



University of Toronto TORONTO ONTARIO M5S 1A1

OFFICE OF THE VICE-PRESIDENT, POLICY DEVELOPMENT AND ASSOCIATE PROVOST

TO: Members of the Committee on Academic Policy and Programs
SPONSOR: Carolyn Tuohy
CONTACT INFO: 978-2181; c.tuohy@utoronto.ca
DATE: October 6, 2003 for meeting of October 15, 2003
AGENDA ITEM: 4

ITEM IDENTIFICATION:

Proposal for a combined Bachelor of Dental Hygiene (BDH)/ Diploma in Dental Hygiene program, offered by the Faculty of Dentistry in collaboration with George Brown College, as described in the submission from the Faculty of Dentistry, dated September 19, 2003.

JURISDICTIONAL INFORMATION:

The Committee has authority for approval of major program and curriculum changes.

HIGHLIGHTS:

The proposed program is a direct-entry, integrated four-year program offered in collaboration with George Brown College. The first and fourth year will be taken primarily at the University of Toronto, and the second and third year will be taken primarily at George Brown College. Students will be University of Toronto students over the course of the program and will graduate with a Bachelor of Dental Hygiene degree from the University of Toronto and a Diploma in Dental Hygiene from George Brown College.

The program is intended to produce graduates who are prepared to be self-directed learners with the ability to practice in diverse settings and to work with a range of patients including those who present more complex oral health problems or whose health status is compromised in various ways.

A copy of the draft agreement between the University of Toronto and George Brown College, which is modeled on our agreements with Centennial and Sheridan Colleges for particular programs, is attached for information.

RECOMMENDATION:

That the Committee on Academic Policy and Programs recommend to the Academic Board for approval:

The proposal for a combined Bachelor of Dental Hygiene (BDH)/ Diploma in Dental Hygiene program, offered by the Faculty of Dentistry in collaboration with George Brown College, as described in the submission from the Faculty of Dentistry, dated September 19, 2003, effective September 1, 2004.



Faculty of Dentistry
University of Toronto

OFFICE OF THE DEAN

David Mock, DDS, PhD, FRCD(C)
Professor & Dean
Zwigenberger Decanal Chair

September 19, 2003

Professor Carolyn Tuohy
Associate Provost & Vice-President
Policy Development
University of Toronto
Room, 206, Simcoe Hall
27 King's College Circle
Toronto, ON M5S 1A1

Dear Professor Tuohy:

I am pleased to submit the enclosed outline for the Baccalaureate Program in Dental Hygiene (BDH) that we have been planning in collaboration with George Brown College. In order for implementation during the 2004-2005 academic year, I request that this be brought forward to the Committee on Academic Policy and Programs at its October 15th meeting. It should also be on the agenda for the October 21st meeting of the Planning and Budget Committee, noting that the program has no resource implications for the University.

Thank you for your assistance. Should you require any further information, please let me know.

Yours sincerely

David Mock
Dean

DM:sb
Encl.

xc: Professor Safwat Zaky, Vice-Provost Planning & Budget

REPORT OF THE EXECUTIVE COMMITTEE

At meetings of the Executive Committee held on February 5 and March 19, 2003, the Committee:

On February 5, 2003:

1. approved the membership of the subcommittee for the Dentistry Enrichment Endowment Fund 2003-20034 comprised of Drs. D. Haas (Chair), B.J. Sessle and P. Watson.
2. discussed the Proposal for the Bachelor of Dental Hygiene Degree Program in collaboration with George Brown and Georgian Colleges of Arts and Technology:

RECOMMENDATION: The Executive Committee recommends to Faculty Council that the Proposal for the Bachelor of Dental Hygiene Degree Program be accepted as presented.*

On March 19, 2003:

3. accepted the report from Dr. Haas, chair of the Dentistry Enrichment Endowment Fund selection committee, who recommended awards as follows: 1) Mr. J. Fiege, computers with monitors for the 3 large lecture rooms, video tripod and video distribution upgrade in the amount of \$17,128.55; 2) Dr. J. Heersche and Ms. S. Carter, isoflurane vaporizer and delivery system in the amount of \$3,744.40; 3) funding of \$30,000 for equipment for applications from Dr. M. Glogauer et al (ChemiGenius² dedicated image documentation system), Dr. M. Manolson et al (Lunar PIXImus dual-energy x-ray absorptiometry DEXA) and Dr. C. McCulloch et al (flow cytometer) contingent upon successful receipt of funding from their granting agencies to purchase equipment. The \$30,000 will be divided equally among the successful applicants and the amount awarded will be no more than that requested in their application to the Enrichment Endowment Fund. In the event that none of these applicants receives funding from an external granting agency, then the remaining non-funded applications will be reconsidered.
4. agreed that requests from external students seeking permission to come to the Faculty as exchange students should be directed to Dr. Matear, Assistant Dean (Clinics) rather than to Dr. Haas, Associate Dean (Clinical Sciences); also agreed that our students going on exchanges should maximize their academic exposure while away even if this means the visit takes place during the beginning of 4th Year.

