

# IMPLEMENTING THE READY-TO-USE AAPHD DENTAL PUBLIC HEALTH CURRICULUM FOR PRE-DOCTORAL DENTAL AND DENTAL HYGIENE STUDENTS

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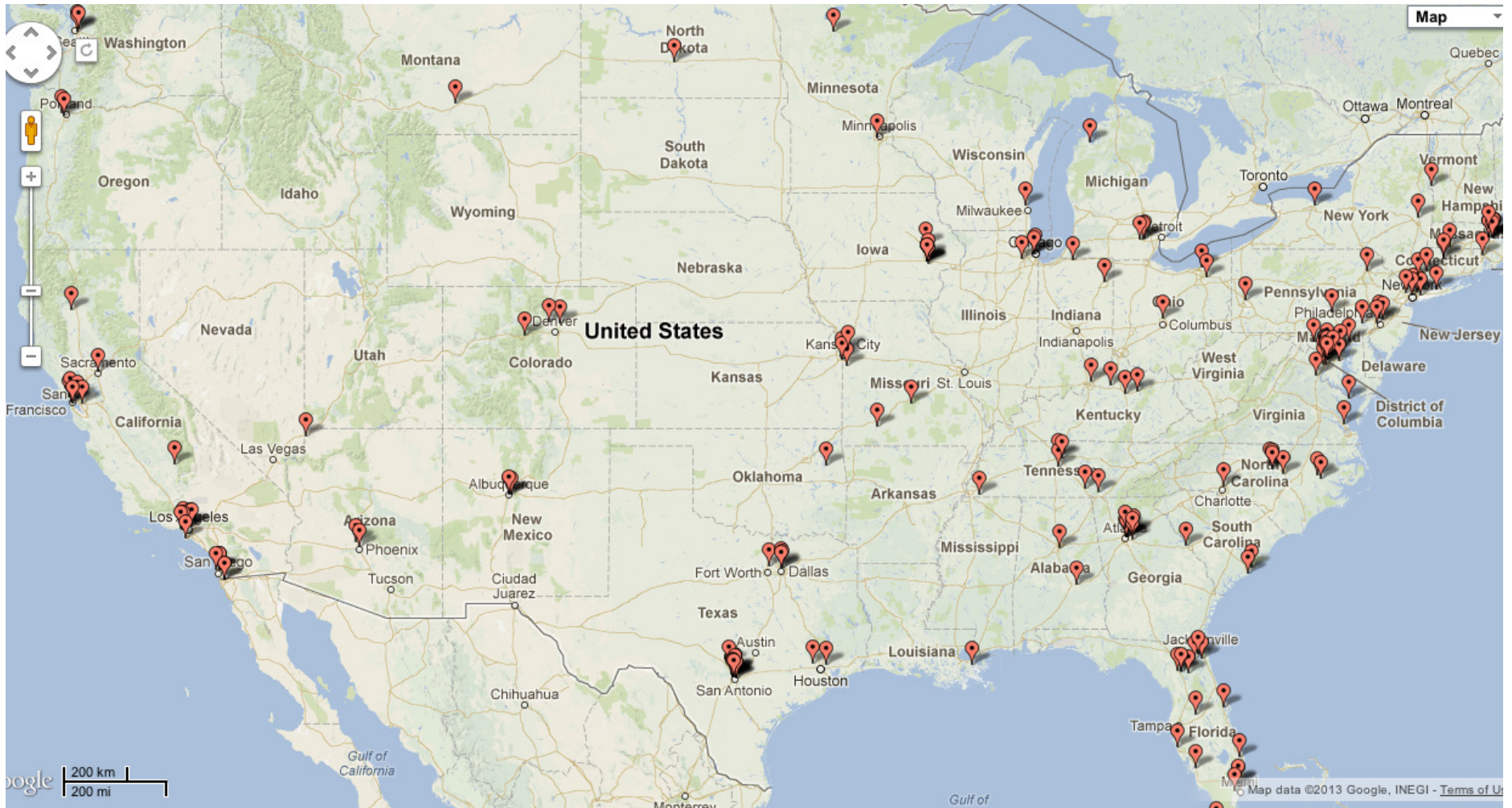
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# Background

