Extramural Program Update

All of us involved in the extramural program/service learning program would like to extend our gratitude for your involvement. Without your continued participation and feedback we could not provide our students with quality educational experiences that our students highly value.

Last fall in our newsletter we outlined our intent to increase our rotations from two two-week rotations to two three-week rotations. The rational for increasing student rotation time by two weeks is based on feedback from students suggesting more time in a practice outside the dental school and suggestions from some of you saying two weeks was too short to expose student to all that you wanted them to experience.

One of our goals is to provide the state with a supply of dental professionals. The extended time in different parts of the state allows you to show them the benefits of life outside of Omaha and Lincoln.

In order for students to be away from the college two extra weeks and not compromise their classes and clinic time we had to block out most the first semester (mid-September through December). Therefore, students will have a block of time, six weeks, from mid-July to the first part of September and just about anytime from January through April to complete their rotation requirements. The two three-week rotation schedule will start during the summer of 2013.

If you have any questions about the change in rotation requirements please call me at 402-472-1274 or email me at blange@unmc.edu. Thanks again for your support.

Brian Lange, Ph.D.
Thank you to everyone who participated in the 2012 Dental Preceptors Conference. This conference is a one-day training session whereby dental offices and public health clinics who host UNMC College of Dentistry students receive free continuing education. There were 46 participants from a three-state region, including dentists, hygienists, dental assistants, office managers, health department directors, administrators, and community leaders who contributed their expertise to the program. Approximately 16 organizations were represented during the conference. Among the most popular events at the conference was the “Lunch and Learn” session, whereby dental students and dentists dialogue about what makes for a successful externship experience. A summary of the “Lunch and Learn” recommendations is listed below:

1. **What factors do students consider most important in selecting a dental preceptor site?**
   - Type of experience the office can provide
   - Location (rural, close to home, cost considerations)
   - Whether you work on patients or just watch
   - Past student reviews/comments
   - Practice style

2. **What expectations do Preceptors have of the students who come to their office?**
   - Willingness to be vulnerable (ask questions)
   - Showing up on time and staying for the full time
   - Professional conduct
   - Can administer local anesthetic
   - Respectful

3. **Please provide suggestions to make the extramural rotation experience more beneficial to both the students and the preceptors.**
   - Orientation or meeting in advance is needed (for students and dentists)
   - Students should prepare a list of questions about their interests
   - Increase the amount of time the students spend in the office
   - Share the evaluations of interns and preceptors with feedback
   - Evaluations should be more dutiful

*Kim McFarland, D.D.S., M.H.S.A.*
HRSA Grant Evaluation Update

A total of 2,467 patients were seen by the College of Dentistry students during the months of July, August, and September, 2011, at 38 service learning sites across Nebraska, Wyoming, Kansas, and South Dakota. About a third of the patients were seen at three Nebraska clinics: the Good Neighbor’s Community Health, Columbus; the People’s Health Center, Lincoln; and Maple Park Dental Clinic, North Platte. Half of the patients seen were women. The patient population seen by the students was diverse with approximately 34% of the patients being minorities. (Please see adjacent pie chart.) About a quarter of the patients were on Medicaid and 14% of the patients were medically compromised. The students at the service learning sites observed 1,029 procedures and performed 1,203 procedures. Half of the patients received restorative procedures. Of the remainder, 17% of the patients had oral surgery, 17% had diagnostic services, and 4% had preventative procedures provided.

Overall, the preceptors at the service learning sites reported positive experiences and rated the effectiveness of the program highly. The most effective components of the program, as perceived by the preceptors were:

- “Allowing students to perform in a real practice setting.”
- “One on one exchange of ideas with the student.”
- “Ability to see different practices, management styles, and use different restorative materials and procedures.”
- “Diagnosis and management of patient in non-school setting and in dental emergencies.”
- “Students are engaged and exuberant, great attitudes and willing to learn.”

The preceptors also had the following suggestions:

- “Keep this program going.”
- “Keep striving to uphold highest standards in clinical care and communication techniques with patients, staff, and colleagues.”
- “Train students for rural and community/public health care settings, train on cultural issues, train students to be enthusiastic about practicing dentistry in these locations.”