For Presentation to Faculty Council
March 31, 2003

FACULTY OF DENTISTRY
UNIVERSITY OF TORONTO

BACHELOR OF DENTAL HYGIENE
PROGRAM PROPOSAL

SEPTEMBER 2003

BACHELOR OF DENTAL HYGIENE
PROGRAM PROPOSAL

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BACHELOR OF DENTAL HYGIENE PROGRAM PROPOSAL **EXECUTIVE SUMMARY**

The University of Toronto, Faculty of Dentistry is submitting a proposal for a Bachelor of Dental Hygiene (BDH) degree, which is a direct-entry, integrated, four-year program offered in collaboration with George Brown College, Centre for Health Sciences. Admission requirements will be similar or higher than those expected for entry into first year Faculty of Arts and Science at University of Toronto, and the anticipated start date is September 2004 with an enrollment of 85 students.

There are currently 31 dental hygiene programs across Canada, which include five university programs, 20 community college programs, four CEGEP programs and two privately run programs. Fourteen of the programs are based in Ontario.

Stakeholder groups have been consulted, and there is overall support for the development of a direct-entry baccalaureate program for dental hygiene. The rationale for a move to baccalaureate education is that it will ensure cost effective use of education dollars with existing resources; enable high school graduates direct access to a baccalaureate-level dental hygiene education leading to a career in dental hygiene; expand learner-centered delivery of dental hygiene education in Ontario; ensure equitable education compared to other health disciplines such as nursing, physiotherapy, occupational therapy and speech language pathology; build a critical mass of academic and research practitioners; and provide the foundation for graduate and post-graduate studies. Various factors have resulted in the opportunity for change in dental hygiene education in Ontario, and the University of Toronto together with George Brown College are being proactive and innovative in creating a partnership that raises the standard of dental hygiene education in Ontario to degree status.

Student interest in the BDH program is anticipated to be high since it offers degree education in combination with a professional training and designation. Data to support that include a survey of final year dental hygiene students at three community colleges, where 83% found the idea of a dental hygiene degree program as appealing or very appealing. Presently, George Brown College has approximately 2000 applications for the 72 spots in its diploma program, which indicates a high desire for this health profession career path.

In addressing societal demand, a study presented at the 2003 Canadian Dental Hygienists conference on patterns and trends in dental hygiene documented increased demand for preventive and dental hygiene services over the past 12 years. Concurrent with that are epidemiological studies that identify increased oral health needs and limited access to care in segments of the population, such as the elderly and homebound.

The proposed baccalaureate dental hygiene program will provide the workplace with oral health care practitioners who will be self-directed learners with knowledge and experience in diverse health care settings so as to meet the clinical, educational and health promotion needs of the community.

BACHELOR OF DENTAL HYGIENE PROGRAM PROPOSAL

This proposal outlines a direct-entry, four-year degree program offered in collaboration with George Brown College of Applied Arts and Technology. The anticipated start date of this program is September 2004.

DENTAL HYGIENE EDUCATION IN CANADA

Presently there are 31 dental hygiene programs across Canada, which include five university programs, 20 community college programs, four CEGEP programs and two privately run programs. The University of British Columbia and University of Alberta currently offer direct-entry baccalaureate programs for dental hygienists. These two universities also provide degree-completion programs as well. Dalhousie University and University of Manitoba offer traditional diploma programs, but have received Faculty and University level approval for direct-entry baccalaureate programs, and are awaiting final government approval. Quebec offers diploma education for dental hygienists in its CEGEP and college system. The majority of the programs are in Ontario, where there are 12 programs based in Community Colleges of Applied Arts and Technology and two private programs recently established. All dental hygiene programs in Canada have met accreditation standards as designated by the Commission on Dental Accreditation of Canada, with the exception of one new private program.

The Faculty of Dentistry at the University of Toronto graduated its last class of diploma dental hygienists in 1977, and since that time has offered a Bachelor of Science in Dentistry (Dental Hygiene) degree completion program (BScD(DH)). This program was offered up until 2001 when it suspended applications. Interest and applications to the program had diminished greatly over the past number of years due to admissions requirements and subsequent length of program. More specifically, dental hygienists who are graduates of Ontario Community Colleges were required to have one-year of university credits in addition to a two-year diploma in dental hygiene prior to being considered eligible to apply for the two-year degree completion program. This resulted in a minimum of five years of study to complete what is essentially a four-year degree. This inequity resulted in limited interest in the current program for the vast majority of dental hygienists with a Community College education. Applications to the BScD(DH) program at the University of Toronto will remain suspended until decisions are made regarding a new direct-entry degree program and a more equitable degree completion program is developed.

