

Task Force Report

Faculty of Dentistry

December 11, 2017

Recommendation	Initiatives
<p>1. Universal agreement that fundamental change is needed, commit to implementing recommendations. Develop action plan with defined goals, timelines and identify roles responsible for implementation.</p>	<p>Dr. Ben Davis was appointed acting dean of the Faculty of Dentistry, effective July 1, 2017, following the retirement of Dr. Tom Boran. Dr. Davis will remain in place for a year or until a permanent dean is appointed. He is committed to continuing with the projects Dr. Boran was working on, including the re-opening of the renovated clinic early in 2018, maintaining and extending the Faculty's wide-ranging outreach program, improving staff relations, and increasing staff, student, and faculty diversity.</p> <p>In 2016, the Faculty of Dentistry (FoD) completed a successful Unit Senate Review, Graduate Program Review, and Accreditation Review by the Commission on Dental Accreditation of Canada. The reviews were conducted on the FoD's DDS program, Qualifying Program, and graduate programs in periodontics and oral and maxillofacial surgery, all of which received full accreditation. All three major reviews commended the FoD for the positive change that has taken place. The FoD continues to work to fulfil the recommendations of the Task Force and Restorative Justice reports and remains committed to addressing issues of exclusion and inequality. The FoD is working with the university and independently to implement further changes that will help to ensure a better climate and culture in the Faculty.</p>
<p>2. Improve complaint system to ensure faculty, students and staff understand when, where and how to make complaint. Ensure prompt, fair and transparent processing, and advise complainant of outcome.</p>	<p>The following are ongoing tasks and initiatives for our Faculty:</p> <p>The FoD has hired a human resources advisor, who took up her position on April 3. Her mandate includes culture/work environment, labour relations, and performance/development management.</p> <p>A new comment/suggestion box was installed in the staff lounge in October and is checked regularly. Comments and suggestions may be submitted anonymously and eight have been received so far.</p> <p>Dr. Davis has met with seven different faculty and staff groups since taking up his position at the beginning of July. Those meetings and the Quality of Work Life Survey make it clear that there is still a need to improve staff relations. Dr. Davis plans to bring an external facilitator into the Faculty in the new year to work on improvements in staff relations.</p> <p>On January 12, 2018, a lunch-time seminar for staff will take place called "Advanced Performance & Development: Supporting Employee Growth & Addressing Performance Concerns". Chris Hattie and Joanne Frazer will lead this session.</p> <p>Dr. Davis will continue to hold regular meetings (twice a term) with</p>

Recommendation	Initiatives
	<p>the different staff groups and report on the steps that have been taken to resolve their complaints and suggestions, including those that are submitted via the suggestion box.</p> <p>The Faculty of Dentistry section of the university website continues to be updated on a regular basis to keep information accurate and faculty, staff, and students informed about what resources and supports are available to them.</p> <p>Regular meetings take place with students, faculty, and staff, to ensure that issues are dealt with promptly and fairly. The Senate Review Committee reported that students feel they are being consulted, listened to, and that their voices are having an impact.</p> <p>The assistant dean of clinics and the patient care coordinator (appointed in 2015) meet regularly with clinic staff to ensure that they have the opportunity to voice their concerns and receive feedback in a timely fashion. Clinic staff meet regularly with their supervisors and are aware they can bring concerns forward directly to the assistant dean of clinics or patient care coordinator. The patient care coordinator helps the assistant dean of clinics manage patient care by monitoring student progress and patient management in Faculty clinics. She meets regularly with DDS3 and DDS4 students to review treatment plans and treatment progress. She also reviews and resolves patient-student complaints regarding treatments and fees.</p> <p>The student lounge renovations were completed in the spring of 2017. A launch event, with a reveal of the new mural, took place on May 8 attended by Dal senior administration. Read the article.</p> <p>The Dalhousie Dentistry Student Society (DDSS) has installed a comments box on its office door. Any comments submitted are dealt with at DDSS meetings. The students have created a reporting form, with a portion of the form designated to follow-up. All dentistry and dental hygiene students are welcome to attend DDSS meetings to raise any concerns.</p> <p>The DDSS hosts office hours, during which trained student leaders are available to talk to students about personal or school-based concerns. The social hosting course was held again this year, which DDSS students attended.</p>

