



Louisiana Oral Health Workforce Expansion Program Evaluation Report

August 2018



Overview

Health Resources and Services Administration (HRSA) awarded the Louisiana Department of Health (LDH), Office of Public Health (OPH), Bureau of Primary Care and Rural Health (BPCRHR), a state grant to support the Louisiana Oral Health Workforce Expansion Program granted in 2016. BPCRHR proposed projects to expand oral health access to all residents located in Louisiana Dental Health Professional Shortage Areas (HPSAs). The program aimed to address two focus areas and an additional initiative to expand the capacity of the State Dental Office through assessment. Overall, the three components of the Louisiana Oral Health Workforce Expansion Program include:

1. Dental Rural Scholars Track Program (RST)
2. Oral Health Recruitment Project (RP)
3. Conduct an oral health needs assessment

Dental Rural Scholars Track (RST)

In cooperation with the LSU Health Sciences Center School of Dentistry (LSUSD) and the Area Health Education Center, Southeast Louisiana (SELAHEC), the Bureau of Primary Care and Rural Health (BPCRHR) assisted in establishing a Rural Scholars Training (RST) program for dental students to increase the number of new graduates practicing in Louisiana Dental HPSAs.

The RST program is a new and innovative program for LSUSD. Clinical education is traditionally taught at the main dental school campus and at its affiliate campuses. The new LSUSD RST program is similar to the LSUHSC School of Medicine (LSUSM) RST program with modifications to fit dental education. Modeled after other states with successful RST programs, the LSUSM rural scholars track program was based on the concept of “rural in, rural out.” This approach focuses recruitment efforts on those students from rural areas who express a desire to enter medical school with an emphasis on the practice of primary care and want to return to their hometowns. Curriculum enhancements, tuition exemptions and a concentration of clinical time in rural areas are part of the LSUSM RST program. By 2015, the medical school produced nearly 50 practicing primary-care physicians with up to 80 more in the pipeline. The RST program seeks to achieve similar results.

During the two-year grant cycle, the LSUSD RST program was developed and a pilot clinical rotation through RKM Primary Care Clinic in East Feliciana Parish established for up to two senior dental students initially. Participant students also rotate through the LSUSD Inter-professional Education (IPE) Medical and Dental Clinic located on the LSUSD New Orleans campus. Both rotations aimed to educate students about the needs of underserved areas and strengthen their skills in working in an interdisciplinary team of healthcare professionals. Long term, the partnership aims to expand clinical rotations across the state in high-need Dental HPSAs in cooperation with Louisiana Area Health Education Centers (AHEC) and eventually enroll up to 12 students in the program (three students in each class). For every year of tuition waiver, participants must agree contractually to practice at least one year in a rural Dental HPSA underserved area.

Dental Recruitment and Placement Program

This was a new and innovative program specifically for providing technical assistance to dental providers seeking positions in Dental HPSAs. Dental HPSAs can be difficult to navigate placement due to limited exposure of available job opportunities, contract navigation, and overcoming small community biases. Technical assistance would also be provided to dental employers as they expand access or are securing continued access through provider replacement. This is an anticipated occurrence as identified by the Oral Health Coalition as dentists reach retirement. This initiative should expand oral health services as the state faces an aging workforce and Medicaid expansion.

The BPCRHR would work in partnership with the AHECs, Louisiana Primary Care Association (LPCA), Louisiana Rural Health Association (LRHA), Oral Health Office, Oral Health Coalition, Medicaid, and LSUSD to support an oral health recruitment and placement initiative to assist dental providers and graduating dental

students interested in Louisiana dental job opportunities in Dental HPSAs. Assistance would provide hands-on technical assistance to employers and job seekers with emphasis on rural placements (See Attachment A for HPSA/Rural Maps).

Oral Health Needs Assessment

In order to understand the challenges and successes related to oral health in Louisiana and trying to identify how the entire health and health care community can more effectively address oral health needs, the BPCRH undertook a comprehensive assessment of the oral health system in Louisiana. BPCRH engaged state oral health providers in an assessment process in 2018 and collected data by way of dental needs assessment. The data collected will serve as a verification of issues that may impact the delivery of oral health services to vulnerable populations in the state.

Overall Challenge

The Great Flood in August 2016 and the federally recognized flooding that occurred in March 2016 caused the dental school and clinics to close, as well as, shifted the Louisiana Department of Health's priorities to urgent care needs. This resulted in a project implementation delay for all 3 projects.

Goal 1: Establish a Dental Rural Scholars Track (RST) Program

The Bureau of Primary Care and Rural Health (BPCRH) with the LSU Health Sciences Center School of Dentistry (LSUSD), Southeast Louisiana Area Health Center (SELAHEC), and RKM Primary Care for a Healthy Feliciana (RKM) conducted the following activities to meet the 5 objectives below.

RST Objective 1. Develop RST program plan	
Key Tasks	Status
Form RST Program Committee	LSU faculty and LDH represent RST Program Committee. LSU, LDH, LA Oral Health Coalition, and Southeast Louisiana AHEC were part of the committee.
Develop strategic plan for implementation	Plan implemented and in process
Communicate and gain faculty consensus	Several meetings with LSU faculty regarding RST program implementation, community-based rotations, preceptor training
Gain approval from LSUHSC leadership and other interested parties.	Dr. Robert Barsley (LSUSD), Gayla Strahan and Dorie Tschudy completed site visit at RKM clinic in Clinton to meet with CEO and rotation preceptor to discuss rotation requirements and ensure that the dental equipment and space would be adequate for rotations. Site was approved for rotation and Dr. Barsley requested that the clinic forward a report on the clinic's daily and yearly dental procedures. After reviewing the report it was determined that the clinic's dental activities met student rotation requirements. LSU, LDH, Oral Health Coalition Members, LA Primary Care Association, Southeast Louisiana AHEC and LSU Alumni are all supportive of the RST Program. Specific approval was noted at the LSU School of Dentistry Alumni Day in the fall of 2017.