EVIDENCE OF CONSULTATION

In May 2001, Ontario Community Colleges were invited to attend a meeting at the Faculty of Dentistry for a preliminary discussion regarding dental hygiene degree education in Ontario. At that meeting there were three Community Colleges in attendance in addition to representatives from the Faculty of Dentistry and University of

Toronto administration. A working group was identified representing those in attendance at the meeting, namely the University of Toronto, George Brown College, Georgian College and St. Clair College. The “Working Group Report on Baccalaureate Degree Education for Dental Hygienists in Ontario” was produced and circulated to the respective deans of programs involved in writing the report. This document provided the basis of subsequent discussion to determine interest and intent in developing a direct-entry dental hygiene degree program in Ontario. All parties were supportive of the document and since that time further consultation has taken place with George Brown College to discuss the logistics and financial implications related to a joint degree program. Consultation has also taken place with the following groups:

The Faculty of Dentistry, which has reviewed, modified and approved this proposal through discussions with individual members as well as its Education Committee and Faculty Council.

The Faculty of Arts and Science, in discussions with then Vice-Dean (Research Infrastructure and Graduate Education) Pekka Sinervo, and Assistant Dean and Faculty Registrar George Altmeyer, facilitated a proposal for the 1st year curriculum content, which will be finalized upon approval of this program.

The Heads of Dental Programs for Community Colleges. This group is a subcommittee of the Heads of Health Science Programs, whose role it is to address issues related to dental hygiene education. It has broad representation from community college educators, administrators, the dental hygiene regulatory body and the Ministry of Training – Colleges and Universities. In April 2001 the Heads of Dental Programs adopted a position statement in support of the development of a direct-entry degree program for dental hygiene. This position was subsequently supported by the Heads of Health Science Programs group.

The Ontario Dental Hygienists Association (ODHA). This group represents the professional interest of the dental hygiene profession in Ontario. At the ODHA May 2001 Annual Board Meeting, the Board of Directors passed a position statement supporting direct-entry baccalaureate education as well as degree completion for dental hygienists.

The Canadian Dental Hygienists Association (CDHA). This group represents the professional interest of the dental hygiene profession across Canada. Their Board of Directors adopted the position that dental hygiene programs must offer a baccalaureate degree in Dental Hygiene as the required credential for entry to dental hygiene practice for all new students commencing in the year 2005, based on an October 2000 report by its Task Force on Dental Hygiene Education.

The College of Dental Hygienists of Ontario (CDHO). As the regulatory body for dental hygienists in Ontario the CDHO is responsible for establishing the entry to practice standards for hygienists. Currently the CDHO requires a diploma granted on the basis of two years of study at an accredited institution and successful completion of the National

Dental Hygiene Board Examination. In light of the profession's demand for a baccalaureate degree as the minimum education for entry to practice, the CDHO has established a committee to investigate changes to the entry to practice requirement as it relates to its mandate.

ACADEMIC RATIONALE

The University of Toronto has a solid reputation as a leader in dental education. At one time it was also a leader in dental hygiene education when the University offered the diploma in dental hygiene program from 1951-1977. In 1975 when the Faculty of Dentistry developed the BScD(DH) degree, it was the first degree completion program in Canada. However, since 1977, Community Colleges have taken over the primary responsibility for dental hygiene education in Ontario.

Changes in dental hygiene education are now taking place across Canada. These include the recent establishment of direct-entry baccalaureate degree programs specific to dental hygiene in two Canadian Universities, with two other universities prepared to offer similar baccalaureate degree programs once government approval is received. The timing is right for changes in dental hygiene education in Ontario, and the University of Toronto together with George Brown College have an opportunity to be proactive and innovative by creating a partnership that raises the standard of dental hygiene education in Ontario to degree status.

From an educational standpoint there are multiple reasons why a move to baccalaureate education should be made. These are:

- To ensure cost effective use of education dollars with existing resources
- To enable high school graduates direct access to a baccalaureate-level dental hygiene education leading to a career in dental hygiene
- To increase retention of dental hygienists in the profession through enhanced knowledge and career opportunities
- To expand learner-centered delivery of dental hygiene education in Ontario
- To respond to the position taken by other dental hygiene programs across Canada that have implemented baccalaureate-level dental hygiene education programs
- To have equitable education compared to other health disciplines such as nursing, physiotherapy, occupational therapy and speech language pathology
- To build a critical mass of academic and research practitioners
- To provide the foundation for graduate and post-graduate studies

PROPOSED PROGRAM

Students will take courses at both the University of Toronto and George Brown College over the four years of the BDH program. The first and fourth year of study will be taken primarily at the University of Toronto (5 credits), with the middle two years taken primarily at George Brown College. Successful graduates will be granted a Bachelor of Dental Hygiene degree from the University of Toronto, and a Diploma in Dental Hygiene

from George Brown College at the completion of the BDH program. All graduates of dental hygiene programs must successfully complete the National Dental Hygiene Certification examination in order to be eligible for registration by the College of Dental Hygienists of Ontario.

