

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

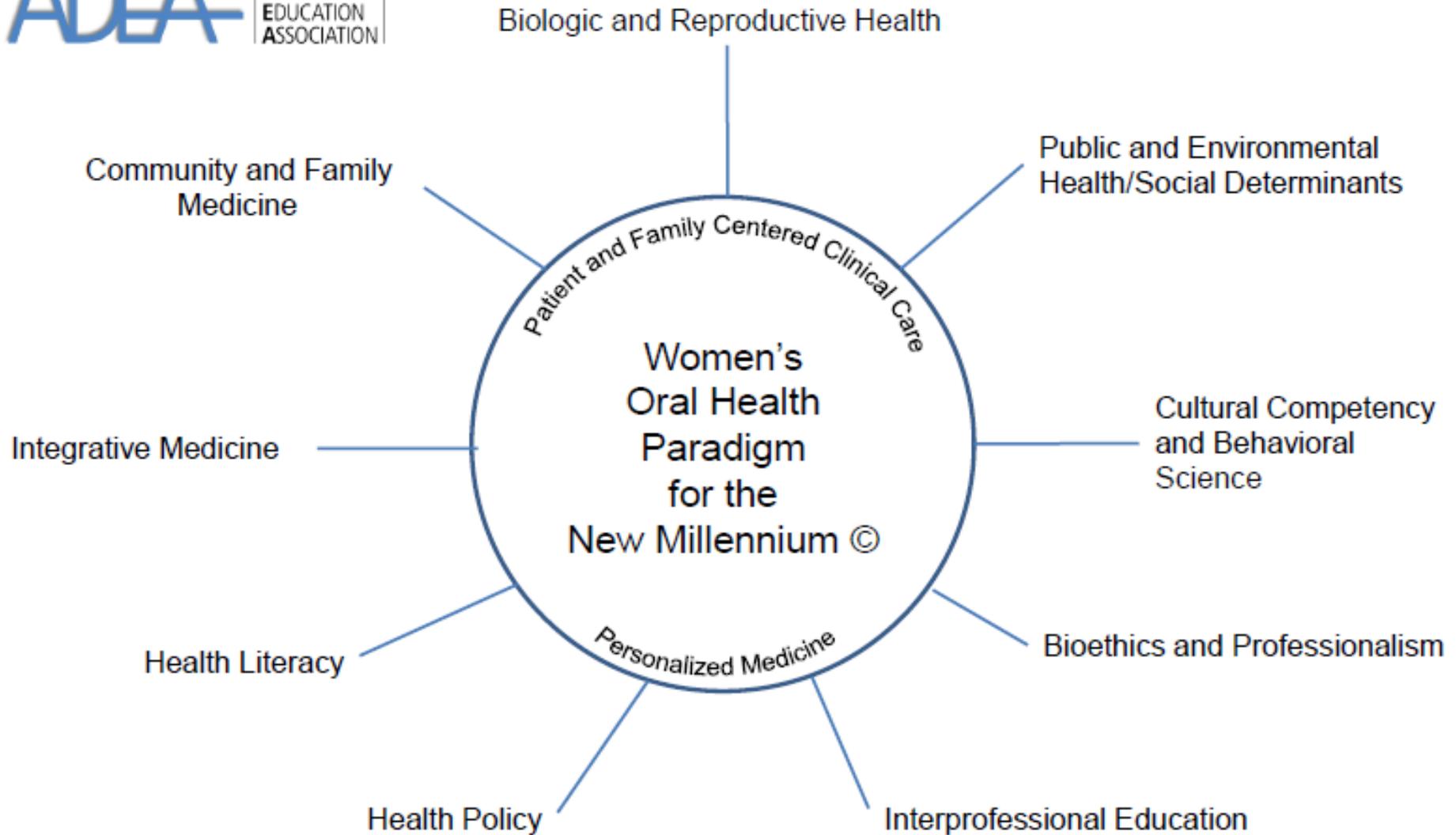
- 1996 – Women's Health in the Medical School Curriculum
- 1997 – Women's Health in the Dental School Curriculum
- 2011 – Women's Health in the Dental Curriculum 2011 Survey