RST Objective 2. Formalize framework in order to implement program	
Key Tasks	Status
Develop contractual agreement between student and university	Dental Rural Scholars Track contract was developed and approved by LSUSD
Create student applications	RST student applications have been finalized, posted on the LSUSD website and distributed to qualifying student body (See Appendix B).
Create communication plan for recruitment	<p>Since LSUSD's plan is to gradually increase the number of RST scholarships. The first recruitment strategy focused on targeting D3 students in good standing at LSUSD with an emphasis on students from rural areas and/or interested in practicing in rural Louisiana. Staff continues to share other loan repayment opportunities for dentists including the National Health Service Corps, Louisiana State Loan Repayment program, Bureau of Prisons and military loan repayment opportunities.</p> <p>William Rolfe was recognized at LSU Alumni Day on September 22nd, 2017. This event was an ideal opportunity to promote the RST to LSU Alumni, faculty, LDA and other organizations attending the event. Other marketing efforts to promote interest in the DRST program include 2 dental job fairs, numerous LSU Education Day events and two Lunch and Learn events at LSUSD.</p>

Develop training manual documents	Training manual may have been developed, but waiting on confirmation.
Develop training program for preceptor dentists	Dr. Robert Barsley and Dr. Ehrlich at LSUSD complete training for preceptors and rotation site staff. A stipend will be provided to LSUSD faculty that provides the one day training. The recalibration training will occur late May.
Identify LSUSD guidance counselor for RST students	Dr. Robert Barsley is the LSUSD guidance counselor for RST students and is a valuable resource.
Enroll up to two senior dental students in program to begin September 2017	<p>Six (6) D3 students completed applications for the first scholarship. 3 were selected for an interview. Interviewers were Dr. Henry Gremillion, Dr. Robert Barsley, Mechaune Butler, Dorie Tschudy and Gayla Strahan. William Rolfe was selected as the first LSUSD Rural Scholar. William has accepted the contract and will be completing his community-based rotation at RKM FQHC in Clinton. William completed a site visit at RKM in December 2017 to become familiar with the facility and meet his preceptor, Dr. Ward. Dr. Barsley states that William will be ready for his rotation at RKM around May/June 2018.</p> <p>The second RST scholar (D2), Anna Roberts was selected in February, 2018. Two D2 students submitted scholarship applications. Current LSUSD plan is to have 4 RST students active by 2021</p>
Establish data collection protocol for the number/types of dental procedures performed at rotation sites;	LSUSD established data collection protocol for the numbers and types of dental procedures that students may perform while completing rotations. This information is shared with the RST prospective preceptor during his or her training
Establish protocol to evaluate RST program on an ongoing basis for quality control purposes	<p>Staff is working with LSUSD to identify other rural rotation sites that meet LSUSD's training standards. RST program committee continued quality improvement on an ongoing basis through quarterly meetings and feedback received from preceptors and students.</p> <p>As part of the screening process, a site assessment document created by Dr. Sheila Chauvin were modified to reflect LSUSD's needs (See appendix C). Site assessments were emailed to FQHCs that had dental locations in rural areas. The program office received 23 completed site assessments indicating that they would like to host students for dental rotations. 17 out of 23 met one of three definitions for rural.</p> <p>Questionnaires (also developed by Dr. Sheila Chauvin, retired LSU Medical School faculty) were modified as necessary to reflect the RST program. These draft documents were submitted to and approved by LSU faculty. The student pre- post evaluations and a preceptor post evaluation in appendix D and E.</p>

RST Objective 3. Train preceptors

Key Tasks	Status
Conduct six one-day sessions of training for FQHC dentists in the areas of comprehensive dentistry, endodontics, periodontics, prosthodontics, pediatric dentistry and oral diagnosis.	<p>Training for preceptors and rotation site staff are completed by Dr. Robert Barsley and Dr. Ehrlich at LSUSD. A stipend was provided to LSUSD faculty that provides the one day training. Training will ensure that dental techniques of the rotation sites are in line with LSUSD's training. The recalibration training occurred prior to dental student rotations. A stipend is provided to LSUSD faculty that provides the one day training. All preceptors achieve LSUSD adjunct faculty status to adhere to academic training requirements.</p> <p>**Lesson Learned: Upon grant submission, LSUSD thought that the preceptor would require 6 days of recalibration training; however, the preceptor at RKM is a recent LSUSD graduate and one ½ day of training is all that is necessary.</p>

RST Objective 4. Conduct student rotations

Key Tasks	Status
Up to two seniors will rotate a total of six weeks at the RKM Primary Care Clinic in East Feliciana Parish over the course of their academic year (four-day weeks)	<p>William agreed to the contract and is completing his community-based rotation at RKM FQHC in Clinton. William completed a site visit at RKM in December 2017 to become familiar with the facility and meet his preceptor, Dr. Ward. Dr. Barsley states that William will be ready for his rotation at RKM around May/June 2018. William Rolfe and LSUSD will execute the contract as soon as it is approved by LSUSD legal department.</p> <p>Although only senior students are prepared to complete dental rotations, students who shadow dentists in rural areas will receive preference points on their RST application.</p>
Two weeks of rotation through the IPE Medical and Dental Clinic on campus	As part of their training, LSUSD students complete rotations through the Interprofessional Education Medical and Dental Clinic on campus and the New Orleans HIV Outpatient clinic.
Formal reports by student and guidance counselor to monitor outcomes	A post student rotation evaluation was submitted and reviewed by RST committee members. Overall feedback was positive.
	**Challenges: One rural rotation challenge is finding affordable (free) housing for students during their weekly rotations. We are working with RKM CEO to identify housing for students in Clinton. She has numerous contacts in the community and is certain that community members will support LSU dental students as an investment in their health care and economy. During the grant, RST recipients will receive a housing stipend during the grant but sustaining the program will require community buy-in.

