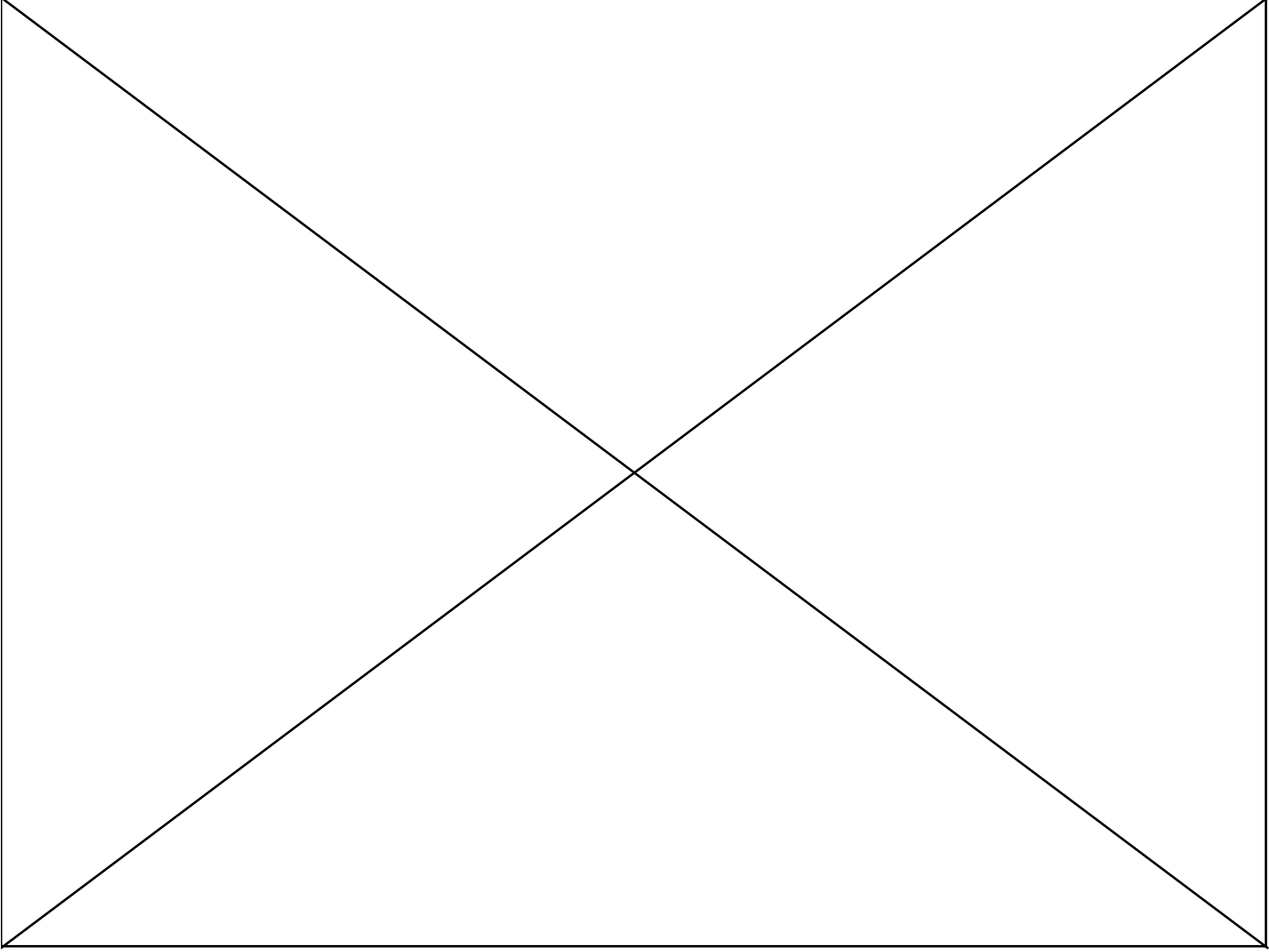
- A. Front and center, where the professor can see you.
- B. The acoustic sweet spot, where your digital recorder can pick up the lecture.
- C. The distant corner with the broken chair where the wireless Internet signal is the strongest

Answer: C

Generation Me and Academics

- Psychologist Gary Small worries that...
- A. Gen Y—the generation that never knew life without the Internet—is losing the ability to empathize and socialize.
- B. The instant gratification of multitasking—a new tweet, a blog update, a fresh search result— could impair Gen Y’s ability to complete projects that involve delayed gratification.
- C. The negative effects of Twittering, Googling and gaming will begin inspiring public health laws like recent “no texting while driving” regulations.
- D. All of the above
- Answer: D

A short video summarizing some of the most important characteristics of students today - how they learn, what they need to learn, their goals, hopes, dreams, what their lives will be like, and what kinds of changes they will experience in their lifetime. Created by Michael Wesch in collaboration with 200 students at Kansas State University.



Generation Me and Interprofessional Education

Research indicates that interprofessional education is more effective when:

1. Learning methods reflect the real world of practice.
2. Interaction occurs between students

Implications of Interprofessional Education on Who We Teach (Who can succeed)

Tamana Begay, D.D.S.