Recommendation	Initiatives
<p>3. Use systemic, non-punitive ways to identify and get information on potential or actual problems; consider “chilly climate” reports, anonymous workplace surveys and spot audits.</p>	<p>The following initiatives will continue to be developed and integrated into future plans for the faculty:</p> <p>Our new human resources advisor, who took up her role in April, has helped to roll out the Dalhousie Absence and Overtime Reporting (AOR) system. This brings the Faculty of Dentistry in line with the rest of the university. Initial feedback indicates that people like the new system because it enables them to see clearly what they have taken in holiday and what they have remaining. It has streamlined the administration of recording and monitoring days off and overtime.</p> <p>The results of the recent Quality of Work Life survey were presented to staff, faculty, and the managers’ group. The human resources advisor is working with the dean to use the results of the survey to identify and address gaps within the Faculty. The topic of training and development, which was raised in the survey, will be discussed at the upcoming staff development session on December 12, 2017 (see recommendation 4).</p> <p>The human resources advisor regularly advises staff members about their job descriptions and helps them to understand the terms of their collective agreement. She also provides resources for dealing with home and work issues, and advises on training opportunities.</p> <p>The assistant deans for academic, student and clinical affairs and the dean hold regular meetings with individual classes in dentistry and dental hygiene during which clinic, pre-clinical, and academic issues can be voiced and action plans provided.</p> <p>Individual students are strongly encouraged to bring forth any concerns immediately with any of the assistant deans. These concerns are addressed and students are notified regarding follow-up in a timely manner.</p> <p>Follow-up meetings with individual classes are held to provide progress reports and develop action plans for new or recurring issues. Feedback from both students and the review committee indicates that these initiatives are working.</p>
<p>4. Implement measures to improve staff working conditions; focus on unacceptable treatment by managers and students.</p>	<p>Initiatives have been ongoing to support our staff, including:</p> <ul style="list-style-type: none"> • Staff who wish to complete courses to advance their education and potential job classification are being supported by offering them study time at work • Regular meetings take place between the assistant dean of clinics, Building Services, the patient care coordinator and managers, and dental assistants and patient services staff • The human resources advisor is working with senior administration to ensure that the FoD is a respectful workplace for all and to create an atmosphere and environment in which clinic staff are comfortable bringing up concerns with their supervisors, the assistant dean of clinics, or the patient care coordinator. • On October 11, 2017, the human resources advisor held a lunch

Recommendation	Initiatives
	<p>and learn session for faculty on the topic of “What is HR and its role in the Faculty?” In this session, she introduced herself, talked about what HR is, explained the reporting structure and the differences between working in the Faculty and working in private practice, and she talked about how the recruitment process within the Faculty should take place.</p> <ul style="list-style-type: none"> • The human resources advisor is currently working on the collective agreement for Qualifying Program instructors. Her main objective is to assemble a consistent process for hiring staff. She anticipates that once this standard process is completed, it could be adapted for other employee groups in the Faculty. • Feedback will be solicited after the staff professional development session on December 12 to find out what themes need further attention. It is anticipated that the professional development session for faculty and staff will be held on at least an annual basis, beginning this year. • The workshop, “The Elephant in the Room”, which addresses issues of diversity and inclusion, was delivered to faculty and staff in the spring. • Faculty were offered 13 faculty development sessions between April 2017 and November 2017. Between November 2017 and April 2018, a further 8-10 are planned. These sessions cover a range of topics, from team building and teaching methods, to updates on materials and processes. • Staff are also being offered development sessions, including on mental health awareness and CPR for non-healthcare providers. • Beginning in January 2018, the Health and Wellness Committee has arranged for free yoga classes for faculty, staff, and students within the Dentistry Building. • A feedback system is in place whereby staff can immediately report concerns (or praise) regarding individual students and faculty members to the patient care coordinator. The patient care coordinator reports back to the individual who raised the concern to say how the matter was resolved. • The Faculty nurse has completed the Mental Health First Aid Trainer course and is now able to offer training to faculty, staff, and students. • The “Five Minute Clinic Huddle” has been introduced in our clinics. Each clinic cluster (7-8 students) must meet 5-10 minutes at the beginning of each clinic. Students, faculty members and cluster dental assistants are in attendance. The initiative was created to ensure a positive collaborative “team” approach to patient care for everyone. • Twice a year, in December and June, the faculty holds a faculty/staff appreciation luncheon at which we celebrate long-term service, retirements, and outstanding accomplishments. The “Gladys Littler Award” is awarded to a staff member who exemplifies a high level of commitment, high standards of performance, and outstanding service to the Faculty of

