Our Mission Statement
The Tufts University DMD/MPH program mission is to prepare students to assume leadership roles at the interface of dentistry, medicine, and the health care system. The program aims to develop leaders with the comprehensive vision and philosophy needed to address a broad spectrum of dental public health needs, not only in Massachusetts, but nationally and internationally.

This combined DMD/MPH program brings together Tufts University School of Dental Medicine’s (TUSDM) expertise in providing community-based dental education, and Tufts University School of Medicine’s (TUSM) experience in providing outstanding combined degree programs in public health. The DMD/MPH program enables dental students to begin their MPH coursework during the third year of dental school, and complete the degree with an additional one-half year or one year of study.

What is dental public health?
Dental public health is one of the nine specialties of dentistry, and is defined by the American Board of Dental Public Health as:
"The science and art of preventing and controlling dental diseases and promoting dental health through organized community efforts. It is that form of dental practice which serves the community as a patient rather than the individual. It is concerned with the dental education of the public, with applied dental research, and with the administration of group dental care programs as well as the prevention and control of dental diseases on a community basis."

Why consider a career in Dental Public Health?
Adapted from “Why Choose a Career in Public Health Dentistry?” by American Association of Public Health Dentistry:

A 2005 CDC Surveillance Summary indicates that while dental health and access is improving overall, there is still much to be done to prevent and control dental diseases. There is a gap between research findings, oral disease prevention, health promotion practices, and knowledge of the public and the health professions. An expansion of community-based disease prevention and lowering of barriers to personal oral health care can help meet the needs of the population. Dental public health serves the community as a patient rather than the individual.

There is a serious shortage of trained dental public health specialists in the U.S. and an increasing demand for such training is anticipated (Editor: Rachel Clodfelter). Dental public health specialists promote oral health by:

- Assessing the oral health needs of the community
• Developing and implementing oral health policy
• Providing programs and services that address oral health issues

**Potential Career Opportunities**

• Researcher
• Program manager/administrator
• Policymaker
• Academics

**Program Highlights**

• 4.5 to 5-year combined program
• 13 MPH credits in addition to DMD curriculum
• 4.5 MPH credits as a dental student, and 8.5 MPH credits the year following dental school
• Degrees conferred upon completion of each program

**Tufts MPH**

The Tufts MPH Program is accredited by the Council on Education in Public Health (CEPH).

The mission of the Public Health Program is to prepare students for careers in public health practice through which they will advance societal and environmental conditions that allow all members of society to enjoy the highest attainable standard of health.

**Curriculum**

Students in the DMD/MPH program take a generalist MPH degree program oriented to integration of public health with dentistry. The generalist track is comprised of:

• Principles of Epidemiology
• Principles of Biostatistics w/ Lab
• Public Health and Health Care: Politics, Policies, and Programs
• Occupational and Environmental Health
• Health Behavior and Health Communication
• Methods of Inquiry
• Health Care Organization: Budgeting and Management
• Applied Learning Experience: Planning Seminar
• Applied Learning Experience: Implementation Seminar

Track offerings include:

• Race, Culture, Ethnicity
• Seminar in Health Literacy
• Integration of Dental Public Health
# Sample Schedule for MPH Curriculum

## Third year start (4.5 year program)

<table>
<thead>
<tr>
<th>Timing of MPH Courses</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Third Year of DMD</strong>*</td>
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<tr>
<td>Fall</td>
<td>Public Health and Health Care</td>
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<tr>
<td>Spring</td>
<td>Principles of Biostatistics (w/Lab)</td>
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<td>Summer</td>
<td>Principles of Epidemiology</td>
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<td>Methods of Inquiry</td>
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<td>Seminar in Health Literacy</td>
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<tr>
<td>Spring</td>
<td>Introduction to Occupational and Environmental Health</td>
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<td>Summer</td>
<td>ALE Planning</td>
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<td>Health Behavior and Health Communication</td>
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<td>Healthcare Organization: Budgeting and Management</td>
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<td>2 Electives (0.5 credits each)</td>
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<td>A methods course (could be 0.5 or 1.0 credits)</td>
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<td>4 electives (0.5 credits each)</td>
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*Integration of Dental Public Health Seminar taken during Fall and Spring of Third and Fourth Year of DMD – earn 0.5 credit when series of seminars are completed*
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<td><strong>Fourth Year of DMD</strong>*</td>
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<td>Fall</td>
<td>Public Health Research Methods</td>
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<td>Seminar in Health Literacy</td>
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<tr>
<td>Spring</td>
<td>Introduction to Occupational and Environmental Health</td>
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<td>Spring</td>
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*Integration of Dental Public Health Seminar taken during Fall and Spring of Third and Fourth Year of DMD – earn 0.5 credit when series of seminars are completed*
Requirements for Admission

- Good academic and professional standing at TUSDM
- High level of interest and potential demonstrated to pursue a career as a dentist with graduate training in public health
- Interest in pursuing board certification in dental public health
- Application completed and submitted - includes a student narrative describing the individual’s career objectives
- Personal interview with program committee
- Successful completion of HCOM 509 as a non-matriculated student prior to acceptance in the DMD/MPH program for students who did not fulfill the writing requirement in their college experience.

