

Advanced Education Committee	
AGENDA	
November 28, 2016	12:00-12:50 p.m. Deans Conference Room
Dr. Anne Williamson, Chair Dr. Matthew Geneser, Vice-Chair	Recorder: Ms. Michelle Krupp
Lunch will be served.	
Agenda Items	Responsible Individual
1. Approval of the September 28, 2016 Minutes	Williamson
2. Report "Referral Letters" – Predoctoral-Advanced Ed Residents Communications; pending e-notifications	Geneser
3. CODA Documentation – Commonalities (T.O.C.) Follow-up: Current "Ethics & Professionalism" Curriculum in Adv Programs	Williamson/Krupp
4. Follow-up: "M&M" Implant Conference	Garcia
5. Comments/Updates	Committee
6. Next Meeting: December 19, 2016	

Action Items			
Status	Action to be taken	Responsible	Due Date
Pending	WG: Industry Access Guidelines		
Pending	Centralized Administrative Support for All Advanced Education Programs	Garcia	On hold
Pending	INDBE – Field Testing 2016	Solow/Garcia	

Advanced Education Committee (2016-2017):

Anne E. Williamson, Chair
 Veeratrishul Allareddy
 Howard J. Cowen
 Steven L. Fletcher
 Matthew K. Geneser, Vice Chair
 Sandra Guzman-Armstrong
 Ryan W. Hill
 Julie Holloway
 Rodrigo Rocha Maia
 Gustavo Avila-Ortiz
 Thomas E. Southard
 Sherry Timmons
 John J. Warren

Ex Officio:
 Brad A. Amendt, Associate Dean for Research
 Lily T. Garcia, Associate Dean for Education
 Catherine Solow, Associate Dean for Student Affairs
 Joan T. Welsh-Grabin
 Michelle M. Krupp, Director, Education Development
 Marcella Hernandez, Chair International Committee

Members Present: Drs. Anne Williamson (Chair), Matthew Geneser (Vice Chair), Trishul Allareddy, Julie Holloway, Rodrigo Maia Rocha, Gustavo Avila-Ortiz, Tom Southard, Sherry Timmons, John Warren, Lily Garcia, Marcela Hernandez, Sandra Guzman-Armstrong, Howard Cowen, Dean Solow, Ms. Joan Welsh-Grabin, and Ms. Michelle Krupp.

Members Absent: Drs. Steven Fletcher, Ryan Hill, Brad Amendt and Galen Schneider.

Meeting called to order at 12:03pm.

- I. Approval of September 26, 2016 minutes - motion to approve the minutes passed.
- II. Report "Referral Letters" - Predoctoral-Advanced Ed Residents Communications: pending e-notifications – Dr. Matthew Geneser
 - There is a very simple template in place that Dr. Weistroffer put together in templated notes. This may help solve the referral issues, though it doesn't solve the tracking of the patients through their care process. This form would work well if there was a notice when a change is made. Running Man is a form that can be started and shared and is currently used in the D3 year. Running Man is routed through the care providers and is a 2 part form. The first part is the initial instructions for the patient and the second part is filled out after the patient has been seen by the referring provider. AxiUm messenger would be used for the Running Man form. Most faculty do not pay attention to AxiUm messenger, but residents do. The referral process is an issue for the predoctoral students. Accreditation needs to prove students are being taught referrals in every department and that they are competent in doing so. It may be case dependent whether it will be a consult or referral; define the difference between consult and referral. It will be medical/legal to figure out which one it is. This needs to go to Clerkship Directors and Curriculum Committee.
 - PROS gets a very simple AxiUm message that the patient has an oral surgery appointment. In PERIO, pre-doc students help with the surgery, so they are involved in the process. Dr. Avila Ortiz emphasizes to the students the importance of tracking referrals. It would be great to have an overall process to track and refer. ENDO has a point system sheet filled out for the patient for when the patient would be referred. Most pathology referrals come from the providers. If it comes from the student it is done during the consultation and a note is put in there from the clerk. It is hit or miss from there what the students will enter in for notes. It would be nice to make a form that ENDO/PERIO/PROS could use to smooth the work flow between the departments.
 - This warrants further discussion. Ms. Joan Welsh-Grabin and IT were asked to explore other options in axiUm to help automate the process, in particular, the information that is sent back to the referring provider.