RST Objective 5. Conduct final analysis of pilot program

Key Tasks	Status
Responsible faculty, RST Committee and Admissions Committee will convene to evaluate successes/challenges.	Quarterly meetings take place to discuss successes and challenges (meeting notes available upon request)

A final analysis report to document the pilot program including any changes/enhancements that may be necessary	No information has been obtained on the status this report
HRSA progress and performance reports will be filed timely	HRSA progress and performance reports were submitted

Rural Track Scholars Program Measurable Outcomes

- 1) RST program infrastructure is developed
- 2) Two senior dental students recruited to the RST program
- 3) A pilot is conducted at a remote training site

Overall, all measures were met for developing and implementing a pilot of the Rural Track Scholars program. Two dental students were recruited into the RST program. The student in year 1 completed the rotation and the other student recruited in year 2 plans to do rotation between December 2018-June 2019. A pilot was conducted at RKM and the initial student completed his rotation with an overall positive evaluation of the program and experience. Staff has completed assessments and found 17 other rural sites that are interested in participating in the program and accepting students.

Unexpected findings: LSUSD thought that the preceptor would require 6 days of recalibration training; however, the preceptor at RKM is a recent LSUSD graduate and one ½ day of training is all that is necessary. In addition to above objectives, staff worked with LSUSD to update the LA Health Careers website by updating dentistry information.

There was also great success around sustainability of the program. LSUSD had been proactive in sustaining the RST program. Specifically, Chairman and Chief Executive Officer of MCNA Dental, Jeffery Feingold, DDS, MSD has donated \$250,000 to support the program. This donation is eligible for Board of Regents Matching Funds and Dr. Henry Gremillion, Dean of LSUHSC will pursue these funds as available.

A main challenge of the RST program was finding affordable housing for students during their rotation. Staff continues to work with RKM CEO to identify housing for students in Clinton. She has numerous contacts in the community and is certain that community members will support LSU dental students as an investment in their health care and economy. During the grant, RST recipients receive a housing stipend during the grant, but sustaining the program will require community buy-in.

Goal 2: Dental Recruitment and Placement Program

BPCRH led the development of an oral health recruitment initiative with the input of the LSU Rural Scholars Track, State Oral Health Office, Louisiana Oral Health Coalition, Louisiana Primary Care Association, Louisiana Rural Health Center, Medicaid, Louisiana Dental Association, and the Area Health Education Centers to form a statewide-wide oral health recruitment task group. The task group facilitated the implementation of a recruitment services to place dental providers in high need Dental Health Professional Shortage Areas (HPSA).

RP Objective 1. Educate the Recruiters	
Key Tasks	Status
Orientation to grant	Trudy - August 11, 2017 Nicole - August 30, 2017
Monthly OH update meetings	Meeting Dates: August 30, 2017; October 25, 2017; November 21, 2017; December 4, 2017, February 16, 2018; March 9, 2018, April 3, 2018, May 7, 2018
Recruitment for Retention Workshop	Attended 3RNet Sustainable Recruitment & Retention Workshop in Jefferson City, MO - May 2, 2018
Recruitment for challenging environments	Attend National Rural Health Equity Conference in New Orleans May 8, 2018
Learn strategies to enhance oral health equity and 2020 goals and targets	Attend OH 2020 Southwest Regional Conference in South Carolina May 23-25, 2018

RP Objective 2. Events: LSU Dental school job fairs, Alumni Day, and lunch & learn sessions	
Key Tasks	Status
Organizing and planning of event	<p>Job Fair 10/4/17, 28 students visited table Alumni Day 9/22/17, 16 dentists visited table Lunch & Learn 11/13/17, 13 D4 students attended Lunch & Learn 3/27/18, 59 D1-D4 students attended. Featured dentist panelists representing private, corporate, and FQHCs to provide students perspectives of professions.</p> <p>** Challenge: Lunch & Learn 11/13/17 had low attendance. Expected 30 attendees.</p>

RP Objective 3. Promotional recruitment materials	
Key Tasks	Status
Newsletter, video, national network	<p>Newsletter - New Orleans Dental Association featured BPCRH dental recruitment effort</p> <p>Prezi Video - to provide candidates with visual concept of HPSA and BPCRH effort to recruit dentist to LA</p> <p>3RNet - selected LA to be featured state in December 2017</p> <p>** Challenge: Prezi Video - limited access to potential candidates. Only able to send to candidates from Alumni Day, job fairs, lunch & learn sessions, 3RNet candidates interested in LA.</p>

RP Objective 4. Outreach: Identify and contact candidates & providers	
Key Tasks	Status
List of candidates created from 3RNet	Gathered emails and phone numbers
List of candidates from sign-in sheets from LSUSD events (Alumni Day, Job Fair, Lunch & Learn sessions)	Follow up Emails and phone calls after event. 5 Candidates referred for interviews. 1 candidate who attended event secured contract (to date) - Dr. Helen Price
List of LA licensed dentists residing in other states.	Mass Mailing to 678 LA licensed dentists. 13 dentists responded. 7 dentists referred to providers with dentist openings. **Challenge: The list was obtained from the LA Dental License Board and several of the addresses were inaccurate.
List of providers from Louisiana MCNA dental clinics, 3RNet, Louisiana FQHCs.	Mass Mailing to 80 LA MCNA dental clinics to inform them of BPCRH recruitment efforts to address dental HPSA - see Outreach folder for sample letter. Direct outreach to FQHCs by phone calls and site visits. Building & strengthen relationship is ongoing. **Challenge: Many FQHCs with vacancies did not post on 3RNet.
Job Shadowing opportunities with community clinics.	Mass Mailing to MCNA dental clinics and FQHCs to recruit clinics to serve as job shadowing clinics for dental students to learn more about community dental clinics. 28 dental clinics across LA confirmed participation.
LinkedIn outreach to active dentists	104 LA dentists found on LinkedIn requested to connect. 20 confirmed connections. Sent Prezi promotional video. **Challenge: No referrals or recruits produced through LinkedIn promotions.
Outreach to dental schools in neighboring states: Texas A&M Univ. College of Dentistry; Univ. of Texas Health Science Center at Houston of Dentistry; Univ. of Mississippi Medical Center School of Dentistry; Univ. of A. School of Dentistry	No success. **Challenge: Unable to identify key contact with these schools to build a relationship. At Univ. of Texas - San Antonio, we provided job placement flier and Prezi video to dental school to share with students. To post on their website, there was a fee per provider posting. Did not seem appropriate for state of LA.
3RNet Plus website creation.	Funding available for this nationwide recruitment effort launched by 3RNet. Content and design currently being created