Application Process

Students can apply to the program during their dental education at Tufts. Admission to the DMD/MPH Program is a two-step process:

1) Students must submit a personal narrative to the DMD/MPH Director, Dr. David Leader (david.leader@tufts.edu). The prompt of the personal narrative is as follows: Describe your career objectives and why you are interested in dental public health training. The DMD/MPH Combined Program Admissions Committee will review the applicants. The Committee looks for academic achievement and demonstrated interest and activities in dental public health. Applicants with an interest in becoming board certified in dental public health will be given preference for admission. Interested students should submit their narrative by December 1st for consideration to enroll in the fall, and September 15th for consideration to enroll in the spring.

2) If recommended by the Committee for admissions to the DMD/MPH Program, students must then complete a separate application to the MPH Program and be accepted by the Admissions Committee of the MPH Program.

A complete application includes all of the following:

- Online application form
- Application fee
- Personal Statement
- Three Letters of Recommendation
- Official test scores (DAT) – in lieu of GRE scores
• Official Transcripts from ANY and ALL prior graduate and undergraduate institutions attended
  (International students must submit an official evaluation of their credentials from an agency
  such as World Education Services or Center for Educational Documentation.)

The MPH Program’s priority admissions deadlines are as follows: January 15th for applicants who wish to
enroll in the fall, and October 25th for applicants who wish to enroll in the spring. Applicants may submit
after the priority deadlines, but will be considered on a space available basis.

**Tuition**

For MPH tuition information, visit: [http://publichealth.tufts.edu/Admissions/Financing-Your-Education](http://publichealth.tufts.edu/Admissions/Financing-Your-Education)

**Frequently Asked Questions**

*What are the application deadlines?*

Priority admissions deadlines are as follows: January 15th for applicants who wish to enroll in the fall, and
October 25th for applicants who wish to enroll in the spring. Applicants may submit after the priority
deadlines, but will be considered on a space available basis.

*Do I have to take the GREs?*

We accept your DAT scores in lieu of the GRE.

*When do classes begin?*

The Fall semester usually begins the week of Labor Day, and the Spring semester begins the week of
Martin Luther King Day.

**Contact Information**

For more information on the program, please contact:

   David Leader, DMD, MPH
   Program Director, DMD/MPH Program
   david.leader@tufts.edu or 617.636.0930
Kathleen O’Loughlin, DMD, MPH  
Executive Director and Chief Operating Officer of the American Dental Association

Graduated from Tufts Dental in 1981

In dental public health because: When I was a new dentist, I started out in a public health hospital. I provided care to a population—Indochinese refugees, active and retired military—that did not access the private practice model.

I had been practicing in dentistry in the private practice model, treating one patient at a time, for 20 years when I entered into Harvard School of Public Health. Serving on several nonprofit boards, such as Delta Dental, got me interested in expanding my skill set in terms of improving the health of large communities of people.

On the job: My job touches both public health and management: public health in that the ADA’s purpose includes improving the public’s oral health, and management in that I convert a strategic plan to an operating plan and implement. My management responsibilities include holding hundreds of ADA employees accountable for results, enabling the work of the volunteer dentist governance, facilitating discussions, setting a vision, and keeping stakeholders engaged and well-informed to promote the profession of dentistry.

What dental public health is like: In the U.S., about 80% of dentists are in general practice and 20% in specialties. Dental public health is a small niche compared to other dental specialties. More dental schools are focusing on public health now. New graduates can work in federally qualified community health centers, federal service, and industry, and have a major impact on the health of the population they serve. Access to dental care is still a huge issue for a quarter of our population, who can’t access through the traditional model due to multiple barriers such as health literacy, geography, ability to finance, cultural and language barriers, and education.

How do you think a program like Tufts’ new DMD/MPH combined degree would have affected the start of your career, had it been in place when you were in school?

