EDUCATION LEADERSHIP CONFERENCE 2017
COLUMBUS, OH

DISRUPTIVE INNOVATION

HEALTH PROFESSIONS EDUCATION AS A DETERMINANT OF HEALTH

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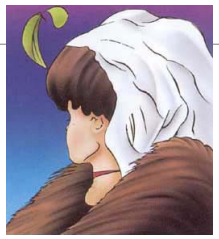
Transformative Education

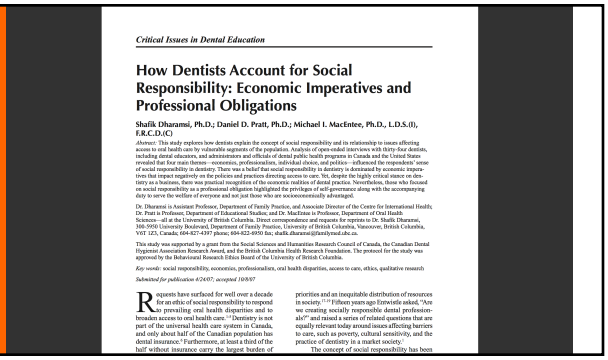


Can't go back to seeing the world in the same way…
Never being able to be in the world in the same way…

Preparing Socially Accountable Physical Therapy Professionals

1. Professionalism – 7 core values are key
2. Interprofessional and intersectoral approaches to improving health outcomes
3. Education is student- and community-centric and transformational
4. Engaged Scholarship guides research

"…[T}he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must affirm its historic commitment to what I call the scholarship of engagement" Boyer, 1996



Critical Issues in Dental Education

How Dentists Account for Social Responsibility: Economic Imperatives and Professional Obligations

Shafik Dharamsi, Ph.D.; Daniel D. Pratt, Ph.D.; Michael I. MacEntee, Ph.D., L.D.S.(I), F.R.C.D.(C)

Abstract: This study explores how dentists explain the concept of social responsibility and its relationship to issues affecting access to oral health care by vulnerable segments of the population. Analysis of open-ended interviews with thirty-four dentists, including dental educators, and administrators and officials of dental public health programs in Canada and the United States revealed that four main themes—economics, professionalism, individual choice, and politics—influenced the respondents' sense of social responsibility in dentistry. There was a belief that social responsibility in dentistry is dominated by economic imperatives that impact negatively on the policies and practices directing access to care. Yet, despite the highly critical stance on dentistry as a business, there was practical recognition of the economic realities of dental practice. Nevertheless, those who focused on social responsibility as a professional obligation highlighted the privileges of self-governance along with the accompanying duty to serve the welfare of everyone and not just those who are socioeconomically advantaged.

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This study was supported by a grant from the Social Sciences and Humanities Research Council of Canada, the Canadian Dental Hygienists Association Research Award, and the British Columbia Health Research Foundation. The protocol for the study was approved by the Behavioural Research Ethics Board of the University of British Columbia.

Key words: social responsibility, economics, professionalism, oral health disparities, access to care, ethics, qualitative research

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Requests have surfaced for well over a decade for an ethic of social responsibility to respond to prevailing oral health disparities and to broaden access to oral health care.[1-3] Dentistry is not part of the universal health care system in Canada, and only about half of the Canadian population has dental insurance.[4] Furthermore, at least a third of the half without insurance carry the largest burden of priorities and an inequitable distribution of resources in society.[1,2,5] Fifteen years ago Entwistle asked, "Are we creating socially responsible dental professionals?" and raised a series of related questions that are equally relevant today around issues affecting barriers to care, such as poverty, cultural sensitivity, and the practices of dentistry in a market society.[1]

The concept of social responsibility has been

"social responsibility is not at forefront of the thinking of our profession"

"We work under a market system"

"a tendency for care to be delivered as defined by insurance plans and for patients to sometimes be encouraged to have care because it's covered."

"monetarization of medicine . . . and the kind of health care that's delivered becoming extraordinarily dictated by what is profitable."

"Is social consciousness billable?!"

"It is not inequalities that kill people…it those who are responsible for these inequalities that kill people."

Navarro V. What we mean by social determinants of health.
Int J Health Serv. 2009;39:423-441

Association of American Colleges and Universities (AAC&U)

What kind of learning do students need to meet emerging challenges in the workplace, in a diverse democracy, and in an interconnected world?

Higher education needs to engage in developing responsible learners whose sense of social responsibility and ethical judgment is marked by intellectual honesty, social justice, and a discernment of ethical consequences of various decisions and actions

In this turbulent and dynamic century, our nation's diverse democracy and interdependent global community requires a more informed, engaged, and socially responsible citizenry. Personal and social responsibility should be core elements of a 21st century education if our world is to thrive.