RP Objective 5. Identify job openings	
Key Tasks	Status
Ongoing outreach to FQHC and Rural Health Clinics to inventory dentist vacancies - See Provider folder for list.	28 of FQHCs with dental services. 1 Rural Health Clinic with dental services. 20 vacancies as of May 2018. 20 candidates referred. ** Challenge: Number of vacancies constantly change. Often OH Recruiters are not notified.

RP Objective 6. Provider recruitment technical assistance to employers	
Key Tasks	Status
Create Recruitment & Retention document tool for providers	Utilized 3RNet Recruiting for Retention manual to design an east to use tool for providers.

RP Objective 7. Other Tasks - Develop Partnerships to support goal

Key Tasks	Status
Oral Health Coalition	October 27, 2017 - Presentation to membership
Dental Associations	Letter to Assoc. Presidents from Acadiana, Greater BR, NO, Bayou **Challenge: No invitations extended to speak at Association meetings.
LA Dental Association	Great resource and relationship with Annette Droddy
Region 3 SHIP Core Group	October 26, 2017 - Presentation at Core Group Meeting
3RNet Plus	Approved funding for a customized website for recruitment and retention. Various documents shared to assist in the design process.

Dental Recruitment and Placement Measurable Outcomes:

- 1) Establishment of a formal state-wide recruitment support service.
- 2) A recruitment and sustainability plan is developed.
- 3) Placement of six general or pediatric dentists in a Louisiana Dental HPSA.

The recruitment and placement program had to adapt to certain challenges. Originally, the plan had 4 objectives: 1) facilitate statewide partner discussion, 2) recruit dentists to dental HPSAs, 3) a sustainability plan, and 4) evaluation of oral health recruitment. More objectives were needed to lay a groundwork before these objectives could be met. For instance, the initial plan was for the Louisiana Primary Care Association (LPCA) to lead establishment of a formal state-wide partnership. However, due to capacity, LDH developed the recruitment support services, and then the LPCA agreed to continue to provide the services through their existing recruitment department for sustainability. This made sense for sustainability because most recruits are for FQHCs (LPCA members). The program was flexible enough to revise objectives to those listed above while meeting all of the measurable outcomes.

Key successful outcomes of the program were that 21 dentists were recruited, 5 contracts offered, and an additional 3 contracts confirmed using the recruitment support services.

There were key lessons learned through the program. It continues to be a challenge to find dentist recruits who want to serve in rural communities. There is limited interest from private providers to offer sliding fee scale. The lengthy process to obtain a Louisiana dental license can be a barrier to placement. A final challenge of the Recruitment and Placement Program is finding funding for sustainability.

Goal 3: Conduct a dental needs assessment

BPCRHR conducted a needs assessment in coordination with the Office of Public Health, Performance Improvement Unit (PIU), State Oral Health Program, and partner organizations.

Objective 1. Identify the evaluation process	
Key Tasks	Status
MOU is established	Office of Public Health, Performance Improvement contracted with the Louisiana Public Health Institute to provide assessment expertise, oversight, and report development.
Process is developed with partners	The process was developed using a mixed methods approach. It included 1) an environmental scan of oral health data and current LA landscape, 2) a survey to health providers (dentists, physicians, nurses, dental hygienists), and 3) interviews with health providers.
Survey instrument designed	A pre-assessment survey was designed by BCRH administered to dentists only. LPHI expanded the survey to increase response rate and incorporate perception of other health providers, incorporating skip logic (See Appendix F).
Obtain survey database	BPCRHR obtained contact databased from Louisiana Dental Association and other member organizations. Survey was distributed to all BPCRHR contacts gathered.

Objective 2. Implement the survey	
Key Tasks	Status
Distribute the survey tool and collect results	Initial pre-assessment survey was distributed via Survey Monkey and Results exported to Excel. LPHI administered survey via RedCap and exported results to Excel as well.

Objective 3. Report findings	
Key Tasks	Status
Prepare draft report	Draft report completed. It included a
Prepare findings into final report	Final report was completed titled "Closing the Gap on Dental HPSAs: Louisiana Oral Health Workforce Assessment", including findings. 350 copies were printed and the final report will also be available only through LDH, BPCRHR's website.

Objective 4. Evaluation of objectives	
Key Tasks	Status
Monitor project meeting progress	Conducted weekly Thursday conference calls June-August 2018

Oral Health Assessment Measurable Outcomes:

1. A MOU is executed.
2. A survey tool is developed.
3. A final report is delivered.

Overall, the outcome measures were met for executing a MOU, developing tools, and delivering a final report. The assessment utilized a collaborative approach looking broadly at oral health in Louisiana. The data collected will serve as a verification of issues that may impact the delivery of oral health services to vulnerable populations in the state. The quantitative and qualitative data presented in this report provides an overview of the key findings, highlights assessment limitations, and concludes with recommendations.

The assessment process included:

- Synthesis of existing data on social, economic, and health indicators
- Scan of existing oral health services and programs
- Analysis of information from a survey of oral health stakeholders and providers (N=365)
- Interviews with oral health and medical providers, school nurses, dental hygienists, and public health administrators (n=17).