- **In 2010, Proposal to HRSA with an intent that every dental and dental hygiene school would have the potential to provide appropriate curriculum on DPH.**
- **The rationale was that:**
  - 1. There was a paucity of trained DPH experts to teach in every school, and**
  - 2. The US needs a competent oral health work force to meet the needs of the public and can respond to the unmet needs and challenges of providing population-based approaches to preventing and treating oral diseases.**

# Location of DPH Diplomats



# Objectives for the Project

- I. Develop a set of core dental public health **competencies** for pre-doctoral dental and dental hygiene education.
- II. Develop a model **curriculum** based on the previously determined core competencies for pre-doctoral dental and dental hygiene students.
- III. Conduct **pilot programs** to test the curriculum at dental and dental hygiene schools.
- IV. Establish, through AAPHD, a **Speaker's Bureau** who can provide training on the model pre-doctoral DPH curriculum to dental and dental hygiene educational institutions throughout the United States.

Addressed several Health People 2010 Objectives – 1-7, 23-8, 23-9

# Progress To-date .....

**I. Develop a set of core dental public health competencies for pre-doctoral dental and dental hygiene education.**

- **Developed a set of 8 core DPH competencies**
- **Identified 23 DPH themes**
- **Consolidation into 6 module content areas**

# Progress To-date .....

## II. Develop model curriculum for pre-doctoral dental and dental hygiene education.

- Creation of syllabi, learning objectives, slides, instructor guides, and student activities for the approved six curriculum modules:
  - **Principles of Dental Public Health**
  - **Evidence Based Dentistry**
  - **DPH Ethics**
  - **Policy and Advocacy**
  - **Prevention and Oral Health Promotion**
  - **Health literacy and Communication.**

# Progress To-date .....

- **IV. Establish, through AAPHD, a Speaker's Bureau of instructors who can provide training on the model pre-doctoral dental public health curriculum to educational institutions throughout the United States.**
- Surveyed AAPHD membership (n=540) to ask if willing to participate in Speaker's Bureau

<b>Willingness</b>	<b>% (n=126)</b>
Yes, only at dental schools	8% (n=10)
Yes, only at dental hygiene schools	3% (n=4)
Both	79% (n=99)
Not willing	10% (n=13)



# TODAY'S PURPOSE

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To present novel ways we've proposed to develop, update, or enhance school curriculum using a ready-to-use DPH curriculum for pre-doctoral dental and dental hygiene programs.



# Principles in Dental Public Health

**Introduction to DPH**

**Population Based Strategies**

**Oral Health Disparities**

**Access to care and utilization of dental services**

**Dental Care Delivery systems**

**Dental Workforce Models**

**Student activity/take home**

**Student activity/take home**

**Student activity/take home**

# Student Activity Example - EBD

## Searching the Evidence (Activity Steps)

1. Students have exposure to dental issues of interest in early lectures and clinical experiences (assisting in patient clinic).
2. DPH/EBD faculty have students send treatment or science background questions they come across in these experiences
3. Some of these questions are selected for lit review activity
4. Students come to computer session a week or so after question submission
5. Students are oriented to the computer search activity
6. Students search evidence resources on selected questions
7. Each question is discussed before and after they search.
8. Search strategies are discussed and resource features highlighted after students have had a chance to explore/search the resources themselves during the session

## Expanded Implementation Strategies: Original Implementation Plans of Project

- Develop new curriculum that may be used in a DS or RDH program by a new, experienced, or visiting instructor
- Update existing in-class curriculum using selected individual lectures, student activities and instructor guides
- Expand existing curriculum using selected lectures or student activities

## And Challenges in the Dental Education Environment .....

- Reducing DPH curriculum at Dental Schools due to impacted curriculum
- Integration of curriculum into tracks that separates the curriculum topics from the specialty
- Elimination of DPH faculty positions
- Reassignment of DPH courses/topics to general dentists who lack specialty training
- Emphasis on ‘community dentistry’ as an alternative place to provide general dentistry to patients but de-emphasis on population-based approaches to improve oral health.

