Women’s Health in the Health Science Curriculum: An Interprofessional Collaborative Approach

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Women’s Health

• An evolving discipline
• Demands a lifespan and global approach
• Beyond reproductive health and biology
• Ultimate goal is to eliminate the disparities that negatively affect women
Seminal Reports Related to Women’s Health

• 1996 – Women’s Health in the Medical School Curriculum
• 1997 – Women’s Health in the Dental School Curriculum
• 2011 – Women’s Health in the Dental Curriculum 2011 Survey
ADEA Policy Statements

2012 Recommendations and Guidelines for Academic Dental Institutions

• Curriculum Content

  13. Women’s Health: Recognize women’s health and gender differences as an emerging science.
Women's Oral Health Paradigm for the New Millennium ©

- Patient and Family Centered Clinical Care
- Biologic and Reproductive Health
- Public and Environmental Health/Social Determinants
- Cultural Competency and Behavioral Science
- Bioethics and Professionalism
- Interprofessional Education
- Health Policy
- Health Literacy
- Integrative Medicine
- Community and Family Medicine

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Opportunities for Women’s Health Integration

Figure IV.1
Conceptual Approach to Interprofessional Women’s Health Content

Theoretical Perspectives affecting Women’s Health

• Social determinants affecting health: income, education, access to care and socioeconomic status.
• Cultural considerations (attitudes, social hierarchy, religion and familial relationships)
• Lifespan approach (entire lifetime)
### Stages of Awareness as an Indicator of Institutional Readiness for Interprofessional Sex and Gender Specific Women’s Health Education Table V.1 (HRSA, 2013 amended).

<table>
<thead>
<tr>
<th>Level of Awareness</th>
<th>Characteristics of Institution</th>
<th>Implemented at Howard University as of 2015</th>
</tr>
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</table>
| Basic Level        | • Does not include women’s health ed. focused solely on reproductive health  
                   • Interdisciplinary sex & gender-specific health programs within the institution’s health sciences schools/colleges. | Yes → courses: basic sciences, undergraduate, graduate & professional schools  
Yes → multiple disciplines & Women’s Health Faculty Partners and engaged faculty |
| Mid-Level Awareness | • Have expanded women’s health beyond reproduction  
                   • The curriculum includes sex & gender-specific health education incorporated into more than 50% of the degree curriculum.  
                   • When applicable, clinical women’s health education expands outside of the Obstetrics & Gynecology Department.  
                   • Designated NIH ORWH Women’s Health Center of Excellence (COE) or Clinical Center of Excellence (CCOE) | Yes → Gender-specific health education classes.  
Yes → Clinical Education beyond Obstet. & Gyn Dept.  
Yes → Mental Health, Ethics & Nutrition  
In progress |
### Stages of Awareness as an Indicator of Institutional Readiness for Interprofessional Sex and Gender Specific Women’s Health Education Table V.1 (HRSA, 2013 amended).

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| **High Awareness** | • Have integrated women’s health education throughout the 4-year curricula (when applicable) & into post-graduate training.  
• Curriculum includes an awareness of sex & gender as individual variables to be integrated throughout basic science and clinical content.  
• Apply for extramural funding | **In progress → IPE Simulation**  
**Yes → Healthcare Ethics Course**  
**In progress → The Women's Health Institute (WHI)**  
**Yes → Minority Dental Faculty Development Program (MDFDP)**  
• Supports IPE Program  
• Expand gender specific curricula |
# Common Barriers to IPE & Recommendations

<table>
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<tr>
<th>Barriers</th>
<th>Recommendations</th>
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<tbody>
<tr>
<td>Lack of time</td>
<td>• Allow time for planning, interdisciplinary learning and comprehensive faculty development beyond teaching and administrative roles.</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>• Continue high level institutional support (time and finances); use as a learning tool</td>
</tr>
</tbody>
</table>
| Lack of a conducive environment/motivation    | • High level administrative leadership should demonstrate the need for curriculum change  
|                                               | • Use of available institutional and community resources                       |
| Lack of skills/knowledge that drives insights and ideas | • Goals must be well defined and understood  
|                                               | • Faculty Development and Incentives                                           |
| Lack of understanding that everyone is innovative | • Include and recognize all faculty members, appropriate student groups and administrators as partners. |
| Team culture too focused on status quo        | • Focus on developing active learning and produce newly minted health care providers who are well prepared for the future |
# Common Content Areas in Women’s Health Across Health Professions