Preethy Nayar, M.D., Ph.D., and Diptee Ojha, B.D.S., M.H.A., (pictured left) is the director of doctoral programs within the Department of Health Services Research & Administration at the UNMC College of Public Health. She has worked at UNMC since 2007 and previously worked at Virginia Commonwealth University; Muscat, Oman; and Kochi, India. Dr. Nayar’s research interests include assessment of health care provider performance, including quality and efficiency, access to care for rural/underserved populations, care for the chronic critically ill patient, and health workforce planning. Diptee Ojha, B.D.S., M.H.A., (pictured right) is a graduate research assistant (Ph.D. student) at the Department of Health Services Research Administration and Policy at the College of Public Health, UNMC. She holds an undergraduate degree in dental surgery (B.D.S.) and a master of business administration (M.B.A.) in healthcare management.

Preethy Nayar, M.D., Ph.D., and Diptee Ojha, B.D.S., M.H.A.
IPE is an educational process by which students from two or more different professions collaborate chairside/bedside to reduce clinical treatment errors and to improve health outcomes for patients. In previous updates, we have tried to explain how it works and what the college is doing to develop IPE in our curriculum.

UNMC has taken the position that IPE is a priority for health professions education and has urged all colleges to be involved – even to the point of appointing an assistant dean for interprofessional education. There are many reasons for endorsing IPE including impending health care reform, anticipated increases in the numbers of elderly and Medicaid eligible patients, and continuing budget constraints. We simply have to look to more efficient ways to deliver high quality educational programs and patient care.

The College of Dentistry (COD) has chosen to conduct most of its IPE activities with students from the College of Nursing (CON). This is not only a matter of convenience but also a decision related to the nature of practice amongst health professionals. The COD has undertaken IPE activities in Lincoln with students from the Lincoln Division of the College of Nursing and in the Panhandle with students from the West Division of the CON. These activities have included the COD’s Sharing Clinic and Dental Day activities in Lincoln as well as shared experiences at nursing homes in the Lincoln area and in Gering/Scottsbluff. Several of these experiences include not only dental students but also dental hygiene students, dental residents from the COD’s specialty programs, traditional nursing students and students from the nurse practitioner program. Nationally there are several IPE programs where the primary interactions of dental college students is with nursing students because both professions operate with a lot of “hands-on, face time” with patients. Efforts to work with students from colleges of medicine are ongoing but are generally considered to be less successful. In our case, students in the College of Medicine and College of Pharmacy are 55 miles away and it is much more difficult to arrange transportation and logistics on a regular basis for the larger number of students.

“It is very important to us that our dental students are educated to feel comfortable contacting and interacting with all other health professions in order to improve patient care.”
Greetings!

My name is Ashley Merritt and I am the new Health Resources and Services Administration (HRSA) coordinator at the College of Dentistry. I started this position in late April and am excited for this new journey of increasing access to dental care in rural and underserved communities. I recently moved to Lincoln back in early March 2012 to be closer to my family. The change of city and lifestyle from Cincinnati, Ohio, has been very smooth and welcoming. I was raised an avid Husker fan and am very excited for the football seasons to come!

I am also very excited to be working with the students as they go on their extramural rural rotations and gain experience as well as an understanding of the communities they may ultimately choose to practice in. I look forward to working with the dentists and dental offices that host the dental students during their rotations and maintaining the excellent relationships that currently exist.

If I can be of assistance to you or your office in any way, please feel free to contact me. I am located in room 1315 of the Department of Oral Biology and you can reach me at 402-472-1116 or ashley.merritt@unmc.edu. I look forward to hearing from you!

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Often IPE activities include students of social work and we are considering how we might be able to include social work students in some of our activities. Along the same lines we have recently been in touch with Union College in Lincoln to investigate the possibility of including their physician assistant students in Dental Day and Sharing Clinic. It is very important to us that our dental students are educated to feel comfortable contacting and interacting with all other health professions in order to improve patient care.