Recommendation	Initiatives
	<p>Dentistry.</p> <ul style="list-style-type: none"> On December 12, 2017, the annual Christmas lunch will be combined with a staff and faculty professional development session on the new group practice model, followed by a keynote address from Jennifer Gillivan, president and CEO of the IWK Foundation.
<p>5. Change patient distribution/clinical credit system to ensure fairness, reduce excessive competition and patient hoarding.</p>	<p>The curriculum is continually monitored and modified as necessary to ensure that the Faculty meets the requirements set out by our accrediting bodies. The new model of clinical teaching and patient care delivery for DDS4 and DH2 students will be based on a group practice model, which is a more realistic, holistic, and comprehensive patient care model. It will be introduced in 2018. The entire curriculum for the other students is being evaluated and reviewed, with new topics of importance being added, such as diversity and inclusion.</p> <p>Faculty and staff will learn more about the group practice model at the professional development session on December 12, 2017.</p> <p>All DDS3 and DDS4 students are assigned to a clinic cluster of 8-10 students, each with a faculty advisor. Individual student needs and patient families are reviewed in regular group meetings. The group practice model has allowed the students to work more collaboratively and share patients. It also ensures that patient care and quality assurance are paramount in the overall philosophy of patient treatment, and it enhances communication between faculty advisors/students and the patient care coordinator.</p> <p>Both the Accreditation and Senate Review teams noted that students are not reporting any issues of “unfairness” in patient distribution.</p> <p>The creation of the faculty advisor system, with its constant monitoring of patient families, has helped to ensure that patients receive comprehensive care and all students’ clinical requirements are fulfilled.</p> <p>The dean and assistant deans who are clinical teachers have assessed the role of faculty advisors. They reviewed and assessed how well the system delivers quality patient care and addresses issues related to students and patients. As noted in Recommendation #14, the “Clinic Huddle”, the group practice model, the sharing of clinical experience, and providing patient care in a collaborative learning environment will further ensure that student clinical experiences are more fairly distributed.</p>

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<p>6. Monitor social and other events to prevent alcohol abuse, and facilitation of sexist, heterosexist, misogynistic, or racist behavior. Reinstate events that do not contribute to this behaviour.</p>	<p>Numerous student-led activities and events continue to shape students' commitment and values, including diversity, responsibility, accountability, safety and transparency.</p> <p>The student lounge was officially reopened on May 8, 2017. Read the article. Read Abby Barton's speech from the event. Dentistry and dental hygiene students completed many changes to their student lounge to help foster an inclusive culture. The space is much more multi-purpose to accommodate different types of gatherings, including family-oriented events, and also offer space for studying and eating lunch. The renovated space is designed to ensure safety and transparency during social events.</p> <p>Student-led activities and events reflect students' commitment and values, including inclusivity, responsibility, accountability, safety, and transparency. The students have implemented numerous positive changes to governance reporting, support services, student activities, policies, processes, and procedures regarding alcohol use and social events. Much of this was reported to Senate in April 2016 in the <i>Dentistry and Dental Hygiene Student Report on Climate and Culture at the Faculty of Dentistry</i> and at the April 2017 Senate meeting.</p> <p>The Dalhousie Dentistry Student Society held a social hosting course for a second year on November 4, 2017 to give students an opportunity to learn proper protocols for hosting social events, smart serving, etc. They have Sober Support at their big events, such as the Molar Mash and Winter Ball, which means that designated and trained individuals do not drink and attend major social events to help deal with any issues that arise.</p> <p>Activities are planned for the new year revolving around the topics of micro-aggressions and allyship. The sessions will start with small groups involving students and later involve staff and faculty.</p>