YEAR 1

Biology 150Y	(1 credit)
Chemistry 138H, 139H	(1 credit)
Humanities or Social Sciences (may include Classics, English, History, Economics, Political Science, Sociology)	(1 credit)
Introduction to Oral Health Sciences	(1 credit)
Psychology 100Y	(1 credit)

YEAR 2

<u>Clinic for the Dental Hygienist</u>	(1 credit)
To include: Dental Hygiene Clinic 1 and II	
<u>Clinical Sciences for the Dental Hygienist</u>	(2.75 credit)
To include: Dental Hygiene Principles I and II Dental Radiography I and II Radiographic Interpretation Dental Materials	
<u>Dental Sciences for the Dental Hygienist</u>	(.75 credits)
To include: Head and Neck Anatomy Dental Anatomy Oral Histology and Embryology Periodontics I	
<u>Biological Sciences for the Dental Hygienist</u>	(1 credit)
To include: Microbiology and Infection Control Anatomy and Physiology General Histology Pathophysiology and Pharmacology I	
<u>Community Health for the Dental Hygienist</u>	(.5 credit)
To include: Nutrition Nutrition Counseling Community Health I	

YEAR 3

Clinic for the Dental Hygienist (1.5 credit)

To include: Dental Hygiene Clinic III and IV
Case Presentations

Clinical Sciences for the Dental Hygienist (.5 credit)

To include: Dental Hygiene Principles III and IV

Dental Sciences for the Dental Hygienist (.75 credit)

To include: Advance Head and Neck Anatomy
Periodontics II
Dental Specialties
Oral Pathology

Biological Sciences for the Dental Hygienist (.25 credit)

To include: Pathophysiology and Pharmacology II

Community Health for the Dental Hygienist (1 credit)

To include: Advanced Preventive Dentistry
Community Health III and IV
Community Health Practicum I
Gerontology
Ethics and Jurisprudence

YEAR 4

Advanced Clinical Sciences (1 credit)

Case Based Learning (.5 credit)

Clinical and Community Rotations (1 credit)

Critical Appraisal and Evidence-Based Care (.5 credit)

General and Oral Health Perspectives (.5 credit)

Legal, Ethical and Professional Issues in Health Care (.5 credit)

Oral Health Research: Design, Measurement and Evaluation (.5 credit)

Sociology and Psychology of Health and Illness (.5 credit)

Electives (students are required to complete 2 electives from choices offered in their clinical sciences and research courses)

COURSE DESCRIPTIONS - YEAR 1

Biology 150Y – Organisms in their Environment

Evolutionary, ecological, and behavioural responses of organisms to their environment at the level of individuals, populations, communities, and ecosystems. A prerequisite for advanced work in biological sciences. Attendance at weekly tutorials is voluntary, yet highly recommended.

Chemistry 138H – Introductory Organic Chemistry

An introduction to principles of structure and their relation to reactivity of organic molecules, molecular structure, stereochemistry, functional groups, and reactions.

Chemistry 139H – Physical Principles

Structure of matter, gases, liquids and solids; phase equilibria and phase diagrams; colligative properties; chemical equilibria; electrolyte solutions and electrochemistry; reaction kinetics; and introduction to thermodynamics.

Humanities or Social Science elective

Students will have the option to take a course from a list of humanity or social science choices, to include Classics, English, History, Economics, Political Science, or Sociology.

Introduction to Oral Health Sciences

This course will introduce students to the relationship between the biological, social and oral health sciences and provide the foundation for understanding how they are integrated and relevant in oral health and disease. The correlation between oral health and general health will be a recurring theme in this course as well as in other courses linked to this one in years two, three and four of the program.

Psychology 100Y – Introductory Psychology

A survey course introducing students to concepts, issues, and research methods in the broad field of contemporary psychology. Topics include: physiological processes, motivation, learning, perception, memory and thinking, social, developmental, and abnormal psychology.

COURSE DESCRIPTIONS – YEAR 2

Clinic for the Dental Hygienist

This course provides the student with knowledge and application of the technical competencies required for clinical dental hygiene practice. Development of these competencies will occur first on manikin and partner assignments and then advance to

client care in the clinical setting. Students will apply the dental hygiene process of care including assessment, planning, implementation and evaluation.

