Dental Education’s Role in Interprofessional Education (IPE)

Richard W. Valachovic D.M.D., M.P.H.
ADEA President and CEO
A Preliminary Survey of Interprofessional Education


Abstract: The purpose of this article is to review the literature on interprofessional education (IPE) and report on a preliminary survey of the current status of interprofessional education in seven academic health centers (AHCs) that have schools of dentistry associated with them. There is wide variability in interpretation of the term “interprofessional,” and many barriers to interprofessional education exist including already overcrowded curricula in health professions schools, lack of support from faculty and administration, and financial constraints. Based on interviews completed at the authors’ home institutions, it was recommended that topics such as ethics, communication skills, evidence-based practice, and informatics could be effectively taught in an interprofessional manner. Currently, some academic health centers are attempting to develop interprofessional education programs, but most of these efforts do not include dental students. Of the seven AHCs investigated in this study, only two had formal interprofessional educational activities that involved students from two or more health professions education programs. Dental school participants in this study professed a strong interest in interprofessional programs, but many interviewees from other professional schools and AHC administrators perceived that the dental school was isolated from other schools and disinterested in IPE. Many health care setting models in the future will include dentists as part of an interdisciplinary health care team; consequently, it is important for dental schools to become an active participant in future interprofessional educational initiatives.

• Interviews of leaders from seven U.S. academic health centers

• Conclusions
  • Minimal formal IPE activities at dental institutions
  • Insufficient communication between university and dental school leadership
  • Designated person necessary for IPE success
Association Report

Interprofessional Education in U.S. and Canadian Dental Schools: An ADEA Team Study Group Report


Abstract: The state of interprofessional education (IPE) in U.S. and Canadian dental schools was studied by the American Dental Education Association (ADEA) Team Study Group on Interprofessional Education. The study group reviewed the pertinent IPE literature, examined IPE competencies for dental students, surveyed U.S. and Canadian dental schools to determine the current and planned status of IPE activities, and identified best practices. Members of the study group prepared case studies of the exemplary IPE programs of six dental schools, based on information provided by those schools; representatives from each school then reviewed and approved its case study. Six reviewers critiqued a draft of the study group’s report, and study group members and reviewers met together to provide recommendations for schools. This report identifies four domains of competency for student...
86% Response Rate

Medicine and Nursing most frequent collaborators

Most collaborations were volunteer-type activities

Lack of formal assessment of IPE

Leadership was essential for initiating and sustaining programs
2014 ADEA Dental Institutions IPE Survey

Conducted July 2014

97% Response Rate

Modified from an existing AAMC IPE Survey Instrument
2014 ADEA Dental Institutions IPE Survey

RESULTS
Do You Offer IPE Experiences?

- **58%** Yes, as a formal university-led and promoted program.
- **32%** Yes, not as a formal university program.
- **10%** No, but in planning/development stage.
- **0%** No, it was once considered but not implemented.
- **0%** No, not being considered at this time.
Do You Offer IPE Experiences?

Public Dental Schools

- Yes, as a formal university-led and promoted program: 68%
- Yes, not as a formal university program: 24%
- No, but in planning/development stage: 8%
- No, it was once considered but not implemented: 0%
- No, not being considered at this time: 0%

American Dental Education Association
Do You Offer IPE Experiences?

Private Dental Schools

- Yes, as a formal university-led and promoted program: 44%
- Yes, not as a formal university program: 44%
- No, but in planning/development stage: 12%
- No, it was once considered but not implemented: 0%
- No, not being considered at this time: 0%
IPE Program Type

- Required: 61%
- Elective: 23%
- Extracurricular: 34%
Responsible Administrative Unit

- An interprofessional curriculum committee: 32%
- A university-based office: 11%
- Provost/Chancellor office: 7%
- Specific college: 16%
- Other: 35%
Funding for IPE Activities

All Schools

- Yes: 29%
- No: 71%

Publics vs. Privates

- Yes:
  - Publics: 41%
  - Privates: 59%
- No:
  - Publics: 9%
  - Privates: 91%
Dental Student Year of IPE Participation

D1: 32
D2: 34
D3: 44
D4: 38
Other Professional Schools Collaborating with Dentistry

- Nursing
- Medicine
- Pharmacy
- Public Health
- Social Work
- Osteopathic Medicine
Key IPE Experiences

- Small group exercise
- Community service/service learning
- Case-based discussion
- Lecture presentation
- Shared clinical duties
- Simulation exercise
- Standardized patient exercise
IPE Experience Content Focus Areas

- Roles/responsibilities
- Team skills
- Community health
- Patient safety/error reduction
- Ethics
- Preventative health
- Biomedical science discipline
- Nutrition
- Substance abuse
Assessing Students’ IPE Experiences