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<p>7. Improve integration of School of Dental Hygiene</p>	<p>The Faculty of Dentistry continues to work to enhance the integration of the School of Dental Hygiene within the Faculty. The FoD governance document has been recently updated to ensure that all members of the FoD are represented.</p> <p>Planning continues with our curricula/clinic leaders to incorporate the group practice model to integrate faculty members and students further in the Patient Care Collaborative Model. In addition to working together in the clinic, dentistry and dental hygiene students also share aspects of the didactic curriculum, including pathology and local anaesthesia.</p> <p>Dentistry and dental hygiene students work together during the Monday evening Immigrant Oral Health Outreach Clinics, including as interpreters for the patients and the oral health care providers. This clinic received \$250,000 from Green Shield Canada in September to support and extend its work. Read the Dal News article.</p> <p>Dentistry and dental hygiene faculty and staff will all meet on December 12 for a staff development session on the new group practice model and the annual Faculty Christmas lunch.</p> <p>At the 2017 Distinguished Alumni Awards, Susan Keating-Bekkers received the A. Gordon Archibald Award, the first dental hygiene alumna to receive one of these awards. The A. Gordon Archibald award recognizes alumni who have distinguished themselves as dedicated Dalhousie volunteers. The award pays tribute to those who have made significant contributions to advancing Dalhousie by giving their time, talent and expertise.</p> <p>Dentistry and dental hygiene students continue to participate in formal Interprofessional Education, which focuses on six interprofessional competency domains: interprofessional communities, patient/client/family/community centre care, role clarifications, team functioning, collaborative leadership, and interprofessional conflict resolution. This year, the following activities/workshops allowed our dentistry and hygiene students to further integrate curricula and clinical activities:</p> <ul style="list-style-type: none"> • Dalmazing 1.0 • Dalmazing 2.0 Read the article. • Teamwork in the dental setting • LGBTQ workshop • Patient co-management seminars and clinic • Sexualized violence workshops <p>Dentistry and dental hygiene faculty members are currently involved in a research project on toothpaste.</p>
<p>8. Eliminate inequitable treatment of QP students; fully integrate into classes and recognize their expertise; ensure students from United States do not receive</p>	<p>Program changes implemented in November 2015 remain in effect and continue to support and enhance Qualifying Program (QP) student integration with the students in third-year dentistry.</p> <p>In April 2017, second-year dentistry students were introduced to their</p>

Recommendation	Initiatives
<p>preferential treatment</p>	<p>new colleagues; they all began third year together at the end of August. A special luncheon was held in the spring to welcome new students and introduce students and faculty members to each other.</p> <p>New QP students receive email addresses for one QP and one regular DDS3 “buddy”. The class president makes a point of approaching the QP students to introduce himself and talk about the class, Dal, and social events. One QP student says: “I found our classmates very friendly and accepting. . .It was like everyone was genuinely interested to know what we need and how they can make us feel at home.”</p> <p>QP students continue to participate in the White Coat Ceremony each year, together with DDS1 and DH1 students. A student from each of the three classes speaks about what professionalism means to them and their commitment to high standards. This year, senior students “coated” their first-year counterparts.</p> <p>A QP student looks back one year later on his experience at Dal and offers advice to current QP students. Read the article.</p> <p>The third International Foods Day, organized and hosted by the students, was held on November 3, 2017.</p>
<p>9. Celebrate role of female, racialized, and LGBTQ dentists have played in profession; recognize struggles and successes.</p>	<p>The development of role models for women in our programs has flourished. Three of the assistant deans are women. Over 50% of full-time faculty members and a large portion of part-time faculty/alumni are women and contribute to the mentorship program and clinical teaching program. Many of our full and part-time female faculty and female alumni are leaders in the dental community, the profession, and the wider community. The third annual Women in Dentistry Circle was held on March 28, 2017 at which DDS4 female students were able to meet with female alumni to talk about particular concerns related to being female in the profession of dentistry. A fourth event is planned for 2018.</p> <p>Student workshops around LGBTQ issues have continued to be held this year, with faculty and staff working to raise awareness and support a safe and inclusive community in the Faculty of Dentistry.</p>
<p>10. Collect data from student body to provide information on diversity, and report aggregate data to Senate. Include information on sex, sexual orientation, socio-economic background, racialization, indigeneity and disability status. Consider a designated recruitment plan for Indigenous and Black communities</p>	<p>The Faculty has participated in the Dal Census since it was launched in November 2015. Admission statistics are also collected on the numbers of male, female, international, Black African Nova Scotian, and Aboriginal students.</p> <p>Looking at the past five years of student admission data, we can see that the dentistry classes all have a roughly 50-50 male-female split. Over the past five years, 11 students have self-identified as being either Black African Nova Scotian or from Indigenous communities. Dental hygiene classes tend to be overwhelmingly comprised of female students, although each year generally has at least one male student. Over the past five years, 10 DH students have self-identified as being either Black African Nova Scotian or from Indigenous communities.</p>