Clinical Sciences for the Dental Hygienist

This course represents the foundation necessary to the practice of dental hygiene through the process of care. Clinical theory is presented to provide the knowledge base for all dental hygiene interventions, both therapeutic and educative, and includes principles, issues and methods fundamental to the development and management of client-centered wellness and self-care. Modules in this course will also enable the student to: meet the requirements of the Healing Arts Radiation Protection Act; develop the principles and applications of intra-oral radiographic techniques; produce radiographs of diagnostic value in order to discuss with dental personnel; use dental radiographic imaging associated with treatment planning; and assimilate fundamental knowledge of materials science required to understand the scientific basis for the selection, preparation and use of dental materials.

Dental Sciences for the Dental Hygienist

This course will build upon the oral health science foundation provided in year 1. More specifically it will address structures of the head, neck, and oral cavity, with emphasis on the relationship between the oral tissues in health and disease and its application in the clinical setting. Modules in this course will include:

Head and Neck Anatomy: anatomical landmarks, osteology of the skull, musculature, nerve supply and circulation, lymph, salivary structures and anatomical features of the tongue;

Dental Anatomy: the development and eruption chronology of the teeth, crown and root anatomy with related form and function of the complete dentition and temporomandibular joint anatomy;

Oral Histology and Embryology: the embryological principles that govern the formation of the face, neck, oral cavity and dental structures; concepts are extended to the development of the tissues of the tooth, periodontium, oral mucosa and associated structures; and

Periodontics I: an introduction to the structures of the periodontium followed by an in-depth study of the etiology and pathogenesis of the diseases of the periodontium.

Biological Sciences for the Dental Hygienist

This course provides the student with a solid foundation for understanding the anatomy and physiology of the human body. The student is introduced to concepts of body organization, basic molecules, fluid compartments and transport mechanisms, and acid-base balance. Modules include: microscopic study of cell cytology and the basic tissues

of the body; classification and characteristics of microorganisms; development of infectious and emerging diseases and the potential for disease transmission and concepts of infection control; the background knowledge necessary to understand physical disease processes, and the underlying concepts which are common to all alterations of normal body functioning

Community Health for the Dental Hygienist

This course will introduce students to the theory and concepts underlying evidence-based health care and its application to community populations. Specific modules will address: the principles of public health and health services; an introduction to epidemiology; an overview of nutrition and its relationship to health; and the practical application of nutrition principles including dietary analysis and nutritional counseling.

COURSE DESCRIPTIONS - YEAR 3

Clinic for the Dental Hygienist

This course is a continuation of the clinical experience in client care. Students fully implement the dental hygiene process of care in the treatment of clients; continue to enhance clinical technique development; increase critical thinking skills and standards of professionalism; and recognize their accountability with regard to patient care. Students will develop competencies that reflect the knowledge, skills, abilities, attitudes, and judgments necessary for the competent performance of dental hygiene practice. Students will be responsible for developing a complete case presentation of a systemic condition that is applicable to the dental hygiene process of care.

Clinical Sciences for the Dental Hygienist

This course builds on the curriculum established in year 2 by continuing the development of critical problem solving abilities related to the provision of dental hygiene care. Advanced theories in non-surgical periodontal therapy are presented. Issues related to team building, communication skills and practice environments are included.

Dental Sciences for the Dental Hygienist

This course builds on the second year curriculum by enhancing the student's knowledge base and practical application of information in the following modules:

Advanced Head and Neck Anatomy: provides an in-depth knowledge of the structures of the head and neck, detailed study of the nervous, circulatory and lymphatic systems including discussion of the spread of dental infection;

Periodontics II: advances the knowledge and practical application of clinical periodontology including the dental hygienist's role in the prevention and treatment of periodontal disease;

Oral Pathology: provides the knowledge to recognize the clinical manifestations of oral pathology, including the practical considerations of the etiology, clinical impact and appropriate management; and

Dental Specialties – Orthodontics: includes aspects of current orthodontic theory and practice, which relate to the total process of care.

Biological Sciences for the Dental Hygienist

This course provides a comprehensive understanding of common diseases and major pharmacological groups. Building on the principles and concepts taught in year 2, the student will learn how alterations of specific physiological functions produce both systemic and oral manifestations and complications. Pre-disposing etiological factors as well as appropriate therapeutic interventions, particularly pharmacological agents, are incorporated into each condition. Emphasis is placed on the importance of assessing the significance of data obtained from the medical history, recognizing oral manifestations of systemic disease and the modification of dental hygiene care to prevent complications and optimize care.

