Transforming Dental Hygiene Education: New Curricular Domains and Models

2015 ADEA Annual Session
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Panel Members: Ann Battrell, MSDH
Susan Kass, RDH, EdD
Rebecca Stolberg, RDH, BS, MSDH
Pamela Steinbach, RN, MS
Pilot Programs
Pilot Programs

- Rebecca Stolberg, RDH, BS, MSDH; Eastern Washington University
- JoAnn Gurenlian, RDH, PhD; Idaho State University
- Christine Nathe, RDH, MS; University of New Mexico
- Kim Bray, RDH, MSDH; University of Missouri-Kansas City
- Kathi Shepherd, RDH, MS; University of Detroit Mercy
- Susan Kass, RDH, EdD; Miami Dade College
- Sheila Bannister, RDH, Med; Vermont Technical College
The Future of Dental Hygiene: Think Differently
Curricular Model Presentations

- **Dental Hygiene Associate’s Program**
  Susan Kass, *Miami Dade College*

- **Dental Hygiene Practitioner Program**
  Rebecca Stolberg, *Eastern Washington University*
Current Description of the Program

- The current program is traditional in nature: strong clinic based with emphasis on employment in a private practice setting.

- Although the program is VERY community minded throughout the two years, the message is more directed towards “giving back” rather than employment.
Demographics

- Very diverse student population
  - Multi-cultural (14 countries represented)
  - 10% male
  - Large class size (50 per year)
  - Often first in family to attend College
  - Single parents
  - Works full or part time
- Very diverse full-time faculty
  - 3 black males, 3 Hispanic females, 1 black female
IT’S TIME TO CHANGE
If not now…when??

- New workforce models are being developed (Yes, even in Florida!)
- Moving towards a 2 + 2 program
- Need to meet changes in healthcare
- Need to meet community needs
- Job market is suffering
Curricular Change?? Oh No!

- Not mandated...not to be feared
  - Change is good!
    • Many of us remember tackle boxes, wearing caps, not wearing gloves....couldn’t imagine anything different.

- Have the conversation with your colleagues
  Engage in a group discussion: focus on your mission for the future: LOOK FORWARD
CONFLICT

- State Clinical Board Examination
  Calculus Still Rules!!
Take a Proactive Approach

- Create oral health homes
- Go into health access settings to provide preventive services
- Incorporate collaborative care

TAKE A RISK…. the need is great!
Description of New Model

- More public health oriented
- Integrated more interdisciplinary education
- Added the following courses:
  - Health Literacy
  - Professional Identity/Inter-Professional Education Lab
- Changed the following course titles to reflect content:
  - Oral Health for Special Populations
  - Dental Hygiene Practice Management & Leadership
Curricular Changes

• Added the following courses:
  ▪ Health Literacy
  ▪ Professional Identity/Inter-Professional Education Lab

• Changed the following course titles to reflect content:
  Oral Health for Special Populations
  Dental Hygiene Practice Management & Leadership

• Deleted Dental Anatomy Lab
• Reduced credit from Nutritional Counseling course
Challenges and Action Plan

- State changed core curriculum
  - General education requirements

- Obtaining State approval for a BAS Program
  - Changed degree to BAS in Health Sciences rather than BAS in Dental Hygiene

- Securing rotation sites in public health settings

- Creating opportunities for IPE
Next Steps

- College Curriculum Committee to approve course/curricula changes
- State approval for the BAS Program
- Marketing
New Direction

- Messaging…to the students and the community
- Private practice versus alternative employment opportunities
- Maintaining a community based mindset throughout the curriculum

HAVE CONFIDENCE!
Dental Hygiene Practitioner Program

Rebecca L. Stolberg, RDH, MSDH
Why is it time to change?

- 2/3 of patients going to emergency rooms are for dental related issues
- Only 25% of dentists accept Medicaid
- 35/39 Washington Counties are short dental providers
- Missing person in the dental workforce (like physician assistant, nurse practitioners)
- ADHA vision
- Dental Hygienists are well prepared
- 52 other countries have a form of mid-level dental provider
- Quality of care has been documented in Alaska, Canada and Australia
- Minnesota Therapists are showing excellent outcomes
Description of New Model

Curriculum Overview

- 1 year post-BS degree
- Admissions based on prior dental hygiene experience, interview, dental hygiene restorative skills, demonstrated desire to serve the underserved.
- 8 students admitted each year
- Courses Include:
  - Operative Dentistry
  - Advanced Health Assessment and Diagnostics
  - Advanced Pharmacology
  - Management of Dental Emergencies and Urgent Care
  - Community Based Primary Oral Healthcare
Clinical Services

- Oral health education
- Minimally invasive restorative services:
  - Cavity preparation and placement
  - Placement of temporary restorations
  - Pulpotomies
- Extractions of primary teeth and permanent teeth with class 3 or 4 mobility--In consultation with dentist
- Administration of local anesthesia and nitrous oxide without supervision
- All of the DHP services plus the full scope of dental hygiene services
## Post Baccalaureate Graduate Certificate in Dental Hygiene: DENTAL HYGIENE PRACTITIONER

**Summer Quarter**
(required for those students not passing admissions competency exam)

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
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<tbody>
<tr>
<td>DNHY 557 Advanced Anesthesia (1)</td>
<td>DNHY 572 Intro to Operative Dentistry Technique (5)</td>
<td>DNHY 575 Pharmacological Principles of Clinical Therapeutics (4)</td>
<td>DNHY 661 Community Based Primary Oral Healthcare II (3)</td>
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<tr>
<td>DNHY 559 Basic Restorative Procedures (5)</td>
<td>DNHY 570 Advanced Health Assessment and Diagnostic Reasoning (3)</td>
<td>DNHY 660 Community Based Primary Oral Healthcare I (3)</td>
<td>DNHY 680 Supervised Community Externship (3) Followed by 1,000 hour externship requirement in order to be un-supervised. Externship required at an Indian Tribal Clinic or other Public Health type clinic that is identical to where they will be working</td>
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<td>5-6</td>
<td>8</td>
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Total Credits: 26 credits (+5-6 if competency needs to be obtained in basic restorative and anesthesia procedures)
Challenges

- Legislators concerned about the impression of “college creep”
- State budget downturn and financial distress
- Unfamiliarity with post-bacc programs
- Is 1 year enough?

Solutions

- Masters degree changed to Post Baccalaureate Certificate
- Self-support program requires no state appropriations.
- EWU has similar program in speech and hearing therapy.
- WA state having a solid foundation in restorative dentistry since 1971.
Next Steps

- Get bill passed
- Send admissions information to interested listserv
- Enroll students
- Start impacting access to care in WA state
Group Visioning Exercise

At your tables, discuss the following questions. Share your thoughts and appoint one person per table to report out.

- What is the one thing that must change in your program to drive transformational change?

- What can you do within your role to contribute to the transformation?