Recommendation	Initiatives
	<p>The FoD has maintained a very active role in a designated recruitment plan for Indigenous and Black communities, through Promoting Leadership in Health for African Nova Scotians (PLANS) and the former Aboriginal Health Sciences Initiative (AHSI), now the Indigenous Health Program.</p> <p>The FoD continues to celebrate some of its successes with the Johnson Scholarship Foundation, whose support has enabled all three health faculties, the AHSI and PLANS to advance their initiatives and plan for the future.</p> <p>PLANS and Indigenous health summer camps took place again in 2017. African Nova Scotia youth in grades 8-11 had the opportunity to apply to health science summer camps held at Dalhousie University, Cape Breton University, St. Francis University, and Nova Scotia Community College. Health science camps in Sydney and Antigonish were attended by Indigenous students. This year, 39 students attended health science camps and 20 senior high students (who had previously completed the health science camp) attended the PLANS Prep Institute to help them prepare to enter post-secondary education. The PLANS program manager reported that 50% of students said that the dentistry/dental hygiene session was their favourite overall. One of our Black African Nova Scotia DDS4 students was a camp leader at St. F X this summer. The activity she did with the campers was listed as one of their favourites. In 2018, PLANS and Indigenous Health looks forward to celebrating their graduates in medicine and dentistry.</p>
<p>11. Survey faculty members and staff to collect data on diversity</p>	<p>The FoD has actively promoted participation in the annual Dalhousie since it began. The goal was an 80% response rate to give the FoD a more accurate picture of our employee class group and representation by occupational groups.</p> <p>HR data from 2016 (the latest figures available) reveals that 73% of staff and 59% of faculty are women, 12% of staff and 18% of faculty self-identified as racially visible, and 1% of staff and 2% of faculty self-identified as LGBTQ.</p> <p>The FoD is working with the Provost's Office and Human Resources to create an Employment Equity Plan for the FoD as part of a wider strategic plan generally. Work on this plan will begin when the permanent dean is appointed.</p> <p>Dr. Davis attended a strategic planning meeting to talk about an employment equity plan for the FoD in November and a workshop on equity and diversity in faculty recruitment at Dalhousie, also in November.</p>
<p>12. Create internal council/committee on inclusion and diversity.</p>	<p>In response to the Dalhousie Strategic Initiative 5.2, which is to "foster a collegial culture grounded in diversity and inclusiveness", Faculty Council, which meets 2-3 times a term, has a standing agenda item to discuss this item.</p> <p>The FoD has been involved in an initiative to develop, launch, and</p>

Recommendation	Initiatives
	<p>evaluate a mandatory interprofessional indigenous course for educating nursing, medicine, and dentistry students. The course is being developed in response to the Truth and Reconciliation Commission Calls for Action and in collaboration with faculty members in the health professions, including our recently cross-appointed Inuk scholar. Faculty members will also participate in the course roll-out to increase the awareness, knowledge and skills required to incorporate indigenous content within other courses and ultimately into the curricula of all Dal health programs. This initiative is currently on hold, but the FoD will continue to be a part of its development and roll-out when it is underway again.</p>
<p>13. Conduct independent external review on whether RJ, constructed to ensure voluntary involvement and inclusive participation, could assist in behavioural change for students, staff and faculty.</p>	<p>The Office of the President, the Provost, and the FoD have received the external report on the restorative justice process. The report illustrates how the RJ process has been applied to three different situations at Dal, one of which is at the Faculty of Dentistry. The FoD participated fully in the external review process, which we feel has many strengths, as well as being a resource and time-intensive process. The university and our Faculty are determining the best strategy for releasing the report more widely.</p>
<p>14. Collaborate with other dental schools, licensing boards and associations to address equity and sexual misconduct in profession.</p>	<p>The FoD's Dentistry Mentorship Program, which is a partnership with the Nova Scotia Dental Association, provides a variety of optional workshops, lectures, and information sessions to our students on topics such as professionalism, ethics, practice management and the business of dentistry. Early in 2018, SPEA and the NSDA plan to host a recent grads panel (see below).</p> <p>The mentorship program was extended to include dental hygiene students in 2017, with a professional panel held on April 5. Four dental hygiene alumni shared their insights and experiences on several topics of interest to dental hygiene students, including ethics, employment issues, and the importance of becoming involved in the oral health community. Read the article.</p> <p>The Faculty of Dentistry continues to help interested students to establish more formal mentorship connections and connect students with a network of more than 50 alumni volunteers in 19 Canadian cities, 16 US states, and seven international locations via the Community Contacts program.</p> <p>The FoD has been actively involved in the American Dental Education Association again this year through the Academy for Academic Leadership. Each year, two faculty members enroll in the full-year program alongside other dental educators from across North America.</p> <p>Both dentistry and dental hygiene faculty have attended and completed the program, which involves leadership training in diversity and inclusion, curriculum planning, implementation calibration, and many other relevant topics for new and seasoned dental faculty members. Networking, the sharing of ideas and the future direction of dental education are major topics of online discussion for participants.</p> <p>The Student Professional and Ethics Association (SPEA) in Dentistry</p>