It would have had a major impact on my career trajectory. After graduating from dental school, I worked in a public health facility for six years, but none of it counted towards a specialization in public health. Twenty years later, I got my MPH degree. I consider myself a public health dentist, but I’m not a specialist. This combined degree while in pre-doctoral education can catapult someone to the public health career track in a much easier way.
Michael Monopoli, DMD, MPH, MS  
Director of Policy and Programs, DentaQuest Foundation  
Graduated from Tufts Dental in 1981

In dental public health because: After dental school, I worked at the Tufts Dental Facilities for Persons with Special Needs and as a hospital-based dentist. I found that there were many barriers in the dental delivery system for people who had financial, health, cultural, intellectual, and psychological issues. I wanted to get the background necessary to address those barriers.

Related jobs and experiences: I have been a clinician in hospital and community-based practice, the state dental director at the MA Department of Public Health, director of a geriatric training program, Director of Policy at Delta Dental of MA, and director of policy at the DentaQuest Foundation, before I took on the program role. I am also currently the immediate past president of the American Association of Public Health Dentistry.

On the job: I am currently the Director of Policy and Programs at the DentaQuest Foundation. We are the largest national foundation funding exclusively in the area of oral health. We currently fund $17M annually in all 50 states.

I lead our grants team and our grant program activities. We currently focus almost all of our investments in a set of lifespan goals to improve oral health by 2020, Oral Health 2020. OH 2020 includes support for the development of a national network to align around attainment of the goals. Through our grants management process we develop requests for proposals, complete a review process, and grant investments to organizations that have been approved for funding. We then continue to develop a supportive relationship and monitor grantees and work with an evaluation team to assess the impacts of our investments. I work closely with our board of directors to maintain stewardship of the available funds. The work is very busy constantly as we have many convenings and activities working concurrently and we are continually planning and evaluating for the future.

Rewarding experiences: I worked with legislators in Massachusetts to develop and pass the Omnibus Oral Health Bill that allowed for public health dental hygienists and expanded-function dental assistants. Massachusetts State Senator Harriette Chandler and Massachusetts State Representative John Scibak are extremely influential legislators who understand dental issues well. I have worked with a number of communities to fluoridate the water supply in Massachusetts. Kathleen O’Loughlin, the current Executive Director of the ADA, was my classmate at Tufts and later she was our CEO at Delta Dental of MA; she has been a long-term source of inspiration for me and a good friend.

How do salaries compare to those in other areas of dentistry, such as clinical practice?
Since opportunities are so variable, salary ranges are also variable and are comparable with other specialties that focus on nontraditional settings to practice their profession.
Mary Tavares, DMD, MPH
Senior Clinical Investigator at The Forsyth Institute, Program Director of Dental Public Health Residency at Harvard School of Dental Medicine
Graduated from Tufts Dental in 1977; Board Certified in Dental Public Health

In dental public health because: My reason for going to dental school was to help others in a very concrete manner, such as relieving pain. However, I was very conscious of the high levels of need among individuals with decreased access to health care, and I was increasingly drawn to research as a way of making a contribution and an impact. Those two interests and my undergraduate background in sociology eventually led me to the field of public health.

I have spent most of my career at the Forsyth Institute in research that has a public health impact. I am now also engaged in the academic aspect of being the program director for the Advanced Graduate Education in Dental Public Health at Harvard School of Dental Medicine. Dental graduates from U.S. dental schools and from many other countries come to this program to obtain a residency in dental public health as well as master’s or doctoral degrees.

Related jobs & experiences: I started at the Forsyth Institute as a research assistant while I was a student at the Harvard School of Public Health. I never left because one project would end and another, very different project would start. In the mid ‘80s, our department was given the task of creating a model dental care system for children in Kuwait. That was a quintessential public health project that taught me a great deal and anchored me to Forsyth early in my career. Shortly after that initial project ended, I was chosen to participate as a Robert Wood Johnson Health Services Research Scholar, a program for mid-career dental academics. This helped me to improve my research skills and obtain my first RO1 grant. Shortly after that, I passed the Dental Public Health Board exam to become board certified.

On the job: At Forsyth: Implementing aspects of my current grants, writing, collaborating on or initiating grant submissions, lectures, participating on the IRB Committee. At Harvard: Meeting with my students, working with them on their research and community projects, supervising and evaluating their residency activities, setting up seminars and lectures, dealing with the admissions process each year, and participating in graduate education committees.

How do you think a program like Tufts’ new DMD/MPH combined degree would have affected the start of your career, had it been in place when you were in school?
It is an eye-opening and mind expanding experience that dental students should embrace. I think that Tufts is doing an excellent job in exposing students to non-traditional settings of dental care, as well as to the actual practice of public health. I wish I could be one of those students now!
Myron Allukian, Jr., DDS, MPH
Graduated from Tufts University in 1960; Board Certified in Dental Public Health

In dental public health because: When at Tufts College, Dr Myron Allukian majored in psychology and minored in sociology. “My Tufts education helped me to develop a better understanding of human behavior and a broader view of life and society.”

