Promoting Humanistic Culture in Dental Education

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Objectives

With regard to diversity, a multicultural environment and cultural competence within dental education, you will be able to:

• Define humanistic culture.
• Characterize humanistic learning environment.
• Describe programs and curricula to help create and sustain a humanistic culture and learning environment.

Historical Turning Point

  – RWJF Dental Pipeline Program
  – ADEA/W.K. Kellogg Access to Dental Careers
  – The California Endowment
  – A National Call to Action to Promote Oral Health
  – ADEA Commission on Change and Innovation in Dental Education (CCI)
What is Humanism?

**Humanism**

- Describes relationships between physicians and their patients that are **respectful** and **compassionate**.
- Is reflected in attitudes and behaviors that are sensitive to the values, autonomy, cultural and ethnic backgrounds of others.


**Humanistic Characteristics**

- Integrity
- Excellence
- Compassion
- Altruism
- Respect
- Empathy
- Service


**"I.E., C.A.R.E.S."**
“It is much more important to know what kind of person has a disease, than what kind of disease a person has.”

—Sir William Osler

Humanistic Environment

“A humanistic pedagogy inculcates respect, tolerance, understanding, and concern for others and is fostered by mentoring, advising and small group interaction.”

Commission on Dental Accreditation. Accreditation Standards for Dental Education Programs. (Implementation July 1, 2013)

CCI Principles: Humanistic Environment

- Critical Thinking
- Lifelong and Self-Directed Learning
- Humanistic Environment
- Scientific Discovery and the Integration of Knowledge
- Evidence-Based Oral Health Care
- Assessment
- Faculty Development
- The Health Care Team
- Diversity

“A humanistic environment establishes a context for the development of interpersonal skills necessary for learning for patient care, and for making meaningful contributions to the profession.”

**Humanistic Environment**

**Why is it important?**
- Model caring and enhance quality of care
- Enrich educational experiences
- Enhance mentoring opportunities and outcomes
- Improve access to healthcare
- Fulfill Accreditation Standards

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**Student Perspective**

“The humanistic model provides a positive environment that allows young dentists to focus on their schoolwork, grow as leaders, and learn the importance of organized dentistry and collaboration.”


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**Diversity**

“Cultural competence cannot be effectively acquired in a relatively homogeneous environment.”

Reference: CODA Accreditation Standards for Dental Education
Dimensions of Diversity

- Structural
- Curriculum
- Institutional Climate

Reference: Commission on Dental Accreditation: Accreditation Standards for Dental Education Programs. (Implementation July 1, 2013)

Structural Diversity

- Recruit diverse classes
- Diversify admissions committees
- Utilize holistic application review
- Foster welcoming environment
- Develop mentor/advising programs
- Provide support and access to counseling
- Offer financial aid/scholarships
Student Recruitment

"Coming from an underserved community, the program gave me the tools to achieve my goal of becoming a dentist that would have otherwise been impossible to achieve. It is for this reason I want to dedicate my professional career to serving those in need and giving back to my community."

Stephanie "then"...high school senior

"now"...Dr. Henderson, Class of 2012

Admissions

• Holistic File Review
• Diverse Committee
• Communications
  – Committee Mission Statement
  – Email/Web Presence
  – Offer Letter

University of Kentucky
Office of Institutional Diversity

http://www.uky.edu/diversity/
Curriculum Diversity (Classroom)

Student Orientation

• Create a sense of community among diverse incoming dental and dental hygiene students

• Raise awareness of getting prepared to treat diverse patients
  – Classroom-based sessions
  – Field trips

Reference:

Scenes from East Carolina University School of Dental Medicine Student Orientation Program
Professionalism Assembly

Students read pledge in unison and sign document individually.

First-Year Dental and Medical Student Diversity Forum

• Interprofessional Panel
• Case Studies
• Anonymous questions answered by panel
• The program helps students:
  1. learn about the University’s commitment to diversity, inclusiveness, and social justice
  2. identify biases, stereotypes and assumptions that are counterproductive to delivery of quality health care
  3. identify barriers and solutions to effective communication in diverse environments

White Coat Ceremony

• “Cloak of Compassion”
• Reaffirms commitment to professionalism
• Symbolizes dedication to quality patient care
Course Content

Preventive Dentistry Course
• 1st year Dental Curriculum
• “Culture and Preventive Attitudes & Practice”
• Goal
  – To discuss the relationship between cultural awareness and promotion to preventative attitudes and oral health practices
• Objectives
  – Define cultural competence and explain the rationale for cultural sensitivity in the oral health care setting
  – Understand the importance of effective cross-cultural communication in the oral health care environment
  – Understand barriers to optimal oral health for culturally diverse patient populations
  – Discuss culturally sensitive strategies to promote preventive attitudes and to improve oral health

Law & Ethics Course
• 3rd Year Dental Curriculum
• “Improving Access to Oral Health Care: Rationale and Basic Approaches”
• Objectives
  – Students have the opportunity to:
    1. Examine the rationale for enhancing cultural awareness in dental education
    2. Discuss barriers to quality oral health care
    3. Explore helpful solutions to improve access to oral health care
IMPEDIMENTS TO HUMANISTIC ENVIRONMENT (GENERALIZING AND STEREOTYPING)

STEREOTYPES
• Assumptions based on perceptions
• Learned early and difficult to unlearn
• Does not consider if assumptions are correct or incorrect
• Negative stereotypes are usually remembered (rather than positive ones)

Reference: Melissa Welch MD, MPH

Labeling
The purpose of this exercise is to have students examine stereotypes and generalizations in a fun, yet safe and serious environment.