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	<p>remains active on campus, one of only a small number of Canadian dental faculties to have a SPEA chapter. Article.</p> <p>Several events are planned for second semester:</p> <ul style="list-style-type: none"> • Experience panel – general dentists and specialists will share experiences and answer questions about ethical dilemmas they have experienced. • Welcome to the clinic – senior students and dental assistants will hold a "Do's and Don'ts of the Clinic" event for DDS1 and DDS2 students. • Recent grad panel – alumni who have graduated within the last five years will come into the Faculty and talk about their work during their first couple of years out of school and what they might have done differently. SPEA will partner with the Mentorship Program for this event. • Lunchtime discussions – twice a month, students and an instructor will meet up at lunchtime to discuss any ethical dilemmas they are having in clinic. <p>The Faculty of Dentistry continues to collaborate with other faculties of dentistry through the Association of Canadian Faculties of Dentistry and the American Dental Education Association. Topics of discussion include professionalism, equity and many other issues.</p>
<p>15. Consider ways to reduce isolation from university; may include cross-appointments, and incorporation of wider perspectives on inter-disciplinary research and education.</p>	<p>Dental hygiene faculty members presented posters and gave talks at the 2017 CAPHD conference in Toronto in September and the 2017 CDHA conference in Ottawa in October:</p> <ul style="list-style-type: none"> • Prof. Heather Doucette: "Exploring the use of volunteer interpreters for immigrant patients in a dental hygiene clinic". • Prof. Shauna Hachey: "Shifting the oral health care delivery approach for vulnerable populations". • Prof. Kim Haslam: "Oral cancer screening: Breaking the time barrier". • Prof. Teanne MacCallum: "Investigating knowledge, motivational and behavioural effects of providing oral health information to pre/post-natal parents". <p>Prof. MacCallum also delivered two guest lectures in Moncton and Halifax in November on "Why baby teeth matter?" The North Shore Micmac District Council (in Moncton) and the Nova Scotia Native Women's Association (in Halifax) partnered with Health Canada, First Nation's and Inuit Health Branch Atlantic Region to hold the lectures, which were part of the Healthy Child Development Program.</p> <p>Dentistry and dental hygiene students provide outreach care and gain valuable work experience at several outreach clinics in the Halifax community and in Labrador. Each year, members of the oral and maxillofacial team travel to Vietnam to provide cleft lip and palate care there and to help train local residents.</p> <p>Watch our outreach video: "Dalhousie Dentistry: Serving the</p>