Health professionals for a new century: transforming education to strengthen health systems in an interdependent world

Frenk J*, Chen L*, Bhutta ZA, Cohen J, Crisp N, Evans T, et al. **Lancet 2010**

1. Fragmented, outdated, and static curricula produce ill-equipped graduates
2. Mismatch of competencies to patient and population needs
3. Poor teamwork
4. Persistent gender stratification of professional status
5. Narrow technical focus without broader contextual understanding
6. Episodic encounters rather than continuous care
7. Predominant hospital orientation at the expense of primary care
8. Quantitative and qualitative imbalances in the professional labor market; and
9. Weak leadership to improve health-system performance

Mathur S. **Doctorate in Physical Therapy: Is It Time for a Conversation?** Physiother Can. 2011; 63(2): 140–142

Hasson S. **Doctorate in physical therapy (DPT): What is the DPT and why is it becoming the entry-level degree in the United States?** Physiother Theory Pract. 2003;19:121–2.6.

Threlkeld AJ, Jensen GM, Royeen CB. **The clinical doctorate: a framework for analysis in physical therapist education.** Phys Ther. 1999;79:567–81.

doc·tor

Origin

LATIN	LATIN	OLD FRENCH	
docere teach	doctor teacher		doctor learned person *Middle English*

Middle English (in the senses 'learned person' and 'Doctor of the Church'): via Old French from Latin *doctor* 'teacher' (from *docere* 'teach').

Assembly of First Nations Press Release: April 3. 2003 National Chief

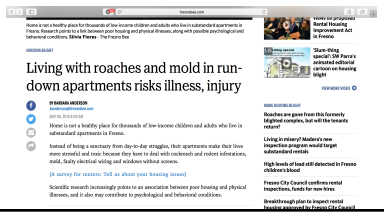
"You could open a new medical clinic on every reserve, but it still wouldn't treat the root causes such as poor and crowded housing, and inadequate water and sewage systems."

"Crowded housing results in the spread of communicable diseases such as tuberculosis, which is ten times higher among First Nations than the national average.

"Contaminated water spreads viral diseases such as Hepatitis A, which is 12 times higher in First Nations children than the national average, and shigellosis --an acute and sometimes deadly intestinal illness - which is 20 times higher than the national average."

Shevell MI. **The neurological advocate**? Can J Neurol Sci. 2008;35(5):542-3.

A 12 yr old, immobile, tube-fed GMFCS Level V spastic quadriparetic child with cerebral palsy was brought to your clinic for a scheduled follow-up.

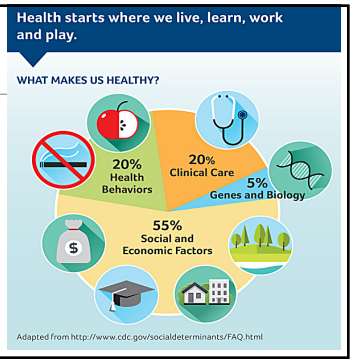

Living with roaches and mold in run-down apartments risks illness, injury

Genes and Biology %

Clinical Care %

Socioeconomic Factors %

Health Behaviours %



"The principal factors responsible for increasing life expectancy from less than 50 years to more than 70 years in wealthy countries are to be found outside the health care system as it is traditionally defined and, instead, in the broader socioeconomic environment."

Hertzman C. Health and human society. American Scientist 2001;89(6):538

POSITION STATEMENT

Canadian Physiotherapy Association position statements address political, ethical and social issues that impact patient welfare, the role and practice of physiotherapy, the Association and its members.

Canadian Physiotherapy Association / Association canadienne de physiothérapie

POPULATION HEALTH

STATEMENT

The Canadian Physiotherapy Association (CPA) endorses a population health approach to address the present and future health needs of Canadians. Physiotherapists, as essential primary health providers, must consider population health needs and incorporate population health approaches into program planning and treatment interventions in order to have the greatest impact on clients' and communities' health status and health outcomes.

Physiotherapists understand the effect of the determinants of health on health outcomes, as well as how they can positively affect the determinants of health in their daily professional practice. Using a client-centered approach, physiotherapists are sensitive to their clients, and adapt their assessment and treatment approaches to include the range of life experiences each client brings to the therapeutic relationship, including employment, family environment, education, and physical and mental health.

A population health approach shifts the emphasis from solely treating disease/disability/injury to include promoting health and considering all the factors which influence the health of both individuals and communities. The CPA believes that by integrating a population health approach in planning for and developing physiotherapy services, physiotherapists will make an additional important contribution to improve the health outcomes of Canadians.

