Measuring Learning Environment & Humanistic Culture in Dental Schools

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Topics

- 2013 CODA must statements; 1-3, 1-4 & others
- Assessment of learning environment
- Assessment of humanistic culture

Focus on School Environment & Culture
<table>
<thead>
<tr>
<th>Std</th>
<th>Synopsis</th>
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<tbody>
<tr>
<td>1-3</td>
<td>Stated commitment to humanistic culture &amp; learning environment that is regularly evaluated</td>
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<td>1-4</td>
<td>Policy &amp; practices to achieve diversity among students, faculty &amp; staff Process to improve institutional climate for diversity</td>
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<td>2-16</td>
<td>Students demonstrate competency to manage diverse patients in multicultural environment Have interpersonal &amp; communication skills for success in multicultural work environment</td>
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<td>2-25</td>
<td>Provide community service learning and/or comm educ</td>
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<td>4-4</td>
<td>Recruit diverse student population (same)</td>
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**Contributors to Learning Environment**

- Students
- Teachers
- School's Problem Resolution Will
- School's Approach to Planning
- Support for Learning

**School's Approach to Planning**

- Workload / difficulty
- Structure of curriculum
- Types & frequency of assessment
- Clarity of expectations
- Teaching / learning methods
- Teaching quality
- Information consistency
- Faculty supportiveness
- Faculty role modeling
- Fun, excitement, energy
- Student proactivity
- Problem-solving will & outcome

Appraisal of Learning Environment
Jan 2012 Search: 66 instruments; 34 germane to HPE

Strong:
- Validated measures,
- Tangible data collection & analysis process, actions

Weak:
- Inferential, based on opinion or anecdotes,
  no tangible assessment process

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Learning Environment Assessments
Developed for Dental School

DSLES (Dental School Learning Environment Survey)
DREEM (Dundee Ready Education Environment Measure)
DES (Dental Environmental Stress Questionnaire)
Clinical Ed IQ (Clinical Education Instructional Quality)
CSWOT (Curriculum Strengths, Weaknesses, Opportunities & Threats)

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DSLES
Dental School Learning Environment Survey


55 Likert-Scale Items; 25 minues
7 Subscales:
- Emotional climate
- Flexibility
- Fostering breadth of interest
- Meaningful learning experience
- Organization
- Student interaction
- Supportiveness

**DREEM**
**Dundee Ready Education Environment Measure**


50 items; 5 sub-scales:
- Perceptions of learning
- Teachers
- Atmosphere
- Academic self-perception
- Social self-perception

Widely used; many citations

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**DES**
**Dental Environmental Stress Questionnaire**


38 items specific to dental education
- Academic performance
- Relationships with faculty
- Patient & clinic responsibilities
- Personal life issues
- Professional identity
- Financial obligations


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**Clinical Ed IQ**
**Clinical Education Instructional Quality**


54 Likert-Scale Items; 2 open-ended essay; 25 minutes

5 Subscales:
- Environment for learning
- Specific learning activities
- Student & instructor interaction
- Collaborative environment
- Overall strengths & limitations

**C-SWOT**
**Curriculum Strengths, Weaknesses, Opportunities and Threats**
Open-ended essay questions; time: variable

**Variation: “SWIPE”**
- Strong
- Weak
- Irritating
- Proposals for enhancement
- Environmental Essay


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**Longitudinal Assessment**
Tracking Data
Analysis Process
Tangible Actions

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**“Putting It All Together”**
**Strong Learning Environment Assessment**


End-of-Year Surveys
Senior Exit Survey
DREEM
ClinEd IQ
Standardized Instruments
Focus Groups
Other Learning Environment Data & Best Practices for 2013 Std 1-3 & 2-7

- Students’ course evals
- Faculty review of courses
- Senior exit interviews
- Alumni survey
- Course liaison system & debriefings
- Class officer meetings
- Students on committees
- Dynamic advisor system

- Student - Faculty Relations Committee
- Ombudsman Process

Stated & Consistent Remediation Policies & Practices

CULTURAL COMPETENCE in health care describes the ability of systems to provide care to patients with diverse values, beliefs and behaviors, including tailored delivery to meet patient’s social, cultural and linguistic needs. (Betancourt, Green, et al., 2002)

HRSA ADVISORY COMMITTEE ON TRAINING IN PRIMARY CARE MEDICINE AND DENTISTRY. TRAINING CULTURALLY COMPETENT PRIMARY CARE PROFESSIONALS TO PROVIDE HIGH QUALITY HEALTHCARE FOR ALL AMERICANS. 2003.
Auditing Institutional Cultural Competency

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<th>Instrument</th>
<th>Setting</th>
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Conducting a Cultural Competence Self Assessment

- SUNY Downstate Medical Center
- Beth Israel Deaconess Medical Center
- Massachusetts Institute of Technology
  - Public Health Foundation
  - Hendricson@uthscsa.edu

“Strong” Humanistic Learning Environment Assessment

- Annual Data Collection
- Analysis Process
- Tangible Follow-Up Actions

School Surveys

- End-of-Year Surveys
- Senior Exit Survey

DREEM ClinEd IQ

Standardized Instruments

Student Diversity Climate Focus Group

UT Health Science Center