# Progress To-date for what seemed simple....

## 3. Conduct pilot programs to test the curriculum at dental and dental hygiene schools.

Pilot test lectures, modules or activities (In progress)-

- Nova Southeastern University College of Dental Medicine
    - Public Health Course – Population Based Health Strategies, Oral Health Disparities and Dental Care Delivery Systems
    - Evidence Based Dentistry – Study Designs
  - Creighton University School of Dentistry
    - To be tested next month - Ethics
  - UCLA School of Dentistry
    - To be tested next month – Health Literacy
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- **Needed some new forms of engagement**

## Expanded Implementation Strategies:

### Additional Implementation Options

- Create an online course for all or a portion of the DPH curriculum to augment or accommodate school student rotations
- Develop a DPH selective available to students participating in DS programs or through AAPHD Student Chapters.
- Develop a degree completion program for dental hygiene students.
- Enhance the educational program of dental residents of many specialties (but especially pediatric dentistry).
- Offer to Schools of Public Health for Interprofessional education.

# Student Certificate in DPH

Goal: to design and implement a certificate program in (Community and) Dental Public Health to make available to dental schools or to the AAPHD Student Chapters.

Step 1: Survey dental student interest

Step 2: What is the value of the certificate?

Step 3: What are successful outcomes of offering a certificate in (Community and) Public Health Dentistry?

## Goals of the expanded Aims

- Increase the dental public health awareness, knowledge and skills of dental and hygiene students nationally.
- Increase the dental public health awareness, knowledge and skills of dental and hygiene faculty nationally.
- Market directly to DS and DHS students opportunities to learn about DPH specialty
- Maintain the national health professional awareness of DPH as a specialty.



## Competency Matrix

Proposed Pre-doctoral DPH Competencies	DDS CODA Must be competent to:	DH CODA Must be competent to:
<p>Incorporate ethical reasoning and actions in oral health care</p> <p>Synthesize, critique, and apply information from scientific and lay sources to improve the public's oral health</p> <p>Describe social and health care systems and determinants of health and their impact on the oral health of the individual and population</p> <p>Assess risk and select preventive interventions and strategies to promote health and control oral diseases at the individual and population level.</p> <p>Demonstrate the ability to access and use population health data for health promotion, patient care, and quality improvement.</p> <p>Communicate and collaborate with all stakeholders, to advocate for oral and general health</p> <p>Develop a capacity for lifelong learning and professional growth in order to provide leadership in utilizing the principles of dental public health</p> <p>Demonstrate the ability to participate in interdisciplinary care across the lifespan with people from diverse communities and cultures</p>	<p>use critical thinking and problem-solving, including their use in the comprehensive care of patients, scientific inquiry and research methodology (2-9)</p> <p>Demonstrate the ability to self-assess, including the development of professional competencies and the demonstration of prof. values and capacities associated with self-directed, lifelong learning (2-10)</p> <p>Understand the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment and prognosis of oral and oral-related disorders (2-13)</p> <p>Apply biomedical science knowledge in the delivery of patient care (2-14)</p> <p>Apply fundamental principles of behavioral sciences as they pertain to patient-centered approached for promoting, improving and maintaining oral health (2-15)</p> <p>Manage a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment (2-16)</p> <p>Apply basic principles and philosophies of practice management, models of oral health care delivery, and how to function successfully as the leader of the oral health care team (2-18)</p> <p>Communicate and collaborate with other members of the health care team to facilitate the provision of health care (2-19)</p> <p>Principles of ethical decision making and professional responsibility (2-20)</p> <p>Access, critically appraise, apply and communicate scientific and lay literature to providing evidence-based patient care (2-21)</p> <p>Provide oral health care within the scope of general dentistry to patients in all stages of life (2-22)</p> <p>Provide OH care within the scope of general dentistry, as defined by the school (2-23)</p> <p>Assess treatment needs of patients with special needs (2-24)</p> <p>Dental education programs must make available opportunities and encourage students to engage in service learning experiences and/or community-based learning experiences (2-25)</p>	<p>Provide dental hygiene care for the child, adolescent, adult and geriatric patient (2-16)</p> <p>Assess the treatment needs of patients with special needs (2-16)</p> <p>Provide the dental hygiene process of care (2-17)</p> <p>Demonstrate interpersonal and communication skills to effectively interact with diverse population groups (2-19)</p> <p>Assess, plan, implement and evaluate community-based OH programs including, health promotion and disease prevention activities (2-20)</p> <p>Apply ethical, legal and regulatory concepts to the provision and/or support of oral health care services (2-22)</p> <p>Apply self-assessment skills to prepare them for life-long learning (2-23)</p> <p>Evaluate current scientific literature (2-24)</p> <p>Develop problem solving strategies related to comprehensive patient care management (2-25)</p>

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