Phoenix Indian Medical Center

52nd Annual ADEA Deans' Conference
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My decision into dentistry

- “College is not a dream, it’s a plan” –
University of Arizona
- Volunteering and job shadowing

Pacific

- Strong clinical skills
- What I got was a lot more...
 - Openness
 - Inclusion
 - Generosity

Indian Health Service

- All sites are ambulatory

On-site medical and pharmacy

Medically comprised patients, requiring a great deal of collaboration.

Continuing Education

- Need to address the needs of a unique population

Association of American Indian Physicians

Indigenous Child Health

AAIP/ Cross Cultural Meeting

IPE...it works!

- Volunteering and job shadowing in the Indian Health Service
- Pacific – reinforcing values of collaboration
- IHS – Putting forth a team approach
- Full circle -Having students come into shadow

Implications of Interprofessional Education on Who We Teach (Who we admit)

W. David Brunson, D.D.S.

Associate Director, Center for Equity
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American Dental Education Association

52nd Annual ADEA Deans' Conference
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Interprofessional Educational Values

- Inclusion
- Equality
- Openness
- Humility
- Mutuality
- Generosity
- Reciprocity

Source: Introduction to interprofessional education in social work (2006)

Most important qualities your admissions committee uses to make admissions decisions

- BCP or Science GPA
- Overall GPA
- Academic Average DAT Score
- Oral Communication
- Total Science DAT Score
- Dentistry Shadowing Experience
- Awareness of Community and Healthcare Issues
- Perceptual Ability DAT Score
- Initiative
- Works Well With Others

Source: ADEA AFASA Survey (2010)

How Does the Dental Admissions Process Work?

- 40% of reporting dental schools have a cut-off GPA
 - GPA cut-off ranges from 2.70 – 3.30
- 42.5% of reporting dental schools have a cut-off DAT Academic Average
 - DAT AA ranges from 15 – 19

Source: ADEA AFASA Survey (2010)

ADEA Admissions Committee Workshops

- What do we look for in an applicant?
- What is the climate for dental school admissions?
- Why is diversity important?
- What about diversity and the law?
- What are admissions committees doing?
- What are the limitations of cognitive criteria?
- How do you do holistic review?
- How do you use noncognitives and quantify?
- What constitutes success?