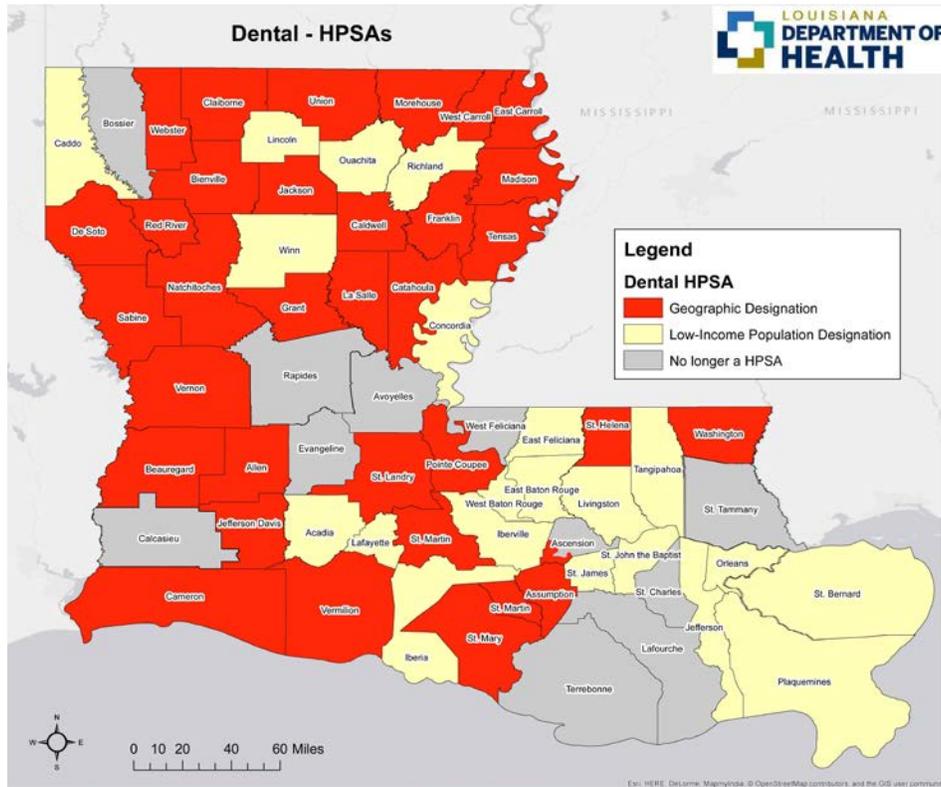
Key findings of the oral health assessment included

- From the perspective of participants, there is no shortage of dentists serving those seeking access to oral health care.
- Many people choose not to go to the dentist or feel they cannot afford it, especially preventative care.
- At both the patient and the provider level, Medicaid reimbursements, both the rate and the paperwork, act as barriers to accessing care, as well as lack of providers accepting Medicaid.
- Children's oral health has been improving and the number of children seeing a dentist is increasing, but Louisiana children are still below the national averages.
- Most providers defend the benefits of fluoridated water. There is a lot of misinformation about fluoridation shared with the public.
- There is need for better education about the need for and importance of preventative dental care, particularly in adults.
- Providing underserved populations access to appropriate dental care is a complex problem. From the limited findings, training more dentists alone to address a "shortage" in HPSA zones will not be effective in improving access to dental services.

Limitation of the assessment were the sample size, poor response rate among dentists, and lack of including community participants. Participation from these high need HPSA parishes, especially in northern Louisiana, continues to be a challenge. Participants included only dental care providers and other healthcare providers' perceptions on oral health care. It did not include community and utilizers perceptions. A broader assessment, with a larger sample size consisted of oral health care providers, other health care providers, and general patients/community members may yield a more comprehensive depiction of the oral health landscape.

Appendix A. Louisiana Maps

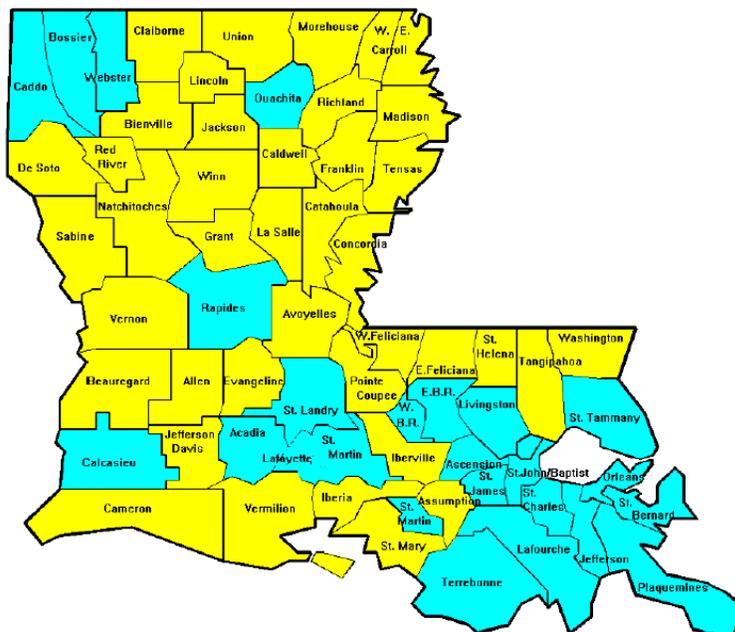
Dental HPSAs



Bureau of Primary Care and Rural Health HRSA Data Warehouse HPSA Map. 2018.

Rural and Urban Parishes

Rural Parishes (Yellow) and Urban Parishes (Turquoise Blue)
Designated by the Federal Office of Management and Budget



Appendix B. Copy of Application Form

LSU School of Dentistry Rural Scholars' Track Application

Please type or print legibly.

1. Name _____

2. Home Address _____

City _____

State _____

Zip _____

3. Home Parish _____

4. Present Address _____

City _____

State _____

Zip _____

Telephone (____) _____

E-Mail _____

5. Please give specific information about your immediate and extended family that live in Louisiana. (i.e. relationship, community, occupation, etc.)