Competence and Conscience

"In many fields, skills have become ends. Scholars are busy sorting, counting, and decoding. We are turning out technicians....

But the crisis of our time relates not to technical competence, but to a loss of social and historical perspective, to the disastrous divorce of competence from conscience....

Once professionals begin to practice, they stop thinking beyond the technical aspects of their work....

Professionals must be able to make judgments that are not only technically correct but also ethically and socially considerate."

College: The Undergraduate Experience (1987)

Ernest Boyer

1928-1995

Accreditation Bodies Calling For Greater Attention to Social Accountability -

"healthcare disparities and the development of solutions to related burdens,

the importance of meeting the healthcare needs of medically underserved populations ... and

core professional attributes, such as altruism and social accountability..."

"Advocate for social, economic, educational, and political changes that ameliorate suffering and contribute to human well-being."

"For God sake, Jim, I'm a Doctor!!

"This is important but we really need to develop proficiency in clinical and surgical skills...the other 'stuff' we can figure out later, once we get going in our careers."

Woo JKH, Ghorayeb SH, Lee CK, Sangha H, Richter S. **Effect of patient socioeconomic status on perceptions of first- and second-year medical students.** CMAJ 2004;170(13):1915-19.

Medical students from high SES backgrounds are less inclined to want a patient from low SES background in their practice than high SES patients.

Physicians with low SES backgrounds (low parental income and education) showed significantly higher levels of service to poor patients than physicians with high SES backgrounds, even after adjustment for physician race, ethnic background and sex.

Health Professionals' Attitudes Towards Homelessness

26. I believe that those who enter medicine or other health disciplines want to help those in need.

Strongly disagree	3.1%
Disagree	16.4%
Neither agree nor disagree	18.8%
Agree	**37.5%**
Strongly agree	24.2%

Total Respondents 101 (Year 1 MD Students)

Health Professionals' Attitudes Towards Homelessness

33. **I believe that health professionals are too pressed for time to investigate psychosocial issues routinely.**

Strongly agree	10.2%	13
Agree	**46.5%**	**59**
Neither agree nor disagree	22%	28
Disagree	16.5%	21
Strongly disagree	4.7%	7

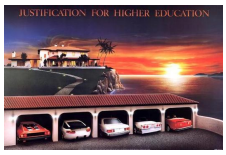
"You'll have students tell you that what you're trying to teach me is a waste of time.

" The curriculum is so focused on... getting students through the process... the currency to graduate... is not social responsibility but [passing] tests and [getting] clinical credits."

Dharamsi S, *Pratt DD, MacEntee MI*. How dentists account for social responsibility: economic imperatives and professional obligations. *J Dent Educ* 2007;71(12):1583-1592.

Becoming a Doctor: A longitudinal study Sherlock and Morris (1972)

"students are highly motivated to achieve economic and professional status….they adopt a rhetoric of altruism in order not to disclose these motives."



Crandall SJ, Volk RJ, Loemker V. Medical students' attitudes toward providing care for the underserved. Are we training socially responsible physicians? JAMA. 1993;269(19):2519-23.

The MS-IVs are less favorably inclined toward caring for the medically indigent than MS-Is

Crandall SJ, Reboussin BA, Michielutte R, Anthony JE, Naughton MJ. Medical students' attitudes toward underserved patients: a longitudinal comparison of problem-based and traditional medical curricula. Adv Health Sci Educ Theory Pract. 2007 Feb;12(1):71-86.

Longitudinal findings revealed that commitment to caring for the medically underserved was greater when students entered medical school than when they graduated.

Transformative Education

"...curricula that is immunized from the human condition and devoid of story, attachment and meaning."

Phelan 2004

Rationalism, complexity science and curriculum: a cautionary tale

Nurturing social responsibility through community service-learning. Dharamsi et al. Med Teach 2010.

"I wanted to tell you how excited I am to see [that] school is not all about long hours of studying and feeling disconnected from society...thank-you for firing this interest in us…

…When you are lectured on things like socio-economic status, it doesn't quite sink in, you really need that personal experience to kind of realize [and] to see those communities and be out there… It is just different than being told in a classroom."

Organizational Structure

"Every system is perfectly designed to get the results it gets. If we keep doing what we have been doing, we'll keep getting what we've always gotten."

Paul Batalden - on the healthcare system and quality improvement.

"The definition of lunacy is to keep doing what you've always done and expect a different result."

Albert Einstein

Seek to transform yourself, your students and the lives they will touch…..

"A troubled world can no longer afford the luxury of pursuits confined to an ivory tower;

[Our work] has to prove its worth by service to the nation and the world."

Oscar Handlin