Howard University
College of Dentistry
MDFDP III Progress Report

BUILDING LEADERSHIP TEAMS FOR A DIVERSE DENTAL WORKFORCE

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BACKGROUND

For more than a decade the Howard University College of Dentistry has expanded on its innovative programs to increase access to health care through major support from:

- The W. K. Kellogg Foundation
- The American Dental Education Association
- The Robert Wood Johnson Foundation
BACKGROUND

Contribute to a diverse and culturally aligned workforce

Identification and development of intra/interprofessional strategies that incorporate social determinants of health

Facilitated recruitment and retention of URM and disadvantaged groups
SPECIFIC AIMS

Strengthen faculty development, mentoring and advancement.
Strengthen the academic and service pipeline.
Foster cultural change and develop URM leadership at US dental schools.
Increase cultural competency in oral health and public health for greater community impact.
Establish best practices
Dissemination of knowledge to other dental schools.
Despite the progress made over the past few decades by the dental profession to reduce the severity of dental disease, millions of families remain with serious unmet dental needs. Findings from the 2000 Surgeon General’s Report on Oral Health in America state “Oral health is integral to overall health…safe and effective disease prevention measures exist that everyone can adopt to improve oral health and prevent disease.” The subsequent 2003 “Call to Action” report recommends “Partnerships at all levels of society to engage in programs to promote oral health and prevent disease.” The recent Affordable Care Act (ACA) places strong emphasis on the preventive aspect of health care delivery. This project attempts to justify the need for expanding service/learning and strengthening academic/community partnerships through innovative intra/inter-professional education (IPE) collaborations that advance the health of the public.

MATERIALS AND METHODS

This presentation emerges from a larger program entitled, “The Howard University Integrative Center,” supported by the W. K. Kellogg Foundation and the American Dental Education Association (ADEA), which has a focus on allied dental health professionals in academic and community partnerships.

The program employed establishing academic partnerships to recruit and retain underrepresented minority (URM) students and faculty; building comprehensive school-based health centers to reduce health disparities in children ages 2-12, and adolescents 13-17; and strengthening the academic and service pipeline for dental and allied dental students.

Cultural Competency and Service/Learning topics were incorporated in the curriculum to include the courses, Community Dental Health and Dental Health Education Methods. Student experiences included education, health screenings, preventive services, cross-training among allied health professionals, community partnerships to recruit and retain underrepresented minority (URM) students and faculty, and building comprehensive school-based health centers to reduce health disparities in children ages 2-12, and adolescents 13-17; and strengthening the academic and service pipeline for dental and allied dental students.

RESULTS

The outcomes/works in progress of this program include the following:

- Increased number of URM students and faculty in the allied dental academic pipeline
- Expanded career choices for allied dental personnel through “career laddering”
- Marked improvement in the number of children in the District of Columbia metropolitan area who have received preventive and restorative oral health care
- Enhanced intra/inter-professional collaborations within the health professions
- Heightened awareness of the social determinants of health among service learners
- Academic/community partnerships strengthened through outreach programs

UNANTICIPATED ISSUES

Time was always a barrier
Parental and school support
Difficulties contacting stakeholders
Parental permission was difficult to obtain

MOST IMPORTANT LESSONS

- Proper time management is key. In order to be completely effective in programs sufficient time must be allotted. A hired program manager would be beneficial for future grant opportunities.
- Statistical reporting and evaluation of metrics. In the future, evaluations must be completed at the end of every program for ease of processing accurate documentation for final reports. A hired statistician would be beneficial for future grant opportunities.
- The role of the public health hygienist was certainly an integral role, especially with the established connection with the Colgate dental van. This allowed for ease of scheduling events with schools, head start centers and libraries, which further allowed for ease of providing services. Records were kept of students needing dental treatment, sealants and orthodontics, and this information was given to teachers and parents for follow-up along with contact information for referral to Howard University College of Dentistry.
- Teamwork truly makes the dream work! Inspite of the challenges, this was an amazing grant project team. In house collaboration among the dental hygiene, pediatric and orthodontic departments, from faculty, staff; residents, students, and community partners was key to the success of this project. Teamwork helped to provide maximum service with compassion and enthusiasm.

FACULTY DEVELOPMENT AND IPE

There were 57 minority faculty at Howard dentistry and allied health, with 11 involved in the MDFD sponsored development programs. For IPE three sets of health care providers were trained: 1) Foster Care Nursing Group (DC), 2) Care Management Staff of the Health Services for Children with Special Needs Inc., and 3) The Howard University College of Nursing Family Nurse Practitioner Program (FNP). The training was conducted during the period, January through May, 2013.
GOALS

• Provide funding for training URM allied dental professionals

• Develop culturally competent URM allied dental professional program

Academic Advancement for career faculty; support for career laddering; faculty development training

Develop academic enrichment programs for 3-12 grades; Develop degree completion program

Build Intra/interprofessional collaborative teams throughout the Health Sciences Division; implement school-based oral health program

Collaborate with DC public Schools and DC Dental Society to implement Post GKAS Day Treatment

Recruit dental and allied health professionals to reach a minimum of 250 children in medically underserved communities

Build relationships and preventive services with school-based programs to promote care sites in underserved communities
ACTIVITIES: FEBRUARY 2014 - PRESENT

Goal: Allied Leadership Training

- Academic advancement of career faculty
- Academic support for career laddering (transition from allied dental to dental careers)
Goal: Develop culturally competent URM allied dental professional program

Activity

- Expand summer externship program (HOPE Yes) to expose URM elementary, middle, and high school students to careers in health sciences and coordinate interventions during the academic year to have continued interaction with dental and allied dental professionals.
H.O.P.E. YES!

High Achievement
Outstanding Performance
Powerful Purpose
Exceptional Excellence
Goal: Develop culturally competent URM allied dental professional program

Activity

- Develop and implement by fall 2015, an online degree completion program for graduate dental hygienists
Goal: Recruit dental and allied health professionals to reach in medically underserved communities

Activity:

- Collaborate with the District of Columbia Dental Society and DC Public School System to develop a “Post Give Kids A Smile” treatment protocol for children in need of continued care following the annual Give Kids A Smile Day
Goal: Build relationships and preventive dental services with school-based programs

Activity:

- Build Intra/Interprofessional collaborative teams throughout the Health Services Division
  - Institute for Healthcare Improvement (IHI) Chapter established in 2013 with an emphasis on IPE at Howard University
  - IPE with College of Nursing and Allied Health Program, Speech Pathology

- Implement oral health program at newly established School-Based Health Center at Dunbar High School
Summary of Progress: 2014

- Allied Leadership Training
  - 2 faculty advanced to senior level positions
  - 1 faculty prepared for the 2014 promotion cycle

- Mentoring/Recruitment/Career Laddering
  - 4 URM accepted to the dental hygiene program
  - 3 dental hygiene graduates enrolled in degree completion programs
  - 1 dental hygiene graduate accepted to the first year dental class of 2014
  - 3 URM in pipeline for matriculation to dental school

- Community Outreach/IPE
  - 140 children treated during GKAS Day
  - 125 children k-12 reached through screenings, career and health fairs
  - 3 IPE activities initiated through the Division of Health Sciences
Howard University Program 1934

The first class of dental hygienists at Howard University, College of Dentistry. Dec. 12, 1934.
Class of 2014
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