<table>
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<tr>
<th>Area</th>
<th>Sample Topics</th>
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<tbody>
<tr>
<td>Role of the Health Professional</td>
<td>• Ethics</td>
</tr>
<tr>
<td></td>
<td>• Interprofessional Education</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of Other Health Professions</td>
</tr>
<tr>
<td></td>
<td>• Patient-centered Decision-making</td>
</tr>
<tr>
<td></td>
<td>• Gender in Provider/patient communication</td>
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</table>
Women’s Health in the Health Sciences Curriculum

• **Course**: Introduction to Health Care Ethics
• **Goal**: To develop a cadre of healthcare professionals who discharge their professional duties with respect and consideration for each patient while working as an interdisciplinary team when resolving ethical issues.
  • One hour lecture
  • One hour small group learning sessions
  • Dentistry, Medicine, Allied Health, Nursing & Pharmacy
• **Case Study Review Focus**: Women’s Health across the Lifespan (Nutrition, Oral Systemic Health).
Student and Faculty Engagement

• Institute for Healthcare Improvement (IHI) Open School - Interprofessional Chapter at Howard University organized in 2013
  – Mission: To advance health care improvement and patient safety competencies in the next generation of healthcare providers nationwide
Active Interdisciplinary Learning

- Rotations with students from multiple disciplines: team approach
- Use of state-of-the-art simulation center and exercises
- Interdisciplinary Health Care Community service at Women’s Health Care Centers
- Case study review and presentation
- Small group facilitation
- Use of social media, software and technology
**State-of-the-Art Stimulation Center & IPE**

**Goal:** The focus of the center is to promote interprofessional education and promote patient safety through *simulation education*.

**How:**
- Replicates patient care encounters *with technology, manikins, virtual artificial models*, and standardized patients in a realistic environment.
- Teams include multidisciplinary faculty and students.

**Other resources:**
- Video game generation; high tech patient simulators with real time physiological responses; digital record of medical scenarios with analysis, and feedback.
Collective identity, training and experiences:

- **Promotes a supportive team approach** environment for group members and team-based interprofessional care delivery.
- **Builds and standardizes language, attitudes, skills, values and competencies** common and meaningful across the multiple professions.
- **Reduction in patient care errors** and **miscommunication** between health care providers and their patients.
- **Acknowledgment of and commitment to a shared responsibility** for the quality of patient care in the community.
Expanding Women’s Health Across the Curriculum

Mission

• The Women's Health Institute (WHI) at Howard University is dedicated to improving the health of women through the integration of education, research, prevention programs, and policies across the health sciences enterprise with a strategic focus on eliminating health disparities for women of color.
Student IPE Outcomes

• Encourages more active, critical thinking and self-directed learning
• Allows students to share, integrate and relate knowledge from multiple sources.
• Develop core awareness and competence in women’s health
IPE Patient Care Outcomes

- Encourages more active, critical thinking and self-directed learning
- Allows students and faculty to integrate and relate knowledge from multiple sources.
- Patient engagement is more dynamic, broader and collaborative in scope
- Patient care delivery is more effective and efficient
- Less errors, and repetition
Assess IPE in New Curriculum

• Accept that there will be setbacks

• Develop evaluation methods to determine outcomes for student and faculty learning

• Address and collaborate to analyze failures and successes in new curriculum
Women’s Health Science: A Life Span Approach
THANK YOU!
Literature Review

- Beyond the Crossroads: Change and Innovation in Dental Education. ADEA, 2009.
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