Recommendation	Initiatives
	<p data-bbox="641 151 803 184">underserved”</p> <p data-bbox="641 205 1469 592">The FoD continues to work closely with colleagues in the Faculties of Medicine and Health Professions on interprofessional health education. This year our collaborative efforts resulted in Dalmazing 1.0 and (new this year) Dalmazing 2.0. These two events brought together over 1000 first-year students in dentistry, medicine, and health professions to complete challenges that addressed six core interprofessional competencies and to consider and discuss the issue of obesity from an interprofessional perspective. These sessions provided opportunities to learn with, from, and about other health professions in the belief that better collaboration among the healthcare team leads to better patient care.</p> <p data-bbox="641 613 1469 781">Students in the health professions collaborated again this year on the “For the Health of It” variety show, which was held in the Rebecca Cohn Auditorium on November 19, 2017. The money raised is donated to a different charity each year. The proceeds from this year’s show went to the Avalon Sexual Assault Centre.</p> <p data-bbox="641 802 1469 1012">Another example of interprofessional collaboration is the HOPES Health Centre, which was launched last year. This program is held at St. Andrew’s Church and the Dal Health Student Health Centre. Students from the health faculties offer health promotion and health navigation for marginalized populations in the local area, supervised by faculty preceptors from the different health faculties.</p> <p data-bbox="641 1033 1469 1306">At the end of October, FoD students collaborated with students from the Faculty of Medicine to bring in a group of 20 junior high school students through the group I Am Potential. The students spent one afternoon with dentistry students in the labs exploring different dentistry activities, such as polishing hard-boiled quails’ eggs. The objective is to give the junior high students positive adult role models and encourage them to think about pursuing post-secondary education. Read the article.</p> <p data-bbox="641 1327 1469 1579">Through the joint efforts of the health faculties (including the FoD), programs to recruit and provide educational experiences for underrepresented populations in our professions have been established for African Nova Scotians and Indigenous populations. Our involvement in PLANS and the Indigenous Health program helps to encourage young people from different backgrounds to consider studying for a career in the health professions.</p> <p data-bbox="641 1600 1469 1768">All assistant deans regularly liaise with counterparts at other Canadian and American dental schools/faculties through meetings at conferences and via phone/email. The issues that they are dealing with are similar and they feel that they benefit from sharing their experiences and initiatives.</p> <p data-bbox="641 1789 1469 1894">The FoD works with the Nova Scotia Dental Association to provide a mentorship program for students, whereby students work with practising alumni dentists and gain real-world experience.</p> <p data-bbox="641 1915 1388 1948">The FoD has a long history of multi-disciplinary collaboration in</p>

Recommendation	Initiatives
	<p>education, research, and service. Its partnership with the Healthy Population Institute (formerly the Atlantic Health Promotion Research Centre) has made possible several research collaborations with other health professions, with a particular focus on vulnerable populations and oral health care, which has resulted in many successful research grant applications.</p>
<p>16. Improve effectiveness of ethics and professionalism education for all students; make courses part of curriculum, integrate into other courses and clinic, and include issues related to sexism, misogyny, homophobia, racism, disability and discrimination.</p>	<p>The Student Professional and Ethics Association (SPEA) in Dentistry remains active on campus, one of only a few Canadian dental faculties to have a SPEA chapter. Article.</p> <p>Several events are planned for second semester:</p> <ul style="list-style-type: none"> • Experience panel – general dentists and specialists will share experiences and answer questions about ethical dilemmas they have experienced. • Welcome to the clinic – senior students and dental assistants will hold a "Do's and Don'ts of the Clinic" event for DDS1 and DDS2 students. • Recent grad panel – alumni who have graduated within the last five years will come into the Faculty and talk about their work during their first couple of years out of school and what they might have done differently. SPEA will partner with the Mentorship Program for this event. • Lunchtime discussions – twice a month, students and an instructor will meet up at lunchtime to discuss any ethical dilemmas they are having in clinic. <p>The FoD is participating in an initiative to develop, launch, and evaluate a mandatory interprofessional indigenous course for educating nursing, medicine, and dentistry students. (Please see recommendation #12.)</p> <p>The FoD's group practice model will be introduced in the new year, in which senior and junior dentistry and dental hygiene students will form teams and be responsible for the overall care of a group of patients. This integrated approach will allow students to model the professional working environment and mentor one another. Feedback and evaluation systems will enable clinic staff, students, part-time instructors, and group leaders to provide positive feedback to one another in a respectful, safe method. All of the stakeholder groups are involved with this pilot.</p>
<p>17. Report regularly to Senate and President on implementation of recommendations.</p>	<p>The FoD is now in the third year of reporting updates on the implementation of recommendations to Senate. Our final report will be delivered in April 2018.</p>
<p>18. Ensure policies are written and widely accessible.</p>	<p>FoD policies continue to be reviewed and updated and made widely available on the website. The academic policy manual has been updated, following wide consultation, including legal counsel. An</p>

Recommendation	Initiatives
	updated organization chart has been developed for Faculty governance. An Academic Governance and Faculty of Dentistry Constitution was approved in September 2016. The updates involved restructuring the FoD academic governance model to bring it into line with that of the university. These updates have been developed in consultation with legal counsel.