QUESTIONS
What did you experience?
What did people say to you?
How did you feel about these comments?
Were you able to recognize your label?
Were you comfortable with it?
How might this relate to other experiences you have had?
Did you begin to act your label? Why?
How will you use this experience in the future?

Source: Ronald W. Botto, MD, PhD, Associate Professor, University of Kentucky College of Dentistry.
Communication

Senior Seminar

“Utilizing Interpreters to Enhance Cross-Language Communication in the Clinical Environment”

• Objectives
  – Underscore the relevance of effective cross-language communication to quality health care
  – Discuss interpreter selection and roles
  – Illustrate the use of interpreters in the clinical setting

Paul Glassman, DDS, MBA
University of the Pacific
Arthur A. Dugoni School of Dentistry

Communication Concepts

• Association
  Prior associations impact communication.

• Conscious vs. Unconscious Communication
  Much of communication is unconscious.

• Expectations

Senior Service Learning Program

Interprofessional Competency Domains
- Values/Ethics for Interprofessional Practice
  - Accept and embrace cultural diversity and individual differences
  - Recognize and respect unique cultures, values, roles/responsibilities and expertise
- Roles/Responsibilities for Collaborative Practice
  - Engage diverse health care professionals
- Interprofessional Communication
- Interprofessional Teamwork and Team-based Care

Senior Seminar
- Interprofessional Panel: “Our Changing Culture and Patient Care”
  - Attended by dental students and faculty
- Goal: To promote mutual understanding and respect toward people from other cultures and to provide essential tools that foster positive interactions.

Global Health Week

Interprofessional panel:

1) Increases awareness of diverse cultures in the global community
2) Identifies challenges and approaches to cross cultural health care
3) Prepares individuals to be more culturally proficient

Interprofessional Teaching & Learning

• Culture and Health Special Topics Course
  Course objectives
  – Increase interdisciplinary awareness about culture and health topics.
  – Examine the role of culture in health care and its multifaceted domains, comparing and contrasting different cultures.
  – Provide opportunity for development of skills necessary for culturally based health assessment, communication, and care.

Multidisciplinary UnSheltered Homeless Relief Outreach Of Morgantown (MUSHROOM)

• Interprofessional outreach to the homeless
• Alternating Thursday evenings
• Distribute oral health aids and other basic personal care items
• Discuss income-based and free-care clinics
Institutional Climate
(Interactional Diversity)

Communication

Building Blocks for Effective Communication

- Preparation
- Introduction
- Interview
  - Listen
  - Explain
  - Acknowledge
  - Recommend
  - Negotiate

The Learning Environment

“The teacher who is indeed wise, does not bid you to enter the house of his wisdom, but rather leads you to the threshold of your mind.”
- Kahlil Gibran

Vision

Leadership

MISSION

Sample Mission Statements

[Sample Mission Statements]
MISSION STATEMENT
IMPLEMENTATION AND TRANSLATION
INTO DAILY PRACTICE

Are we modeling/practicing what we teach?

Humanistic Environment

• “Beans with the Dean”
• Student representation on standing committees
• Student advisory board
• Student advising and mentoring
• Informal social opportunities
• Senior exit interviews

Faculty Development

“Alumni Perspectives: Promoting Careers in Dentistry for Ethnic Minority Students”

Faculty learn firsthand about issues uniquely affecting ethnic minority students.
Leadership

Benefits of a Humanistic Education: Student Perspective

“The humanistic model provides a positive environment that allows young dentists to focus on their schoolwork, grow as leaders, and learn the importance of organized dentistry and collaboration…”

“I write this article to encourage dental faculty, staff, and especially deans to consider taking a look at the environment at your school.”


Humanistic Environment

Examples from the University of Michigan School of Dentistry

• Hired a part-time counselor to help promote personal wellness among dental hygiene, DDS, and grad students

• Development Sessions
  – For students: Sleep Deprivation
  – For faculty: “Creating a positive Learning Environment”

• Assigned each student a faculty mentor

• Instituted “flex time,” which means that students have off one afternoon.

• Re-configured study spaces to provide mixtures of quiet spaces and collaborative spaces.
Student Leadership

• Curriculum Committee
• Diversity Task Force
• Admissions Committee
• Recruitment Committee
Tyler talks about his first mission trip to Africa

Dhari discusses his transition from Kuwait to the United States

Jennifer sings about her native country

BUILDING COMMUNITY

Student Mentoring

East Carolina University

- Big Brother/Big Sister Programs
- Advisor/Student Teams (1st year)
- Faculty/Student Mentor Pairs (2nd year)
- Student Mentoring in partnership with NC Dental Society
  - Optional, one-year renewable mentor dyads
  - Students select from list of dentist volunteers
  - Reception for mentor teams at state dental meeting
ECU Building Community

• Faculty meetings
• Staff meetings
• Combined faculty/staff meetings
• Faculty/staff monthly birthday celebrations
• Informal gatherings of women faculty and wives of male faculty

Endnotes

• Integrate diversity and cultural awareness into new faculty/staff/student orientation
• Engage diverse groups in holistic assessment
• Increase interprofessional programs
• Develop “best practices”
• Anchor humanistic culture to vision, mission, and strategic plan

CURA PERSONALIS

“Care for the Person”
Acknowledgement