

Establishment of the Centre for Dental Education, An Interprofessional Educational Initiative

By Imran Pasha Mohammed

Executive Summary

The Yenepoya Dental Education Unit (YDEU) addresses the reform needed in the dental education system to bring the field out of the silos. Each dental school has its educational vision, mission, program outcomes, teaching methods, and assessments, which are currently taught and assessed in silos. Present and future health workforces are facing increasing pressures in terms of the demand on health resources and increasingly complex health issues. Based on the current scenario and workforce requirements to address health problems, we require a collaborative health workforce and interprofessional education is therefore the way to go and its incorporation in the dental syllabus is the best way forward.

Introduction

Dental education has evolved tremendously across the globe over the past few years and inclusion of Interprofessional Educational Initiative (IPE) in dentistry is the key to enable dental graduates to contribute effectively in a health care team. Also, academic accrediting agencies are increasingly requiring IPE to enhance entry-level health care education.¹

There is a pressing need to reform Indian dental education. Surveys in India among students have shown that dental graduates feel the need to work as an “apprentice” with another dentist until they gain confidence and additional skills which should be taught in the learning years at dental school.² The faculty is responsible for teaching and mentoring health professional learners in the classroom and reforms in health education will require the faculty to gain a new set of knowledge, attitudes, beliefs, skills, and behaviors to influence change.³ Thus, successful incorporation of IPE in the dental curricula requires support and engagement from program faculty.^{4s}

Program Model

Within the units (YDEU), one of the core areas is interprofessional education curriculum development within the dental college and university as a whole. We devised the following phases for the development and implementation of the program.

Phase 1:

Needs Assessment Survey

The needs assessment survey revealed an absolute lack of understanding of interprofessional education among faculty, students, and postgraduates. This revelation convinced the management to sponsor and fund the project for implementation of IPE and IPC.

Phase 2:

Establishment of Yenepoya Centre for Dental Education (YDEU) to carry out the IPE projects within the dental colleges and university in a phased manner.

Phase 3:

Workshops in dental education and interprofessional education are conducted to create capacity build-up among the faculty members of the various professional streams. These act as IPE champions for further developing the IPE curriculum within the university. Workshops include sessions on mentoring, curriculum planning, and MCQ construction for the faculty. In addition to internship orientation programs and personal and professional development for students.

Phase 4:

The IPE Curriculum Development:

After the workshop, the IPE Champions will be identified among the university and will lead the development of the IPE curriculum and implementation of these through the YDEU. The first of the projects will be Geriatrics and DENTistry module, including dental, medical, nursing, physiotherapy, and pharmacy students. Outcome-based Education (OBE) in Dental Curriculum:

The implementation of the OBE has made it possible to incorporate the IPE experiences for the students of the dental college.

The CIPP Model for Evaluation of the Program outcomes is applied for all of the projects developed and implemented through the YDEU.

Assessment

The entry-level assessment of all of the participants is done and an online module of the IPE has been made mandatory along with the didactics lectures and clinical exposure to IPE. The module has incorporated the reflection as an assessment tool for the progress of the participant.

The interprofessional facilitation scale also used to assess skills in interprofessional education facilitation to aid educators in shifting from the didactic teacher role to the more interactive facilitator-of-learning role which requires effort and skill acquisition.

Curriculum Components

To begin with, students are learning this as a common curriculum that doesn't put pressure on them along with their existing syllabus, instead they would be learning this as a part of their syllabi but along with all other students. This has ensured the easy acceptance of the curriculum by all of the faculty concerned.

IPE Experiences

The simulation-based IPE experiences will be given in the beginning to understand interprofessional collaboration. Students are exposed to real work experience in health care through internships and clinical sessions as they progress to the later stages of the program and reflections will be collected from the students at the end of each clinical posting.

Certifications

At the end of satisfactorily completing the course, the students will be issued a certificate which would serve as a motivation for the other students to complete the course.

Partnerships

The Centre for Health Professional Education (CHPE) Yenepoya –Deemed to be university and Medical Education Unit (MEU), Yenepoya Medical College will be collaborating with the YDEU for the implementation of the various programs developed by the unit.

Outcomes

The center has been successful in the implementation of the OBE curriculum in the Yenepoya Dental College and formulated the program and course outcomes.

The integration of the IPE curriculum in the subject of the public health dentistry has been started and the department level board of studies has approved the curriculum in principle, subject to approval from the Yenepoya Dental College Board of Studies. Indirectly the Indian association of public health dentistry is planning to include the IPE curriculum in both the undergraduate and postgraduate curriculum.

Conclusion

Interprofessional education is a necessity for the future of dentistry. There are significant advantages in promoting a collaborative workforce, it is important that interactive learning is facilitated rather than the passive learning by groups together in one room. Ultimately the patient's overall health is improved with such collaboration.

Works Cited

Hinderer, Katherine A., Dennis Klima, Hoai-An Truong, Adriana G. Rangel, Voncelia Brown, William Talley, Patrick Dougherty, and Robert L. Joyner. 2016. "Faculty Perceptions, Knowledge, and Attitudes Toward Interprofessional Education and Practice." *Journal of Allied Health* 45 (1): e1-4.

Lagali-Jirge. n.d. "Need for Paradigm Shift in Indian Dental Education: A Case for Change toward Competency-Based Education." Accessed June 8, 2020. <http://www.jiaomr.in/article.asp?issn=0972-1363;year=2015;volume=27;issue=2;spage=230;epage=236;aulast=Lagali-Jirge>.

Grymonpre, Ruby E. 2016. "Faculty Development in Interprofessional Education (IPE): Reflections from an IPE Coordinator." *Journal of Taibah University Medical Sciences*, Special issue on Interprofessional Education and Practice, 11 (6): 510–19. <https://doi.org/10.1016/j.jtumed.2016.10.006>.

Giordano, Carolyn, Elena Umland, and Kevin J. Lyons. 2012. "Attitudes of Faculty and Students in Medicine and the Health Professions toward Interprofessional Education." *Journal of Allied Health* 41 (1): 21–25.