- Reflective writing
- Small group participation
- Group project
- Surveys
- Simulation exercise
- Standardized patient exercise
- Peer assessment
- Written exam
- No assessment at this time
- Oral exam
- OSCE

0 5 10 15 20 25 30 35
IPE Faculty Development

- Yes, provided by the university: 17
- Yes, provided by the dental school: 14
- Yes, provided by another professional school: 11
- No: 24
Major Challenges to IPE

- Academic calendars and schedule
- Funding Limitations
- Lack of classroom space
- Limited participation from other professions
- Comparable readiness of students
- Lack of institutional support
Conclusions
90% of dental institutions offer IPE programming in their curriculum.

60% of those programs are mandatory.

68% of dental schools had a formal designated IPE position or point person.
Management of IPE programs varies from centralized to diffuse

Wide variety of collaborations between dental and other health professions

Majority of IPE content areas encompass the IPEC core competencies
Implications
2014 ADEA Dental Institutions IPE Survey

Implications

Investment in faculty development is essential

More experiential opportunities for students are indicated

Assessment should move from qualitative to competencies

Leadership should address issues regarding logistics and funding
2014 ADEA Dental Institutions IPE Survey

Examples
2014 ADEA Dental Institutions IPE Survey

Midwestern University College of Dental Medicine-Illinois

Type: Private
Year Opened: 2011
Total Enrollment: 520

“Curricular Innovation”
Midwestern: “Curricular Innovation”

- **DMD – Year 4**
  - Grand Rounds
  - Dental Medicine
  - Osteopathic Medicine
  - Pharmacy
  - Occupational therapy

- **DMD – Year 3**
  - Head and Neck Diagnosis–Dental Medicine and OMM

- **DMD – Year 2**
  - Clinical Integration Course

- **DMD – Year 1**
  - IPE 1-Core
  - IPE 2-HealthCare Communications
Medical University of South Carolina
James B. Edwards College of Dental Medicine

Type: Public
Year Opened: 1967
Total Enrollment: 286

“An Embedded Culture”
MUSC: “An Embedded Culture”

Early adopter of Interprofessional culture – celebrating nine years of “IPE Day.”

*Transforming Healthcare for the Future*: entry level foundational course for all health professional students. *Mapped to the University’s Strategic Plan.*
Cares Clinic: is a student-run, free evening medical clinic for underserved and uninsured patients in the Charleston area.

IPE activities are a component of advancement across each level of promotion for faculty advancement and tenure.
University of the Pacific School
Arthur A. Dugoni School of Dentistry

Type: Private
Year Opened: 1896
Total Enrollment: 423

“Navigating the Distance”
Prompted by new accreditation standards, UOP initiated the formation of the IPE Standing Committee (Dentistry/Hygiene, Pharmacy, Nursing, Medicine + Student member).

New programming will begin this Fall 2014 and be fully integrated over the next 1-2 years.

• Dental and Pharmacy Students: virtual classes and real time clinical experiences

• Medical Students will rotate with through the Dental specialty clinics.

• 5 week course in oral pathology has been dedicated for IPE didactic/simulation cases in preparation for clinical rotations with Pharmacy and Nursing.
Dugoni Pacific: “Navigating the Distance”
Rutgers School of Dental Medicine

Type: Public
Year Opened: 1956
Total Enrollment: 407

“A Climate for Collaboration”
2014 ADEA Dental Institutions IPE Survey Exemplars Rutgers: “A Climate for Collaboration”

Strong and committed leadership is critical to success

IPE Council meets monthly; redoing strategic plan to fit with IPE

University-wide IPE assessment survey: strength is faculty and student enthusiasm
With no budget, each school donated funds while faculty and students gave their free time.

Invitation from the School of Medicine to participate in case conferences and to co-create IPE cases.

IPE Faculty practice is planned.
2014 ADEA Dental Institutions IPE Survey

**Lessons**

Strong and public commitment from leadership at all levels

Robust faculty engagement and development programming

Develop working relationship with parent institution
Funding is beneficial but not essential

Collaborate with other dental schools to share and develop best practices
If you have a formal University-led program…

Focus on assessment and publish results

If you have various informal experiences…

Strengthen Leadership at University and Institutional levels
2014 ADEA Dental Institutions IPE Survey Lessons

- Designate an IPE point person
- Consider your nearest health professional institution
- Pursue professional development opportunities
- “Start somewhere. Start small. Just start.”
THIS MORNING I SPENT AN HOUR ON THE BIKE.

TOMORROW I INTEND TO START PEDALING.