ADEA Policy Statements

2012 Recommendations and Guidelines for Academic Dental Institutions

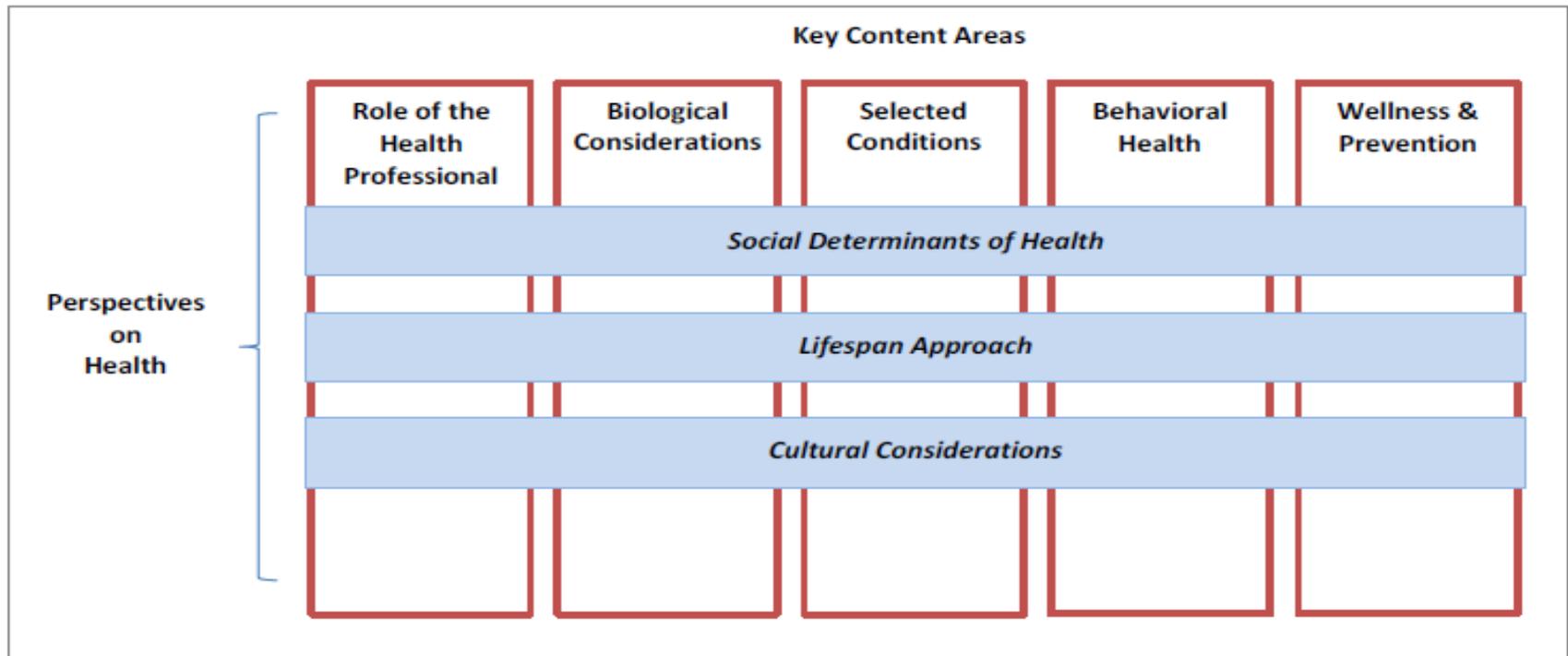
- Curriculum Content

13. Women's Health: Recognize women's health and gender differences as an emerging science.



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).

Level of Awareness	Characteristics of Institution	Implemented at Howard University as of 2015
Basic Level	<ul style="list-style-type: none"> • 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. 	<p><u>Yes</u> → courses: basic sciences, undergraduate , graduate & professional schools</p> <p><u>Yes</u> → multiple disciplines & Women’s Health Faculty Partners and engaged faculty</p>
Mid-Level Awareness	<ul style="list-style-type: none"> • 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) 	<p><u>Yes</u> → Gender-specific health education classes.</p> <p><u>Yes</u> → Clinical Education beyond Obstet. & Gyn Dept.</p> <p><u>Yes</u>→ Mental Health, Ethics & Nutrition</p> <p>In progress</p>