ACTION ITEM: Request for each specialty to delineate their specific referral forms, process, and communication loop.
- III. CODA Documentation- Commonalities (T.O.C.) Follow-up: Current "Ethics & Professionalism" Curriculum in Advanced Programs –Dr. Anne Williamson/ Ms. Michelle Krupp (See Attachment)

- Everyone was asked to bring a table of contents of their CODA standards to give to Ms. Michelle Krupp. She is going through all of them to see what similarities exist throughout all of the programs. Ms. Michelle Krupp and Dr. Debra Brandt met to review proposed content. The red indicates how to apply in the clinic and in patient care. The pilot is planned for new 1st year resident, summer 2017. All current residents would participate to ensure all begin with approved content. Ms. Michelle Krupp will review further for updates.

ACTION ITEM: Dr. Williamson will request 1.5 hrs during new resident orientation for the ethics program; request to be made through Michelle Brown/HR.

IV. Follow-up: "M&M" Implant Conference– Dr. Lily Garcia

- The predoctoral implant education work group met before thanksgiving and approved of the concept. Dr. Garcia will meet with Drs. R. Williamson and Barwacz to request they lead the pilot seminar format.

ACTION ITEM: Drs. R. Williamson and Barwacz will develop a pilot seminar.

V. Comments/Updates – Committee

- Dr. Williamson- Introduce Lauren Moniot, New Secretary in the Office for Education.
- Dr. Holloway- introduced concern with lack of communication from a resident who requested a surgical guide for a patient with less than a day's notice.
- Dr. Marcela Hernandez- CODA just approved "special interest" status for Operative Dentistry, requesting a revised title for this area of dentistry.
- Dr. Williamson- It is possible to review all changes to record entries through axiUm. If needed, Chuck or Jerry can assist.
 - a. It was noted that faculty can enter or change a note for a different faculty member and the note remains under the original faculty's name; this is inappropriate. Consult with Chuck to ensure whoever is editing the note is the name that appears as the final entry.
 - b. Residents need to enter notes in a timely manner. Setting locks in axium is possible; some departments have used this option and it is working well.
- Dr. Williamson- Disciplinary/ Remediation document for residents is in process now.
- Dr. Garcia is the liaison for the residents similar to the model for predoctoral students and Dean Solow.
- Dr. Guzman-Armstrong- residents in the Operative Advanced Education program is in need for more esthetics cases. To help with bringing in more cases, they are looking into advertising with before and after pictures, fliers, etc. Operative will also be allowing a down payment of 25% with a payment plan for up to 24-36 months to facilitate patients' needs. It would be appreciated for other departments to send cases to Operative.

ACTION ITEM: Disciplinary protocol is being developed. Once complete, the document will be shared with this committee.

Next Meeting: December 19, 2016

Minutes recorded by Ms. Lauren Moniot

INTRODUCTION TO ETHICS FOR DENTAL RESIDENTS

CODA Standard: Graduates must receive instruction in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, and practice management.

Intent: Graduates should know how to draw on a range of resources such as professional codes, regulatory law, and ethical theories to guide judgment and action for issues that are complex, novel, ethically arguable, divisive, or of public concern.

Lecture & Case-Based Activity**Introduction to Ethical Reasoning**

Debra Brandt, PhD, MSB, RN

- I. Types of Ethics
 - a. Metaethics
 - b. Descriptive ethics
 - c. Normative ethics
 - d. Applied ethics
- II. Professional Codes
- III. Principles of Ethics
 - a. Patient autonomy
 - b. Non-maleficence
 - c. Beneficence
 - d. Justice
 - e. Veracity
- IV. Strategies for Responding to Ethical Challenges
 - a. Ethical decision-making models
 - b. Bioethical decision model
- V. Clinical Ethical Reasoning Model (Kaldjian, L.C., Weir, R.F., & Duffy, T.P., 2005)
 - a. State the problem plainly
 - b. Gather and organize the information
 - c. Is the problem ethical? Why?
 - d. Is more information or dialogue needed?
 - e. Determine the best course of action with reference to the four principles and at least two sources of ethical value
 - f. Confirm the adequacy and coherence of the conclusion

Learning Outcomes

Residents will be able to....

- I. Distinguish between four different types of ethics and how they fit into health care delivery.
- II. Become familiar with the ADA Principles of Ethics & Code of Professional Conduct and understand the importance of professional responsibility in dentistry.
- III. Reference Beauchamp and Childress' work of Principles of Biomedical Ethics and how it relates to ethical decision-making.
- IV. Identify multiple strategies/models and the thread of commonality for responding to ethical challenges.
- V. Understand and begin to apply Kaldjian, et al. clinical ethical reasoning model using an example case study.

Incorporating additional learning experiences using Kaldjian's model:

- *Integrate aspects of model into Journal Club discussions/presentations.*
- *Apply process to formal case presentation.*
- *Use model as a platform to inquire resident's thought process in approaching ethical patient cases in the clinic.*
- *Write paper applying model to a specific patient case (Dr. Brandt's assignment).*