6. List schools you have attended, including city/town and state:

College _____

Degree _____

Major _____

Dates _____

College _____

Degree _____

Major _____

Dates _____

High School _____

City _____

State _____

Dates _____

7. List all extracurricular activities During College; e.g. volunteer work, clubs, etc. Please indicate duration and nature of your participation.

14. Why do you feel you would be a suitable candidate for the Dental Rural Scholar's Track?

15. List three references. Select individuals who can provide information about your involvement in your home community and your suitability for the Dental Rural Scholars' Track.

Name		Position	
Address		Phone	
Relationship-level of interaction			
Name		Position	
Address		Phone	
Relationship-level of interaction			
Name		Position	
Address		Phone	
Relationship-level of interaction			

16. Do you have any commitments or obligations that would interfere with practicing dentistry in rural Louisiana immediately following dental school (i.e. military, ROTC, religious, loan or scholarship commitments, etc.?)

Yes No

If yes, please explain:

Applicant's Signature Date

Appendix C. Center Site Assessment Example

LSU SCHOOL OF DENTISTRY

Clinic/Center Rotation Site Assessment

Practice Information

Practice Site Name: _____

Street Address: _____ Parish: _____

City: _____ State: _____ Zip: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____ Fax: _____

Web Site Address: _____

Name of CEO: _____

Site Contact: _____

Direct Number: _____ Email: _____

Practice Type

Federally Qualified Health Center (FQHC)

Certified Rural Health Clinic (RHC)

Group Practice

Solo Practice/Partnership

Clinic Network

Hospital Affiliated Primary Care Practice

Private Non-Profit

Private For-Profit

Public

Center/Clinic Assessment

Space Availability:

Conference Room: Yes No

Class Room: Yes No

Equipment

Computer Yes No

Internet: Yes No

Telemedicine Yes No

Electronic Medical Records Yes No

Housing is available for students/residents completing a clinic rotation: Yes No

Clinic days and hours of operation: _____ Multidisciplinary Staffing Patterns: Yes No

Currently participating in clinical rotations: Yes, List rotation types

List Academic affiliated programs _____, None

Past clinical rotations, no longer active: Yes, List rotation types _____, No

Provide Patient Education Programs: Yes No

Established referral relationship to tertiary care providers and specialty services: Yes No

Please list tertiary care providers and specialty services:

National Health Service Corps Site: Yes No Unknown

National Health Service Corps scholars or loan repayors currently employed with facility: Yes No

Medicaid accepted for oral health services: Yes No

Staffing Patterns			
	Current FTEs	Current Part-Time	Past or Current NHSC Recipient Name
Primary Care Physicians			
Family Practice			
Internal Medicine			
Pediatrics			
Ob/Gyn			
Mid-Level Providers			
Family Nurse Practitioner			
Adult Nurse Practitioners			
Certified Nurse Midwives			
Physician Assistants			

Oral Health Providers			
Dentists			
Dental Hygienists			
Dental Assistants			
Mental Health Providers			
Psychiatrists			
Clinical Psychologists			
Licensed Clinical Social Workers			
Psychiatric NP			
Licensed Professional Counselors			
Marriage and Family Therapist			

Name and Title of Person Completing
Form: _____

Signature: _____

Date: _____

Information received in this site assessment will be used to assist LSU School of Dentistry staff make appropriate student placements at clinics/centers that oral health care services which meet academic training site's clinical rotation requirements.

Please submit your completed Clinic/Center Site Assessment to Gayla Strahan via email gayla.strahan@selahec.org or fax to Fax: 985-419-9486

Appendix D. Student Questionnaire Example

DRST Student Post-Experience Questionnaire (10/2017)

INTRODUCTION: Your candid responses to items will contribute to evaluating and improving the DRST program and they are strictly confidential. If you have questions, please contact Gayla Strahan (gayla.strahan@selahec.org or 985-345-1119 or 985-507-4433).

DIRECTIONS: Please darken the circle corresponding to your response. For narrative responses, please be sure to write legibly. If you had more than one preceptor, please indicate the primary preceptor with whom you had the most interaction (Items 4 and 5 below).

1. First name:	Last name:
2. Your Degree/Training Program:	
3. Clinical Rotation Site:	
4. Preceptor Name:	5. Specialty
6. Rotation Start Date:	7. Rotation End Date:

<i>Compared to their counterparts in other clinical settings, dentists practicing in rural medically underserved communities....</i>		Extremely less likely	Less likely	About as likely	More likely	Extremely more likely
8.	have prestige in the local community.	<input type="radio"/>				
9.	have prestige in the professional community.	<input type="radio"/>				
10.	have close personal relationships with patients.	<input type="radio"/>				
11.	work with people from a variety of age and cultural groups.	<input type="radio"/>				
12.	care for healthy people.	<input type="radio"/>				
13.	care for elderly and chronically ill patients.	<input type="radio"/>				
14.	deliver care for families (i.e., family-oriented care).	<input type="radio"/>				
15.	deliver healthcare over the course of a patient's lifetime.	<input type="radio"/>				
16.	help patients deal with psychosocial problems.	<input type="radio"/>				
17.	practice preventive care.	<input type="radio"/>				
18.	keep abreast of current practice.	<input type="radio"/>				
19.	have the expertise to deal in depth with patient problems.	<input type="radio"/>				
20.	provide community-oriented patient care.	<input type="radio"/>				
21.	are on call at irregular and odd hours.	<input type="radio"/>				
22.	are on call frequently.	<input type="radio"/>				
23.	have less income relative to other medical careers.	<input type="radio"/>				

