ADEA Micro-credential: Promoting an Inclusive and Humanistic Learning Environment

Overall Goal

Promote an inclusive and humanistic learning environment (IHLE), e.g., physical and virtual classroom, simulation center, clinic or community venues, for the oral health (dental schools and/or allied health) program students, faculty and/or staff.

Objectives and Outcomes

- Demonstrate a thorough understanding of fundamental knowledge of concepts, skills and methods that support inclusive and humanistic learning environments.

- Incorporate current and emerging literature and best practices for IHLE in their academic programs.

- Create and/or provide learning resources that lead to the development and support of an inclusive and humanistic program/course in the classroom.

- Evaluate and/or show the impact and effectiveness of the IHLE program or activity.

Rationale and Supporting Research

Research has demonstrated that humanistic learning environments impact student learning, as well as retention of students, faculty and staff. Please see the supporting literature listed below.

Academic Climate and Student Success

Razack and Philibert 2019. Inclusion in the clinical learning environment: building the conditions for diverse human flourishing. MEDICAL TEACHER 2019, VOL. 41, NO. 4, 380–384 https://doi.org/10.1080/0142159X.2019.1566600

Psychological Safety

Rudolph, J. W., Raemer, D. B. & Simon, R. (2014). Establishing a Safe Container for Learning in Simulation. *Simulation in Healthcare: Journal of the Society for Simulation in Healthcare, 9* (6), 339-349. doi: 10.1097/SIH.0000000000000047

Student Perspectives About Humanistic Academic Environments

Sample Resources

1. Podcast**:** Teaching in Higher Ed by Bonni Stachowiak

   Overview: Hosted by Bonni Stachowiak, The Teaching in Higher Ed Podcast airs weekly. The podcast focuses on topics such as excellence in teaching, instructional design, open education, diversity and inclusion, productivity, creativity in teaching, educational technology and blended learning.

2. ADEA eLearn Webinar Archives (elearn.adea.org)

   Recommended webinars:

   - The ADEA Climate Study: Advancing a Humanistic Environment and Transformation in Dental Education (View)

   - Belongingness as a Pathway to Diversity and Inclusion in Dental Education (View)

3. ADEA Access, Diversity and Inclusion Portfolio (https://www.adea.org/adi/)

4. MedEdPORTAL (https://www.mededportal.org/diversity-inclusion-and-health-equity)

Submission Criteria and Evaluation Guidelines

Section 1: Overview Questions (See grading rubric for evaluation criteria.)

1. *Motivation* – Why is this micro-credential meaningful or significant for you? Please discuss the value this micro-credential has for your professional work and practice. Specifically, explain how this micro-credential supports or enhances your professional development within dental education.

   [*Response Format Options: 300-500 words written in first-person narrative style OR a 2- to 4-minute video*]

2. *Training/Development* – List and describe the three most significant or impactful resources used to support your development of relevant knowledge and skills in this area (e.g., activities, training, courses, learning experiences, individual study of important literature or other formal or informal professional development). Describe each activity or resource and explain how it supported your learning/development in this area.

You must include a minimum of three examples and must include citations or links for any resources that you cite. To the extent possible, demonstrate variety in the format or type of learning experiences you discuss.

[*Response Format: 500-750 words (excluding citations) written in first-person narrative style*]

3. *Needs Assessment and Decision-making Process* – Please describe any factors you believe were essential and were included in the development of the program. For example, describe how you determined/assessed the interests, needs and expectations of students, staff and/or faculty before developing the program. Describe two to three (2-3) strategies/methods that you considered and/or used to create the program and your rationale and decision-making process to select the one(s) that you implemented.

[*Response Format Options: 500-750 words written in first-person narrative style OR 2- to 4-minutes video*]

4. *Community engagement* – Please provide evidence that demonstrate your community engagement within the area of developing inclusive and humanistic learning environments. Acceptable evidence includes, but are not limited to, the following:
   - Actively participate in local, regional or national professional learning communities.
   - Actively participate in ADEA and/or other professional organizations.
   - Actively participate at conferences, webinars or other professional development events.
   - Actively participate in cross-institutional and cross-disciplinary collaboration.
   - Others, as applicable

[You may include written descriptions and/or links as evidence of your participation in these activities.]

Section 2: Reflection Questions (See grading rubric for evaluation criteria.)

1. *Critical Assessment of Portfolio Work* – Provide a critical assessment of your submitted work. Structure your reflection to address the following:
   a. What was your primary purpose or goal in creating this work? Who is the intended audience for this work and what is the intended use or application?
   b. How is your work informed by current information, literature and practices in this topic area?
   c. How have you been able to (or how will you) assess the effectiveness or impact of your work? Are there any limitations to your assessment and how may you address these challenges moving forward?

[Your response must be text-based and at least 1,000 words.]

2. *Relevant Ethical Considerations* – Provide a summary and description of relevant ethical considerations around this topic area and describe how you might elect to address these ethical challenges. You may choose to focus on:
   - Particular populations at risk of being disadvantaged by work in this area;
   - Challenges and risks associated with data collection, data maintenance or data use;
   - Legal considerations, such as copyright or trademark law; or
   - Any other relevant ethical consideration for this topic area.

   [Your response must be text-based and at least 500 words.]

3. *Supporting Diversity, Equity and Inclusion* – In what ways can work in this topic area support diversity, equity and inclusion efforts outside of the dental education setting? Provide specific, actionable suggestions or recommendations as well as potential limitations of these efforts. You may choose to focus on application of these efforts toward
   - Patient experience and patient care;
   - Legislation, policies or practices that directly support diversity, equity and inclusion efforts; or
   - Other relevant applications.

   [Your response must be text-based and at least 500 words.]

Section 3: Portfolio Artifact (See grading rubric for evaluation criteria.)

Submission Criteria – Submit at least one artifact that demonstrates your efforts to promote an inclusive and humanistic learning environment for the oral health (dental schools and/or allied health) program students, faculty and/or staff. The artifact(s) must address each of the objectives and outcomes as outlined in this document and be the focus of your previous responses in Sections 1 and 2.

The following are examples of evidence of work in this area:

- A sample lesson plan and/or related course materials. Examples include but are not limited to:
  - Classroom (physical or virtual) – syllabus, PowerPoints, videos, reading materials, problem-based learning;
  - Simulation center – cases, Objective Structured Clinical Examination (OSCE), Team Observed Structured Clinical Encounter (TOSCE), rubrics, case-based learning;
  - Clinic – inclusive and humanistic patient-centered competency practices, e.g., disabilities, language barriers, health literacy or empathy to patients' beliefs; or
  - Community outreach/service – inclusive and humanistic patient-centered competency practices, e.g., disabilities, language barriers, health literacy or empathy to patients' beliefs.

- A classroom recording of a learning activity
- Publications
- Documentation and outcomes of work on a related school committee/task force
- A community or professional development event that you organized or helped to plan
- Others, as applicable to the objectives and outcomes of this micro-credential