Community Health For The Dental Hygienist

This course continues the third year program of study in Community Health with emphasis on promoting oral health in diverse population groups. Course content will include modules that: focus on disease prevention and health promotion; discuss the assessment of factors which affect the oral health of populations and the development of policy in response to population needs; introduce research techniques used in basic health sciences; explore the profession of dental hygiene including regulations, ethical decision making and conflict resolution. In addition students will be provided with the opportunity to integrate the theories of community health with practical experience in community health settings.

COURSE DESCRIPTIONS - YEAR 4

Advanced Clinical Sciences

This program will consist of multiple discipline-specific modules (e.g., Periodontics, Orthodontics, Paediatric Dentistry, Oral Pathology, Preventive Dentistry and Implantology) that focus on advances in each respective clinical area pertinent to dental hygiene, addressing clinically relevant questions based on review of the scientific literature and relevance of these issues to client care. In addition to the lecture component of this course, students will choose two electives within the clinical disciplines and develop a course of study that includes individualized learning objectives and outcomes based on their specific area of interest.

Case Based Learning

Students will work in seminar groups to discuss cases that address dental hygiene care from a multidisciplinary perspective. The focus will be on the identification of issues as well as resolution of cases using an evidenced-based care approach.

Clinical and Community Rotations

The objective of these rotations is to enhance clinical skills by providing increased experience in diverse practice settings in areas that may not have been emphasized in the Community College program. More specifically this would include field placements in community health centers, hospitals, and health care facilities; the provision of clinical services in the graduate Periodontic clinic at the Faculty of Dentistry; and working with undergraduate dental students to provide comprehensive care to clients at the Faculty of Dentistry.

Critical Appraisal and Evidence-Based Care

This course will consolidate skills in critically appraising current dental hygiene and related oral health literature based on an understanding of principles of evidenced-based decision making. Students will be expected to demonstrate an understanding of research methodology, and interpret and critique assigned articles.

General and Oral Health Perspectives

This course will be organized into modules with themes to include health promotion and policy, inter-professional health care initiatives, pain education and management, and information technology and health. In an effort to encourage an interdisciplinary perspective, where possible, sessions will include related health professions (e.g., nursing, physiotherapy, occupational therapy, speech/language pathology, dentistry, medicine) on topics of mutual interest.

Legal, Ethical and Professional Issues in Health Care

This course provides an overview of professional, social, political and global trends and issues affecting health and health care delivery from both an individual, community and population basis.

Oral Health Research: Design, Measurement and Evaluation

Students will be introduced to research from the perspective of research question development, study methodology, statistical analysis, and interpretation and knowledge transfer of research findings. Students will work in groups to develop research proposals, which they will then have the option of implementing as one of their electives.

Sociology and Psychology of Health and Illness

This course will address health and illness from a sociological and psychological perspective. The contribution of multiple variables such as demographics, gender and aging will be discussed in terms of their influence on health and illness.

INTEGRATION OF CURRICULUM

Representatives from the University of Toronto and George Brown Community College will review the course content proposed in the four-year program to ensure it is pedagogically sound with rigor commensurate with a university-level program.

PROGRAM ENROLMENT

The University of Toronto can accommodate a maximum of 85 students in its proposed degree program. George Brown plans to maintain a diploma stream dental hygiene program that will run concurrently with the degree stream program. The option to increase the number of students and involve other interested Community Colleges in the degree program in the future will be contingent on availability of physical and human resources.

ADMISSION REQUIREMENTS

In order to streamline and simplify the application process, applicants will apply directly to the Ontario University Application Center (OUAC) for admission into the direct-entry degree program with the understanding that the program involves attendance at both George Brown College and the University of Toronto. Applicant information will be forwarded to the Faculty of Dentistry who will handle admissions, with students required to satisfy admission requirements at both the University of Toronto and George Brown College. The admission requirements will be similar or higher than those expected for entry into first year Faculty of Arts and Science at University of Toronto and will include Grade 12 University level courses in English, Biology, Chemistry and Calculus (mandatory), with recommended courses in Physics, Algebra and Geometry.

RESOURCE IMPLICATIONS

It is essential to consider the resource implications of a new program at the Faculty of Dentistry, including the impact this new program will have on the Faculty and its physical plant as well as on faculty members and their workload. Assessment of the potential burden has been based on review of each of the four years in the program.

Year one will impact minimally on the resources of the Faculty of Dentistry but will assume positions assigned to the Faculty of Arts and Science as part of the Enrollment

Growth Plan. The Faculty of Dentistry will offer one course in the first year of the program, which will help to introduce students to the Faculty of Dentistry and the oral health field, and ensure the relevance of the first year courses with the students' future career path in dental hygiene. The inclusion of a first year course at the Faculty of Dentistry should also minimize the transfer of students in or out of this program by virtue of having strictly first year Arts and Science credits. Regarding housing, agreement has been reached for the first year students to enroll in New College and other newly acquired facilities where they will be eligible for residence places.