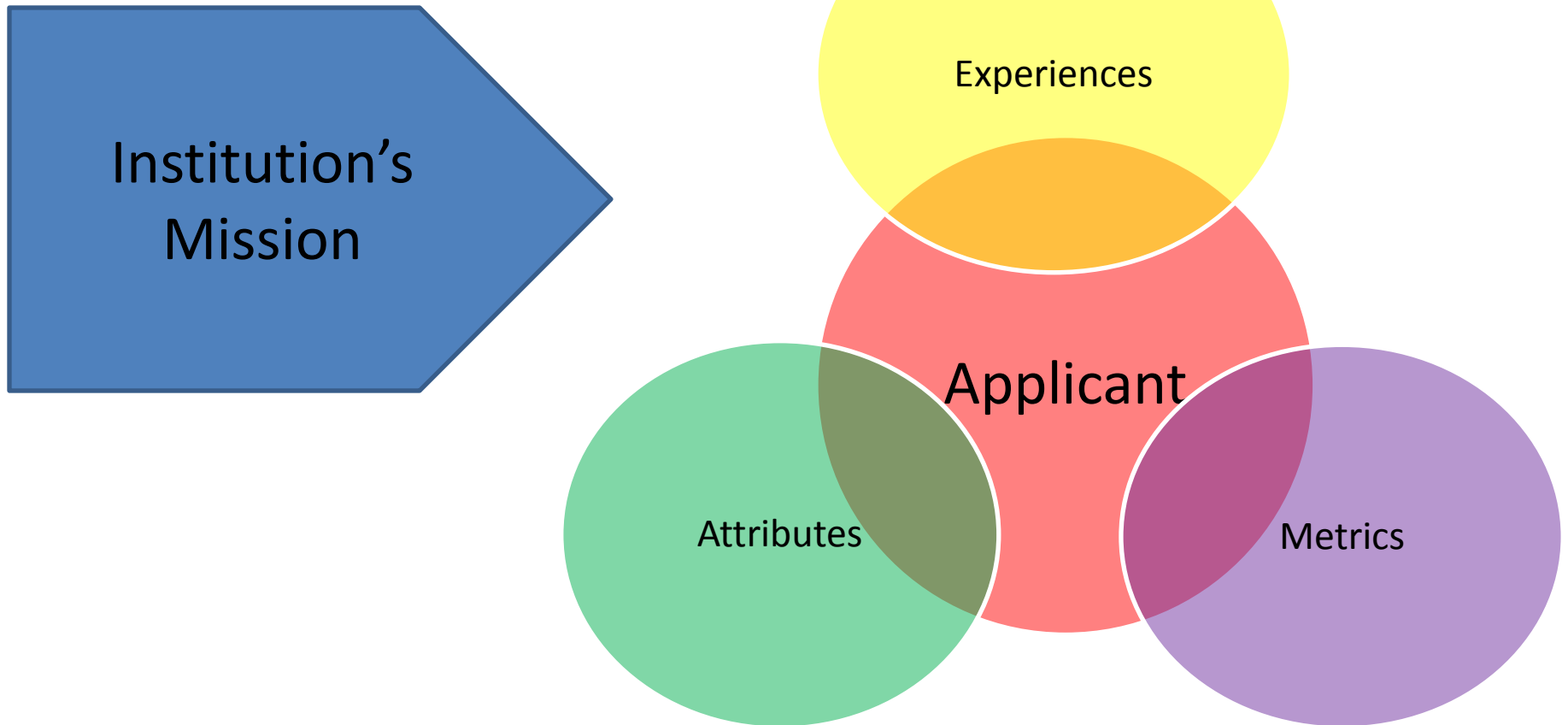
NONCOGNITIVE VARIABLES

William E. Sedlacek

- Positive self-concept
- Realistic self-appraisal
- Successfully handling the system
- Preference for long-term goals

- Availability of strong support person
- Leadership experience
- Community involvement
- Knowledge acquired in a field

Qualities Dental Schools Seek in Applicants



A Holistic Perspective of Applicants

Experiences:

- *the “road traveled”*
- *educational background*
- *employment*
- *research experience*
- *dentistry-related experiences*

Attributes:

- *skills & abilities*
- *personal and professional characteristics*
- *demographic factors*

Metrics:

- *grade point averages*
- *DAT scores*

ADEA Collaboratives

- Summer Medical and Dental Education Program (SMDEP)
- ADA Student Ambassador Program
- Interprofessional Professionalism Collaborative
- College Board Access and Diversity Collaborative
- Sullivan Commission Statewide Alliances

SMDEP Admission to Medical and Dental School

	Medical School Enrolled	Dental School Enrolled
2006 Scholars	210	73
2007 Scholars	57	46
2008 Scholars	0	2
Total	267	121

Other areas: Basic Science Graduate School, Basic Science Research, Biomedical Engineering, Business, Psychology, Dental Hygiene, Education, Healthcare Management, Law, Public Health, Nursing, Optometry, Physician Assistant, Pharmacy, Podiatry, Veterinarian Medicine

Interprofessional Professionalism Collaborative

[Home](#) [About Us](#) [Collaborators](#) [Behaviors](#) [Resources](#) [FAQ](#) [Get Involved](#) [Contact Us](#)



Vision

Interprofessional professionalism, when practiced by all health professions:

- * enhances quality healthcare outcomes for patients,
- * promotes a culture that values and fosters individual competence, and
- * improves practice and academic environments.

Definition of Interprofessional Professionalism

"Consistent demonstration of core values evidenced by professionals working together, aspiring to and wisely applying principles of*, altruism, excellence, caring, ethics, respect, communication, accountability to achieve optimal health and wellness in individuals and communities."

*Stem DT. *Measuring Medical Professionalism*. Oxford University Press. New York, NY;2006:19.

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Access & Diversity Collaborative

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- About
- Policy Agenda
- Seminars
- Toolkit
- Resources



A 21st-Century Imperative

No greater imperative faces higher education leaders today than that of providing access to higher education for all students and maximizing the educational benefits of diversity in enhancing higher learning outcomes.

The Access & Diversity Collaborative advances institution-specific efforts designed to achieve access and next-generation diversity goals in legally sound ways, while also working to shape relevant national and federal policy.

[More...](#)


Two New Articles on the Imperative of Achieving Diversity

Michelle Asha Cooper, president of the Institute for Higher Education Policy, and Arthur L. Coleman, managing partner and co-founder of EducationCounsel LLC, discuss the educational, economic and other societal benefits of diversity on Forbes.com.

Read "[The Economic Imperative of Achieving Diversity](#)" (April 27, 2010)

Read "[The Scientific Imperative of Achieving Diversity](#)" (June 8, 2010)

[Learn more about the College Board Advocacy & Policy Center](#)



Access & Diversity Toolkit for Higher Education Professionals

Browse this new resource featuring 10 tools to help professionals develop and implement student-related access and diversity policies.

A Diversity Action Blueprint

A Diversity Action Blueprint: Policy Parameters and Model Practices for Higher Education provides guidance to institutions on access and diversity policy development through the use of "model" institutional policies.

[More...](#)

[Read the Project Overview](#)



THE SULLIVAN ALLIANCE

**Forming State Alliances to Diversify the Health Professions:
A Five Year Progress Report to the VA-UN Alliance**

by

Louis W. Sullivan, M.D.

Chairman, The Sullivan Alliance

January 15, 2010

Richmond, Virginia



What Can Deans Do?

- Get involved in the Admissions Process
- Charge the Admissions Committee
- Encourage a Mission Statement for the Institution, as well as, the Admissions Committee
- Promote Strategic Planning for the Admissions Process
- Others?

Discussion Questions

- Does IPE change the desired profile of future students?
- What changes might be necessary in the admissions process to enroll students who can be successful in an interprofessional education?
- What can ADEA do to help dental schools to with the admissions process?