Implications of Interprofessional Education on Who We Teach

Charles J. Alexander, Ph.D.
Tamana Begay, D.D.S.
W. David Brunson, D.D.S.

52nd Annual ADEA Deans Conference
November 14, 2010
Implications of Interprofessional Education on Who We Teach
(Who are preparing)

Charles J. Alexander, Ph.D.
University of California, Los Angeles

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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
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.
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

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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 and Diversity
American Dental Education Association

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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

<table>
<thead>
<tr>
<th>Positive self-concept</th>
<th>Availability of strong support person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realistic self-appraisal</td>
<td>Leadership experience</td>
</tr>
<tr>
<td>Successfully handling the system</td>
<td>Community involvement</td>
</tr>
<tr>
<td>Preference for long-term goals</td>
<td>Knowledge acquired in a field</td>
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Qualities Dental Schools Seek in Applicants

Institution’s Mission

Applicant

Experiences

Attributes

Metrics
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

Source: AAMC Roadmap to Diversity
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Medical School Enrolled</th>
<th>Dental School Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Scholars</td>
<td>210</td>
<td>73</td>
</tr>
<tr>
<td>2007 Scholars</td>
<td>57</td>
<td>46</td>
</tr>
<tr>
<td>2008 Scholars</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>267</td>
<td>121</td>
</tr>
</tbody>
</table>

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

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."

Access & Diversity Collaborative

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.

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" (Apr 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.

Read the Project Overview
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?