Years 2 and 3 will be primarily spent at George Brown College, however faculty from the Faculty of Dentistry will be available for consultation with instructors as needed and negotiated.

The final year of the program will be primarily at the Faculty of Dentistry. Physical plant issues are being investigated including the creation of additional locker space and the renovation of one old wet laboratory into a multi-use electronic lecture/microscopy room. Fund raising is already underway to assist with this construction cost. Recognizing the potential for further burden on already overworked faculty members in terms of additional teaching responsibility, an analysis of the financial projections from this program will allow three new tenure stream faculty positions to be created at the Faculty of Dentistry. These new staff will be committed to teach in the degree program as well as in other disciplines, which may effectively reduce workloads of existing faculty members. There should be minimal impact of this program on our clinic since the dental hygiene students will receive their traditional clinical training during the two years at George Brown College. By the fourth year, the dental hygiene students will already be clinically competent as a result of having finished their community college program, so the proposed clinical program at the Faculty will provide increased experience with diverse patient populations beyond what their clinical program at George Brown College offered. Community and clinical rotations are described in the fourth year curriculum above and will include field visits, clinical services in specialized clinics and cooperative care provided by dental and dental hygiene students. This initiative will further ensure quality patient care as well as enhance the future working relationship between dentists and dental hygienists.

PROGRAM DEMAND

The number of students that will choose to enroll in a dental hygiene baccalaureate program rather than a traditional diploma program is difficult to determine, but it is believed that there will be a high level of interest by individuals seeking a program that offers degree education and a clinical professional training. This is based on a survey conducted by three Community Colleges (George Brown, Georgian, and St. Clair Colleges), which indicated that 83% of dental hygiene students (n=122) found the idea of a direct-entry dental hygiene degree program appealing or very appealing. Also of interest is the observation that a significant number of students who are accepted in the dental hygiene program at George Brown College already have university credits or

degrees prior to entering George Brown. If the opportunity to enter a degree dental hygiene program had existed when they began their studies it may be speculated that many students would have chosen this option. Sources also suggest that there is no indication there will be a reduction in numbers of students applying to dental hygiene programs if a degree program is established. George Brown College currently has approximately 2000 applicants for the 72 positions in their diploma dental hygiene program and they do not anticipate any reduction in number of applicants due to their inclusion in the joint degree program with University of Toronto. Creating awareness of the new degree program will be accomplished by effective marketing to target populations.

In addressing the issue of societal demand, a recent study on patterns, trends and changes in dental hygiene was presented at the Canadian Dental Hygienists annual professional conference in June 2003. One of its many conclusions identified an increased demand for dental hygiene and preventive services over the past 12 years. Of interest was also the inverse relationship found between the number of dental hygienists in Canada, which has steadily increased over the years, and the ratio of population: dental hygienist, which has similarly decreased over the same period of time. Despite the 14,000 dental hygienists registered to practice in Canada, these numbers have not kept up with population growth nor presumably the demand for oral health services. This has been well documented in epidemiological studies that clearly identify an aging population who are keeping their teeth longer, and therefore are still in need of oral health care. Dental hygiene services are in high demand in such populations, as well as other groups who have limited access to such services. Further support of the interest and demand for dental hygiene services is evident by the recent establishment of two privately funded dental hygiene programs.

The proposed baccalaureate dental hygiene program will provide the workplace with oral health care practitioners who will be self-directed learners with knowledge and experience in diverse health care settings so as to meet the clinical, educational and health promotion needs of the community.

Draft
Revised August 6, 2003

INTRODUCTION

The purpose of this Memorandum of Understanding between George Brown College and University of Toronto is to establish a framework for the development of a joint program in Dental Hygiene

1. George Brown College and University of Toronto shall offer until otherwise agreed a joint program in Dental Hygiene, as approved by the University of Toronto's Academic Policy and Programs Committee and the Board of Governors of George Brown College.
2. Students who successfully complete the requirements of both institutions will receive a bachelor's degree granted by the University of Toronto and a diploma from George Brown College. The name of the degree and the diploma will be approved by the appropriate bodies of the University of Toronto and George Brown College respectively and the parties will develop an approach to the conferring of the degree and diploma which will respect the joint nature of the program.

GOVERNANCE

3. For the joint program, two administrative co-leaders will be named, one from George Brown College and one from the University of Toronto, who will deal with all administrative issues at the institutional level. The University of Toronto co-leader will be the academic director of the degree program.
4. All relevant present and future statutes, by-laws, regulations and policies of the University of Toronto shall apply to the academic affairs of students within the program. Also, all students enrolled in these programs shall be governed by legislation passed by the University of Toronto.
5. Students who are studying at a campus of George Brown College will be subject to all of the college's policies governing students.
6. All changes to the program including the addition or deletion of courses, must be agreed by both George Brown College in accordance with its normal academic approval process and the University of Toronto through its Academic Policy and Programs Committee.
7. The academic administration of the program will be conducted in accordance with a protocol agreed to by the two institutions.