Right now, how confident are you regarding each of the following?		Definitely No	Mostly No	Neutral	Mostly Yes	Definitely Yes
24	Compare oral health care services in rural medically underserved communities and other healthcare settings.	<input type="radio"/>				
25	Compare common oral health problems seen by dental providers in rural medically underserved communities and elsewhere	<input type="radio"/>				
26	Establish effective provider-patient relationships	<input type="radio"/>				
27	Establish effective relationships with patients' family members and/or other caregivers	<input type="radio"/>				
28	Interact effectively with other health professionals to meet patient needs	<input type="radio"/>				
29	Work effectively within a multi-disciplinary healthcare team	<input type="radio"/>				
30	Demonstrate sensitivity to human interactions on providing healthcare	<input type="radio"/>				
31	Address environmental factors that influence healthcare	<input type="radio"/>				
32	Demonstrate culturally appropriate interactions with patients	<input type="radio"/>				
33	Demonstrate culturally appropriate interactions with others	<input type="radio"/>				
34	Access <i>community</i> resources to meet healthcare needs	<input type="radio"/>				
35	Access <i>statewide</i> resources to meet healthcare needs	<input type="radio"/>				
36	Use specific strategies to promote health literacy	<input type="radio"/>				
37	Use available resources to address needs of patients with bilingual barriers.	<input type="radio"/>				
38	Use available resources to address needs of patients with socioeconomic barriers.	<input type="radio"/>				
Based on your rotation experiences, to what extent would you:		Definitely No	Mostly No	Neutral	Mostly Yes	Definitely Yes
39	Recommend the DRST program to other students	<input type="radio"/>				
40	Recommend the clinical rotation site to other students	<input type="radio"/>				
41	Describe your preceptor as an effective teacher/mentor	<input type="radio"/>				
42	Welcome mentoring opportunities with a dental care provider who practices in a rural medically underserved community	<input type="radio"/>				

Please write your responses to each of the following questions and be as specific as possible.

43	What <u>specific</u> features of your clinical rotation were <u>most valuable</u> for your learning (e.g., preceptor, activities)?
44	What <u>specific</u> features of your clinical rotation were <u>least valuable</u> for your learning, if any?
45	Please describe any <u>specific suggestions</u> for improving the DRST experiences for future students, if any.

Your input is important regarding several specific features of your DRST rotation. Please respond to each of the following questions and be as specific as you can.

What specific experiences contributed to your knowledge, skills, and/or appreciation for each of the following? (If you did not observe or experience any of these, then write "none" or "no opportunity.") :

1.	How to conduct cross-cultural interactions between clinical providers and patients:
2.	How to use available resources to help patients overcome barriers (e.g., bilingual, socioeconomic):
3.	How clinical providers can integrate efficiently cultural competency in the delivery of services.

Student _____ **Date:** _____
Signature: _____

Please return this form by email, postal mail, or fax to:

Gayla Strahan (gayla.strahan@selahec.org, DRST Program, Southeast Louisiana AHEC, 1302 J. W. Davis Drive, Hammond LA 70403, Fax: 985-419-9486

THANK YOU for your participation and feedback!

Appendix E. Preceptor Questionnaire

DRST Preceptor Questionnaire (10/2017)

INTRODUCTION: Your candid responses to items will contribute to evaluating and improving the DRST program and they are strictly confidential. If you have questions, please contact Gayla Strahan (gayla.strahan@selahcec.org or 985-345-1119 or 985-507-4433).

DIRECTIONS: Please darken the circle corresponding to your response. For narrative responses, please be sure to write legibly.

4. Student First name:		Last name:							
5. Clinical Rotation Site:									
6. Preceptor First name:		Last name:							
7. Rotation Start Date:			8. Rotation End Date:						
To what extent did the student demonstrate each of the following throughout the rotation?					Definitely No	Mostly No	Neutral	Mostly Yes	Definitely Yes
9.	Participated as scheduled (e.g., arrived on time, stayed for the duration, no unexcused absences)				<input type="radio"/>				
10.	Demonstrated appropriate professional attire, neat and clean				<input type="radio"/>				
11.	Interacted professionally with others (e.g., appropriate demeanor, interpersonal behavior, maintained confidentiality)				<input type="radio"/>				
12.	Enthusiastic about learning (e.g., primary care, clinical content and skills, the community, learning from you and others)				<input type="radio"/>				
13.	Interested in patients (e.g., backgrounds, needs, health)				<input type="radio"/>				
14.	Used feedback to enhance learning				<input type="radio"/>				
By the end of the rotation, to what extent did the student demonstrate knowledge/abilities appropriate to his/her level for each of the following?					Definitely No	Mostly No	Neutral	Mostly Yes	Definitely Yes
15.	Compare oral health services in rural medically underserved communities and other healthcare settings.				<input type="radio"/>				
16.	Compare common oral health problems seen by dental providers in rural medically underserved communities and elsewhere				<input type="radio"/>				
17.	Establish effective provider-patient relationships				<input type="radio"/>				
18.	Establish effective relationships with patients' family members and/or other caregivers				<input type="radio"/>				
19.	Interact effectively with other health professionals to meet patient needs				<input type="radio"/>				
20.	Work effectively within a multi-disciplinary healthcare team				<input type="radio"/>				
21.	Demonstrate sensitivity to human interactions on providing healthcare				<input type="radio"/>				
22.	Address environmental factors that influence healthcare				<input type="radio"/>				
23.	Demonstrate culturally appropriate interactions with patients				<input type="radio"/>				
24.	Demonstrate culturally appropriate interactions with others				<input type="radio"/>				
25.	Access <u>community</u> resources to meet healthcare needs				<input type="radio"/>				
26.	Access <u>statewide</u> resources to meet healthcare needs				<input type="radio"/>				
27.	Use specific strategies to promote health literacy				<input type="radio"/>				
28.	Use available resources to address needs of patients with <u>bilingual</u> barriers.				<input type="radio"/>				

Appendix F. Assessment Survey Questions

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Oral Health Assessment Survey

Please complete the survey below.

The Louisiana Department of Health, Bureau of Primary Care & Rural Health is funded by the HRSA's Bureau of Health Workforce-Grants to States to Support Oral Health Workforce Activities. We are conducting a statewide oral health assessment and asking for your needed support and participation. Your input is valuable to the success of this project.

Please take 10 minutes of your time to complete these survey questions. All data collection will be used to verify issues related to oral health workforce in Louisiana.