To that end, our fall IPE Day is a program that encourages entering students from dentistry, dental hygiene and nursing to get to know each other better and to complete an exercise to develop a code of conduct that they would like to live by during their educational experience. The program involves about 145 students in groups of 12 with all 3 professions represented along with a faculty facilitator from each college. The students spend some time interviewing each other to find out about why they chose their respective programs, something about their background, and possible misperceptions that they may have about the other profession. The students then develop a code of ethics/professionalism that they feel should guide them through school. After developing a code, the students use the code to analyze some ethical dilemmas and scenarios to determine how the code might help resolve the dilemmas. As a last step the students revisit their code to ensure that it was sufficiently completed to address the issues in their dilemmas. The faculty of the COD and CON have embraced this exercise with entering students because of the importance with which we hold ethical behavior and professionalism.

We hold this event for new students in early September each fall. If any of our preceptors are interested in participating as a facilitator at this event please contact me at 402-472-1341 or email me at dgbrown@unmc.edu.

David G. Brown, Ph.D.

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Dr. David Brown addresses the students at the Sharing Clinic orientation.
Teledentistry (TD) is defined as the provision of real time and off-line dental expertise such as diagnostic planning, consultation, and follow-up, via electronic submission from different sites (Chen et al. 2003). Teledentistry has been successfully utilized in the diagnosis of dental caries for pre-school age children (Kopycka-Kedzierawski et al. 2008) as well as in the Department of Defense dental triage services for adults (Calcagni et al. 1996).

The Nebraska Telehealth Network is the backbone for teledentistry services across the state. The network is an interactive video and data exchange which provides integration among hospitals, public health departments, public laboratories, and other entities. The major functions of the telehealth network are to improve quality and access to care, provide education for patients and providers as well as to serve as a communication source in the event of an emergency. More than 70 hospitals, 19 public health departments, and six bioterrorism labs are connected to the Network (NHHS 2006).

The teledentistry sites in Nebraska are continuing to evolve. Recently added to the list of fully functioning TD sites are the Brown County Hospital, the Loup Basin Public Health Department, and People’s Health Center in Lincoln. The Community Action Partnership of Western Nebraska (CAPWN) dental office in Chadron will be brought online by the end of the year. In the future, the Columbus and Norfolk dental clinics may become a part of the network as well.

The College of Dentistry is also developing a basic training module on how to operate the TD equipment. The training will be provided in person at each teledentistry site beginning in 2013. On-line teledentistry training will also be made available on the dental college’s website (www.unmc.edu/dentistry). The telehealth sites that are a part of the college’s teledentistry network are depicted in the map.

Mr. Calvin Hughes
Beginning in 2013, students from the College of Dentistry will spend six weeks in extramural rotations. In preparation for this increase in rural training, we would like to provide the students with as much information as possible about the available training sites. This information includes details regarding the practice location, preceptors’ type of practice, and basic information regarding the rural communities they will train in. The information for each training site is called a “Preceptor Profile.” The profiles include the following information:

- Name of dentist and office
- Location of office and contact information
- Focus of practice
- Picture of preceptor
- Community information

Students will view the profiles before selecting their top three choices of where they would like to go for their extramural training. Although students may select three locations, they will only be assigned two preceptor sites for their training. Each dental student will spend three weeks at two different preceptor sites, for a total of six weeks of training outside of the college. A sample profile is provided in the adjacent column.

Prior to the profiles being made available to the students, each preceptor will receive a copy of their profile to review it for accuracy. Preceptors should expect to receive their profiles in December to review and provide any updates. By January, the profiles should have all changes and updates made so that students may start using the profiles to make their rotation selections. The preceptor profiles will be posted on the college’s internal website so students may access the information at their convenience.

If you have any questions regarding the preceptor profiles please email ashley.merritt@unmc.edu. Our team would love to hear your ideas for additional features.
Please Note: The 2012 Opportunities Fair will be held on Friday, November 9, 2012, at the College of Dentistry. Registration for this event is required. For more information please contact Veronica McManamon at vmcmanam@unmc.edu or call 402-472-3285.