After graduating from dental school, he joined the U.S. Navy and volunteered for the 3rd Marine Division. He was stationed in Okinawa, then Vietnam with the Marines. In Vietnam, he provided care for mass casualties at the Marine Field Hospital in addition to dental care. Dr Allukian dedicated his free time, to providing dental services at orphanages and refugee camps treating overwhelming needs. It was this experience caring for war orphans that propelled Dr Allukian into his career in public health. Later, he pursued public health training to develop the skills needed to provide care more effectively to underserved populations.

On the job: Now, Dr. Allukian is semi-retired, but as a past president of the American Association for Community Dental Programs (AACDP), he remains very busy working with students from Tufts, Harvard, and Boston University and residents in the Massachusetts AEGD program of Lutheran Medical Center. In addition, students from all over the country seek out Dr. Allukian to learn about the health policy and public health issues with which he is involved. He is actively involved in public health issues as President for Massachusetts Coalition for Oral Health (MCOH), and as past president of the American Public Health Association (APHA). [Note that Dr. Allukian is a recent recipient of the “Fluoridation Lifetime Achievement Award” from the American Academy of Pediatrics, Campaign for Dental Health.]

Rewarding experiences: “There are quite a few—I fought for providing dental care for people with AIDS, led the fight for fluoridation of cities and towns across the state of Massachusetts and the U.S., assisted in changing state practice acts, supported dental therapists in Alaska, and promoted oral health and prevention in state and national policies and programs.”

What dental public health is like: “There will be a greater need for [public health] expertise than ever before, as a result of the Affordable Care Act and the growing visibility of the access to dental care crisis. Oral diseases have been a neglected epidemic.”

How do you think a program like Tufts’ DMD/MPH combined degree would have affected the start of your career, had it been in place when you were in school? “When I was in school, I didn’t know there was a dental public health field. If a DMD/MPH program had existed, I would have learned that there’s more to dentistry than drilling and filling. It gives dental students a broader perspective of the way dentistry fits into society and provides challenging and enriching options as an oral health professional. A public health mindset can also benefit dentists going into private practice by giving them a sense of their responsibility to the communities in which they live and work.”
Nicholas B. Gordon, DMD, MPH

In dental public health because… I have a passion for serving poor and vulnerable populations. I actually was interested in public health before I knew I wanted to be a dentist. While in a summer program in college, I attended a lecture presented by a public health dentist who spoke about the burden of dental disease that disproportionately affects different groups of people in the U.S. After learning about health disparities and the opportunities dentists have in addressing them, a light bulb went off in my mind and I knew a career in dental public health was what I wanted to pursue.

On the job… Currently, I am a dental public health resident at Boston University Goldman School of Dental Medicine and I work at Whittier Street Health Center in Roxbury, MA as a general dentist. I am uniquely positioned to apply what I learn in my dental public health training to patient care in a community health center setting. Similarly, I use my experiences at the health center to inform my work in my residency program at Boston University. In addition to this, I serve as Co-chair of the National Dental Association Global Oral Health Outreach Committee where I am involved in several health promotion projects in Port-au-Prince, Haiti.

Rewarding experiences… One of my most rewarding experiences came when I spoke to a group of educators about oral health in a rural part of Haiti. They were eager to better understand the role they play in promoting oral health to the students they teach. That day, I was able to use my dental public health training to address misconceptions about dental care in another area of the world.

What is dental public health like? In the U.S., a person’s race, ethnicity, household income, and level of education, are some of the factors that can predict a person’s oral health status. Dental public health involves applying a range of skills to identify oral health problems in a population or community and develop effective strategies to address them. It requires the practitioner to not only have an understanding of these problems, which includes an understanding of determinants of health, but also how to apply methodologies to reduce dental disease at the population level. Just as dentistry is an art, dental public health is an art as well and the public health dentist must find effective and novel ways to promote oral health in communities.

Where do you see dental public health heading? We are beginning to understand the importance of integrated care in health promotion and prevention. Dentists, physicians and other members of the health care team who directly provide care to the public, all need to communicate between each other and with researchers, statisticians, policy-makers and others who indirectly serve the public. This approach promotes comprehensive health care for people. The future public health dentist has a level of cultural competence, is innovative, is a team player, and thinks outside of the box in developing effective strategies to address dental diseases.