Your time and feedback are crucial and appreciated. Please direct any questions regarding the assessment content to Dorie.Tshudy@la.gov.

Are you a dentist?

- Yes
- No

Are you currently practicing dentistry in Louisiana?

- Yes
- No

Did you recently take an oral health assessment survey through survey monkey?

- Yes
- No
- Unsure

If no, which type of health care provider are you?

- Dental Assistant
- Dental Hygienist
- School Nurse
- Emergency Department Provider
- Other

What type of provider are you?

In what Parish/es do you practice?

- Acadia
- Allen
- Ascension
- Assumption
- Avoyelles
- Beauregard
- Bienville
- Bossier
- Caddo
- Calcasieu
- Caldwell
- Cameron
- Catahoula
- Claiborne
- Concordia
- De Soto
- East Baton Rouge
- East Carroll
- East Feliciana
- Evangeline
- Franklin
- Grant
- Iberia
- Iberville
- Jackson
- Jefferson
- Jefferson Davis
- La Salle
- Lafayette
- Lafourche
- Lincoln
- Livingston
- Madison
- Morehouse
- Natchitoches
- Orleans
- Ouachita
- Plaquemines
- Pointe Coupee
- Rapides
- Red River
- Richland
- Sabine
- St. Bernard
- St. Charles
- St. Helena
- St. James
- St. John the Baptist
- St. Landry
- St. Martin
- St. Mary
- St. Tammany
- Tangipahoa
- Tensas
- Terrebonne
- Union
- Vermilion
- Vernon
- Washington
- Webster
- West Carroll
- West Feliciana
- Winn

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Which best describes your primary practice setting?

- Solo dental office practice (private)
- Group dental office practice (private)
- Dental practice management company
- Hospital
- School
- School based health center
- Federally qualified health center
- Other primary care setting
- Academic Institution (or affiliate)
- Free community dental clinic
- Other

What type of practice setting?

In your opinion, do you practice mainly in a rural or urban setting?

- Urban
- Rural

Do you plan to remain in a rural setting for the next 5+ years?

- Yes
- No
- Unsure

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-
- What is your age?
- < 34
 - 35-44
 - 45-54
 - 55-64
 - 65 or older
- Do you speak language(s) proficiently other than English?
- Yes
 - No
- What languages besides English do you speak?
- _____
- Did you obtain your DDS, DMD, or equivalent degree in Louisiana?
- Yes
 - No
- Indicate your primary type of practice:
- General (all ages)
 - General (adult only)
 - General (pediatric only)
 - Specialty
- What is your specialty?
- _____
- Currently, how many hours do you practice clinical dentistry in a week?
- 36 hours or more
 - 24-35 hours
 - 16-23 hours
 - 8-15 hours
 - Less than 8 hours
- Why do you practice dentistry part-time?
- Limited work hours are my personal preference
 - Health-related issues limit my work hours
 - I am phasing into retirement
 - Hours adjusted to fit the patient volume
 - My position is part time
 - Other
- Why do you practice dentistry part time?
- _____
- Do you practice clinical dentistry in the parish where you reside?
- Yes, all of the time (100%)
 - Yes, most of the time (50-99%)
 - Yes, less than half the time (1-49%)
 - No (0%)
- At your organization, how many total FTEs are staffed who are DDS, DMD, or equivalent degree?
- 0
 - 1
 - 2
 - 3-5
 - 6 or more
- At your organization, how many total FTEs are staffed who are Dental Hygienist?
- 0
 - 1
 - 2
 - 3-5
 - 6 or more
- At your organization, how many total FTEs are staffed who are Dental Assistant?
- 0
 - 1
 - 2
 - 3-5
 - 6 or more

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Are you currently accepting new patients?

- Yes
 No
 Unsure

Are you accepting new Medicaid Patients?

- Yes
 No
 Unsure

Approximately how many patients with Medicaid did you see in your practice in the past 12 months?

- Not applicable (not enrolled as a Medicaid provider)
 None
 1-100
 More than 100
 Unsure

Which of the following are the main reasons why you are not enrolled in Medicaid or are not seeing new Medicaid Patients?

- Inadequate reimbursement
 Frequent changes in Medicaid rules, regulations, and policies
 Practice is at full capacity
 Concerned with high no show rates
 Other

What is the average number of days between the initial patient contact and their first appointment?

What is the approximate emergency visit wait time for your organization?

How many days (assuming 1 day = 8 hours) of clinical volunteer dental service did you provide in the last 12 months?

- None
 1-3 days
 4-5 days
 6-10 days
 More than 10 days

Does your organization plan on hiring oral health providers in the next year?

- Yes
 No
 Unsure

Indicate the number of anticipated hires of DDS, DMD, or equivalent degree:

Indicate the number of anticipated hires of dental hygienist:

Indicate the number of anticipated hires of dental assistants:

Do you plan to leave dentistry in the next 5-10 years?

- Yes
 No

Why do you plan on leaving clinical dentistry?

- Retirement
 Personal preference
 Moving away from Louisiana
 Other

Why are you leaving dentistry?

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- Yes
 No
 Unsure

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 No
 Unsure

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- Not applicable (not enrolled as a Medicaid provider)
 None
 1-100
 More than 100
 Unsure

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 No
 Unsure

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Indicate the number of anticipated hires of dental assistants:

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- Yes
 No

Why do you plan on leaving clinical dentistry?

- Retirement
 Personal preference
 Moving away from Louisiana
 Other

Why are you leaving dentistry?



This report was created by Barrie Black, MPH, Program Manager with the Louisiana Public Health Institute.

For questions regarding report content, contact Dorie Tschudy dtschudy@la.gov.

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The purpose of this funding is to support States in developing and implementing innovative programs to address the oral health workforce needs of designated Dental HPSAs. Funds must be used to develop and implement a workforce program(s) designed to support innovative oral health service delivery models that will increase access to high quality oral health services for underserved populations located in Dental HPSAs or in other areas specifically designated as having a dental health professional shortage by the State.



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