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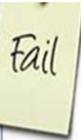
Level of Awareness	Characteristics of Institutions	Implemented at Howard University as of 2015
High Awareness	<ul style="list-style-type: none"> • Have integrated women's health education throughout the 4-year curricula (when applicable)& into post-graduate training. • Curriculum includes an awareness of sex & gender as individual variables to be integrated throughout basic science and clinical content. • Apply for extramural funding 	<p><u>In progress</u> → IPE Simulation <u>Yes</u> → Healthcare Ethics Course</p> <p><u>In progress</u> → The Women's Health Institute (WHI)</p> <p><u>Yes</u> → Minority Dental Faculty Development Program (MDFDP)</p> <ul style="list-style-type: none"> • Supports IPE Program • Expand gender specific curricula

Common Barriers to IPE & Recommendations



Lack of time

- Allow time for planning, interdisciplinary learning and comprehensive faculty development beyond teaching and administrative roles.



Fear of failure

- Continue high level institutional support (time and finances); use as a learning tool



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

Area	Sample Topics
Role of the Health Professional	<ul style="list-style-type: none">• Ethics• Interprofessional Education• Knowledge of Other Health Professions• Patient-centered Decision-making• Gender in Provider/patient communication

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:

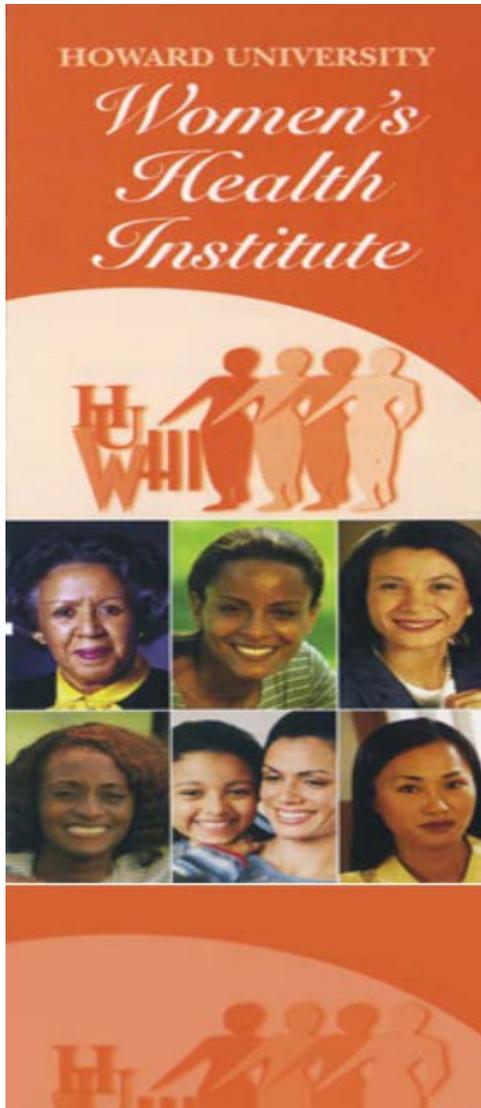
- Video game generation; high tech patient simulators with real time physiological responses; digital record of medical scenarios with analysis, and feedback.

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

- ADEA Policy Statements: Recommendations and Guidelines for Academic Dental Institutions. (With changes approved by the 2011 ADEA House of Delegates). Journal of Dental Education. Vol.76. Number 7.
- ADEA Women's Health The Evolving Science Symposium Working Group Report 2012 Richard W. Valachovic, D.M.D., M.P.H., Jeanne C. Sinkford, D.D.S., Ph.D., Joseph F. West M.Sc., Sc.D.
- Beyond the Crossroads: Change and Innovation in Dental Education. ADEA, 2009.
- Closing the Gaps in Women's Oral Care Education and research. Bulletin of Dental Education, Feb 3 2014.
- Core Competencies for Interprofessional Collaborative Practice. Recommendations of An Expert Panel, 2011. Sponsored by the Interprofessional Education Collaborative.
- Women's Health Curricula: Final Report on Expert Panel Recommendations for Interprofessional Collaboration across the Health Professions May, 2013. U.S. Department of Health and Human Services Health Resources and Services Administration Office of Women's Health.
- **Photos**
- <http://www.howard.edu/simcenter/cnt/about-us/tamara-owens.html>
- <http://www.bizjournals.com/washington/blog/2014/01/howard-launches-medical-simulation.html?page=all>
- <http://www.howard.edu/simcenter/images/images/csc-research.jpg>
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