REGISTRATION AND STUDENT ASSISTANCE

8. All students will be deemed as University of Toronto students for all record keeping including admission through the Faculty of Dentistry. George Brown College will also maintain copies of registration documentation and have access to University of Toronto academic records for all students. The University of Toronto will have

access to George Brown College records for those courses for which the student will be granted University credit. The Admissions Committee for this program will include representatives from both the College and the Faculty.

9. Students in the joint program will apply for financial assistance in the same way as other University of Toronto students.
10. Successful applicants to the joint program must meet the admissions requirements of both George Brown College and the University of Toronto.
11. Endowment or expendable gifts plus any government matching funds acquired with respect to this program will be administered by University of Toronto with the total funding received, less administrative costs, allocated to students in the program.

STUDENT AFFAIRS

12. Joint program students will be governed by the University of Toronto's Code of Student Conduct and by the Code of Behaviour on Academic Matters. In addition, when Dental Hygiene students are on the George Brown campus they will be subject to the Code of Conduct as laid out in the George Brown College Code of Student Conduct and Policies concerning Student Discipline and Appeals.

HUMAN RESOURCES

13. The employment and conduct of faculty and staff engaged in the program shall be governed by the appropriate statutes, by-laws, regulations, policies and collective agreements, present and future, of the institution that is their employer.
14. The parties agree to develop protocols to govern any circumstances where the faculty of one employer is teaching at the campus of the other employer.

COMMUNICATIONS

15. All formal public statements relating to the joint program shall be collaborative communiqués, approved for George Brown College by the Dean of Community Services and Health Sciences and for the University of Toronto by the Dean of the Faculty of Dentistry or their respective designates.
16. The parties may establish collaborative communications initiatives such as written publications and a web site. The costs of these initiatives shall be divided between the parties in proportion to their shares of revenues generated by the programs.
17. Neither party shall use the name of the other institution for promotional purposes without the consent of the other party.

FINANCIAL ARRANGEMENTS

18. The University of Toronto and George Brown College agree to maximize the resources generated by students enrolled in the joint programs in terms of grants and fees, consistent with Government policy of the day. At present, for most programs,

the University operating grants formula provides a greater amount of resources per student than the college formula would provide.

19. It is understood that University of Toronto and George Brown College are moving forward with the requirement that Government fund the students in these programs at a full average funding per student
20. Given the above, the maximum will be achieved by the University of Toronto collecting academic fees and government grants for the programs. George Brown will, in the same academic year, receive directly from the University of Toronto the fees and grants received by the University of Toronto derived from George Brown's contribution to teaching credits. Any management costs or similar program-wide costs incurred by the University of Toronto will be deducted from the revenues generated. Such costs will be defined by mutual agreement. A portion of the tuition revenue, in accordance with government stipulated minimum set-aside, (at present 30 per cent) will be retained by the University of Toronto for student aid.
21. The University of Toronto and George Brown College will work out the operational issues surrounding ancillary fees based on the principle that joint program students, although attending classes on two campuses, should pay a fair ancillary fee that approximates the ancillary fee of a full-time Faculty of Dentistry student. Ancillary fees will be billed and collected by the University of Toronto. University of Toronto will send George Brown its fair share of the ancillary income as defined by mutual agreement. Students will have access to all ancillary services of both institutions during the 4 years of the program.
22. The University of Toronto will, as applicable, collect clinical instrument and materials fees and remit to George Brown College those applicable to courses taken at the College. Clinical instrument and materials fees will be established by the respective institution.
23. In order to fund exceptional opportunities that would not be possible to afford by the single institution alone, funding can be taken "off-the-top" before the transfer of revenue subject to the agreement of both institutions.
24. University of Toronto and George Brown College will promote the program to Government at the maximum BIU weight appropriate to the type of program.
25. University of Toronto and George Brown College will promote to government the deregulation of tuition fees for the joint program where they enable students to obtain dual credentials in a period of time that is at least one year shorter than would be possible if the degree and diploma were taken sequentially.

REVIEW AND TERMINATION

26. The parties shall review this agreement at the end of five years. Either party may request a review of the agreement, or of any of the subsidiary agreements and protocols, at any time prior.

27. This agreement may be terminated by providing adequate notice to the other party of an intention to withdraw from the agreement. Adequate notice is defined as eighteen months in advance of the entry of the final first-year cohort into such joint programs as may be in operation at the time, to allow students already enrolled in the program to fully complete it.