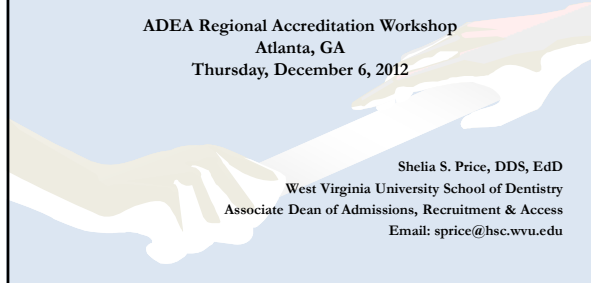# Promoting Humanistic Culture in Dental Education

ADEA Regional Accreditation Workshop
Atlanta, GA
Thursday, December 6, 2012

Shelia S. Price, DDS, EdD
West Virginia University School of Dentistry
**Associate Dean of Admissions, Recruitment & Access**
Email: sprice@hsc.wvu.edu

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.
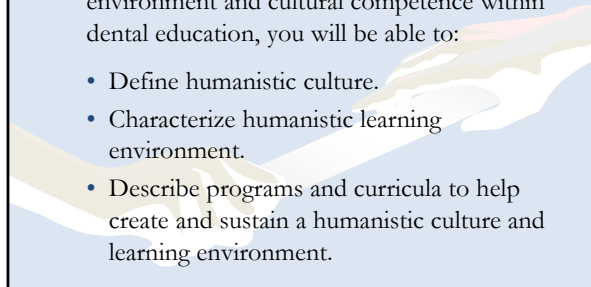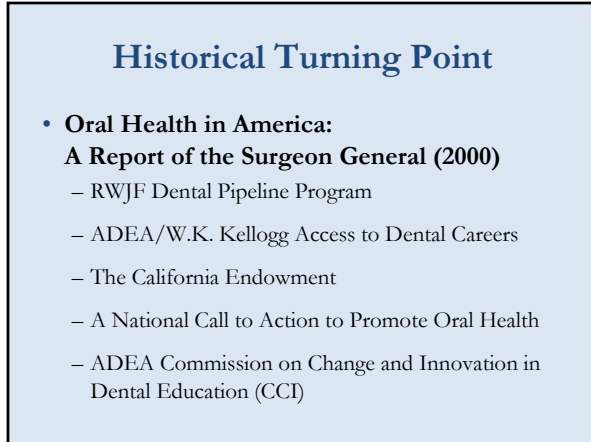

Historical Turning Point

- **Oral Health in America:**
  A Report of the Surgeon General (2000)
    - 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?

Relationships

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.

Reference: The Arnold P. Gold Foundation, Gold Humanism Honor Society, http://humanism-in-medicine.org/index.php/aboutus/what_is_humanism_in_medicine

Humanistic Characteristics

- **I**ntegrity
- **E**xcellence
- **C**ompassion
- **A**ltruism
- **R**espect
- **E**mpathy
- **S**ervice

"I.E., C.A.R.E.S."

Reference: The Arnold P. Gold Foundation, Gold Humanism Honor Society, http://humanism-in-medicine.org/index.php/aboutus/what_is_humanism_in_medicine

> "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*

1849-1919

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."

The dental education environment. ADEA Commission on Change and Innovation in Dental Education. J Dent Educ. 2006;70(12):1265-1270.

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Humanistic Environment

Why is it important?

- Model caring and enhance quality of care
- Enrich educational experiences
- Enhance mentoring opportunities and outcomes
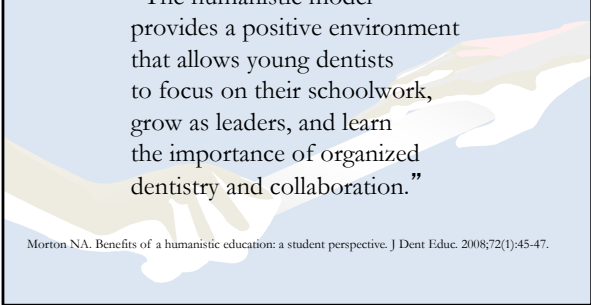- Improve access to healthcare
- Fulfill Accreditation Standards

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."

Morton NA. Benefits of a humanistic education: a student perspective. J Dent Educ. 2008;72(1):45-47.

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)

ADEA Regional Accreditation Workshop
February 7, 2012

Promoting and Assessing Humanistic Culture and Learning Environment in Dental School

Readiness Self-Assessment of Dimensions of Diversity in 2013 CODA Standards

Dimensions of Diversity	Rate level of preparedness (Scale 1-3) 1=Unprepared 2=Prepared 3=Well prepared	To what degree and how are these dimensions exemplified? [Scale 1-5] 1=Poor; 2=Fair; 3=Good; 4=Very Good; 5=Excellent	What are the challenges to achieving these dimensions?	What are potential solutions to the identified challenges or barriers?
Structural				
Curriculum				
Institutional Climate				

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

Stephanie "then"…high school senior

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

Stephanie "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)
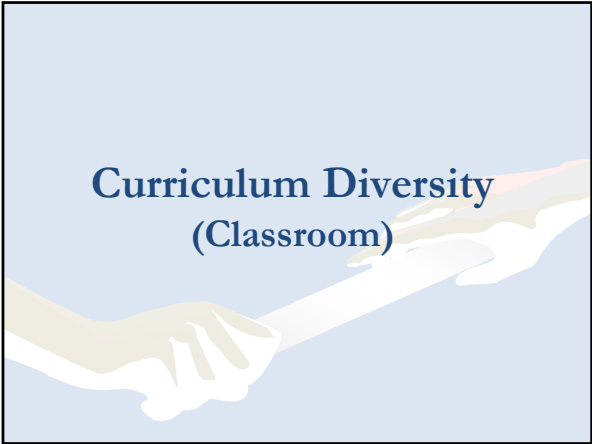
Student Orientation

- 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:
2010 ADEA Annual Session: Poster Abstracts. 290 **Building Community in Times of Diversity: Fieldtrips During Dental and Dental Hygiene Orientations** Kenneth B. May, University of Michigan; Marilyn W. Woolfolk, University of Michigan; Marita R. Inglehart, University of Michigan. J Dent Educ 2010; 74(2):149-210.

