

ADEA GUIDING PRINCIPLES ON THE EDUCATION OF NEW ORAL HEALTH PROFESSIONALS

52nd ANNUAL

ADEA DEANS' CONFERENCE

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AMERICAN DENTAL EDUCATION ASSOCIATION

Environmental Context

- **Access to Care:**
 - ✓ 49 million people in 4,230 dental health professions shortage areas (D-HPSAs)
 - ✓ Five-fold increase over past 15 years
 - ✓ 9,642 dentists needed to provide care in D-HPSAs
- **Policy Goals:**
 - ✓ Fill gaps in access/address unmet needs
 - ✓ Reduce health care costs
 - ✓ Expand capacity of oral health workforce

Environmental Context

- **State & Federal Response**
 - 45 states - “general supervision”
 - 31 states - “direct access”
 - 15 states - Medicaid reimbursement of hygienists
- **Included in 3 major national legislative bills**
 - Health care reform
 - Children’s Health Insurance Program (CHIP)
 - Congressional appropriations process

New Allied Dental Providers

- ADA model - Community Dental Health Coordinator (CDHC)
- ADHA model - Advanced Dental Hygiene Practitioner (ADHP)
- Alaska Native Tribal Health Consortium - Dental Health Aide Therapist (DHAT)
- Minnesota - Dental Therapist & Advanced Dental Therapist (MN Therapist)

Charting the Future

As the voice of dental education, the American Dental Education Association supports the extended use of allied dental professionals within the U.S. oral health workforce.

Effective utilization of new oral health professionals can increase efficiencies in the oral health system and extend the availability of oral health care.

With appropriate levels of education, knowledge, skills and experience these new professionals can provide quality care and contribute to improved oral health.

Laying the Foundation

- June 2006: ADEA Allied Dental Education Summit convened in Chicago
- Established the Council of Allied Dental Program Directors' (CADPD) Task Force
- Began discussions with regard to the educational preparation for new curricular models

Discerning ADEA's Role

- ADEA Institute for Policy and Advocacy (IPA) convened in September 2009 to discuss ADEA's role in the emerging allied dental workforce model issue.
- Discussion resulted in recommendation to ADEA Board of Directors that ADEA take a leadership role with regard to the education of new oral health professionals.
- September 2009: ADEA Board of Directors approved the creation of the ADEA Task Force on the Education of New Oral Health Professionals.

Appointing The Task Force

Composition of Task Force

- 6 BSDH/RDH
- 6 DDS/DMD
- 1 MD
- 1 Dental Student
- 1 DDS Participating
Observer

Geographic Areas

- 2 West/Hawaii
- 4 Southwest
- 4 East
- 2 Midwest
- 2 South

Enunciating the Charge

- January 2010: ADEA Board appointed members to Task Force and articulated its charge:

“To enunciate a set of principles to guide the educational preparation of new oral health professionals for the U.S. dental workforce.”

Vetting the Guiding Principles

2010

- **June:** 2010 ADEA Invitational Allied Dental Educational Summit
- **June:** 43rd ADEA Annual National Allied Dental Program Directors' Conference
- **Sept:** ADEA's Institute for Policy and Advocacy (WAAC, MAAC, CEPRAC, and LAC)
- **Oct:** ADEA Fall Meetings
- **Nov:** 52nd Annual ADEA's Deans' Conference
- **Dec:** Survey posted on-line to solicit feedback from ADEA members

Vetting the Guiding Principles

2011

- **Jan:** Adoption by ADEA Board of Directors as Interim Policy
- **Mar:** ADEA House of Delegates for Approval

ADEA Guiding Principles: Goals

- To maintain high standards for the education, preparation, and competency of new oral health professionals.
- To inform and direct the creation and education of new oral health professionals so that they possess the values, attitudes, knowledge, and skills needed to provide quality oral health care.
- To encourage institutions, organizations, and policymakers designing new workforce models to incorporate these Principles into their planning and decision-making.

ADEA Guiding Principles: Principle 1

“Educational programs for new oral health professionals should be competency-based, providing learning experiences that prepare students with the values, attitudes, knowledge, skills, and experience needed to provide high-quality care in a professional, integrated, team environment.”

Implementation Recommendation: Principle 1

- Competency domains should be consistent across educational programs and align with ADEA Competencies for Entry into the Allied Dental Professions.
- The academic dental community should be involved in decisions regarding the length and rigor of educational programs for new oral health professionals.
- Curriculum for new oral health professionals should expose them to experiences working with dental and allied dental students in integrated clinical settings.

ADEA Guiding Principles: Principle 2

“Educational programs for all models of new oral health professionals should have appropriate processes to provide assessments of graduates’ core competencies to achieve a uniform, basic standard of care.”

Implementation Recommendation: Principle 2

- National accreditation standards should be developed.
- The level of supervision of new oral health professionals should be determined with input from the academic dental community and in accordance with the education, knowledge, skills, and experience that are needed to safely perform services defined by their scope of practice.

ADEA Guiding Principles: Principle 3

“Educational programs for new oral health professionals should teach students the skills necessary to engage a diverse patient population in decisions about its oral health.”

Implementation Recommendation: Principle 3

- Educational programs for new oral health professionals should emphasize the principles of population-based, public health science.
- Graduates should possess the values, attitudes, knowledge, and skills needed to provide care that is respectful of the patient's culture, class, race, ethnic, and socioeconomic background.
- Educational programs for new oral health professionals should implement strategies to recruit, retain, and promote individuals from diverse backgrounds.

ADEA Guiding Principles: Principle 4

“Educational programs for new oral health professionals should be based upon clearly defined goals and desired educational outcomes and be continuously evaluated to determine their success in positively impacting the public’s oral health.”

Implementation Recommendation: Principle 4

Evaluations should determine whether:

- Access to education and careers in the oral health professions has been expanded for culturally diverse and economically disadvantaged backgrounds.
- Graduates are sufficiently educated to care for populations experiencing health disparities, including Medicare and Medicaid patients, and those with special health care needs.

Influencing the Future

ADEA encourages institutions, organizations and policymakers that are designing new workforce models to incorporate the ADEA Guiding Principles into their planning and decision-making.