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

Professionalism Assembly
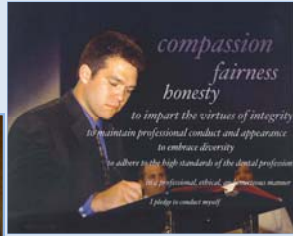
Students read pledge in unison and sign document individually.

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

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.

DeBiase, C.B., Price, S. S. Raising Cultural Awareness through
Interprofessional Engagement. (Poster #570): J. Dent. Educ. 2012, 76:2.

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

Senior Service Learning Program

Kelly A. Gould, RDH, MA, Course Director
Creighton University School of Dentistry

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

Reference: Gardenswartz, L., Rowe, A. Managing Diversity in Health Care. Jossey-Bass Publishers. San Francisco, 1998.

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

Kapok Tree
Ceiba pentandra

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."

Morton NA. Benefits of a humanistic education: a student perspective. J Dent Educ. 2008;72(1):45-47.

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.

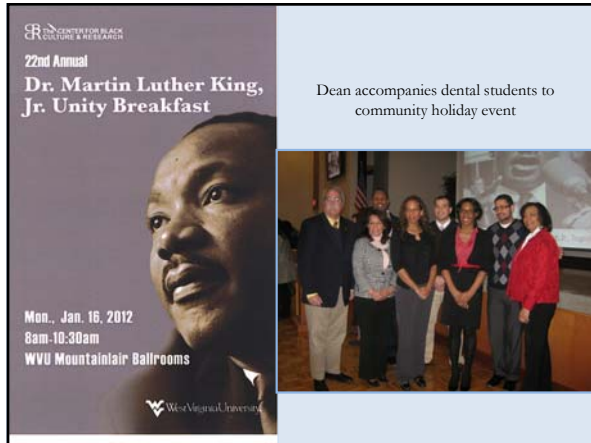- Re-configured study spaces to provide mixtures of quiet spaces and collaborative spaces.

THE CENTER FOR BLACK CULTURE & RESEARCH

22nd Annual
Dr. Martin Luther King, Jr. Unity Breakfast

Dean accompanies dental students to community holiday event

Mon., Jan. 16, 2012
8am-10:30am
WVU Mountainlair Ballrooms

West Virginia University

Student Leadership

- Curriculum Committee

- Diversity Task Force

- Admissions Committee

- Recruitment Committee

2012 Student Ambassador Program

- 2012 Student Ambassador Program Saturday, 10/20/12, Hilton San Francisco Hotel, San Francisco, CA
- In conjunction with the ADA Annual Session
- Highlighting model student –initiated outreach and recruitment efforts
- Furthering collaborations with Admission Offices, Prehealth Advisors and others

Sponsored by the ADA Career Guidance and Diversity Activities Committee with representatives from the ADEA, ASDA, HDA, NAAHP, NDA, SAID, student groups and others.

Special thanks to the American Dental Education Association for generous support of the 2012 program

ADA American Dental Association®

Celebrating Diversity
A global Journey with Student Voices in the School of Dentistry

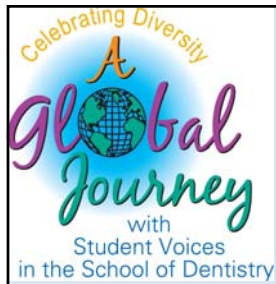## Diversity Week

- Showcase students' diverse talents

- Learn about international customs through music, dance, and pictorial descriptions of countries represented in the student body.

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.

Global Health Week

Cultural Intelligence in Healthcare: Student and Resident Perspectives

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

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
Teaching Cross-Cultural Competence in
Health Care, 2003.
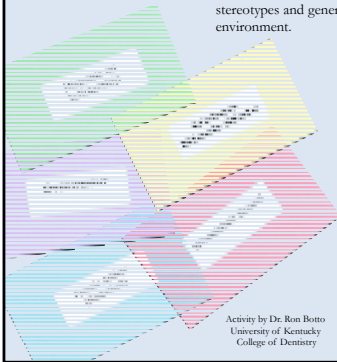

Labeling

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?

Activity by Dr. Ron Botto
University of Kentucky
College of Dentistry

Communication

Communication Concepts

- **Association**

  Prior associations impact communication.

- **Conscious vs. Unconscious Communication**

  Much of communication is unconscious.

- **Expectations**

Reference: R. Kohls and J. Knight. Developing Intercultural Awareness A Cross-Cultural Training Handbook, 2nd edition, page 59-61.

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

- Anchor humanistic culture to strategic plan, mission, and vision
- Integrate into new faculty/staff/student orientation
- Engage diverse groups in holistic assessment
- Increase interprofessional programs
- Look to parent institution guidelines (Dentistry has opportunity to lead)
- Develop "best practices"

CURA PERSONALIS

"Care for the Person"

Acknowledgement