

Accreditation Readiness Retreat Agenda

January 21, 2015

12:00 noon to 5:00 PM

Straughn Extension - IFAS Professional Development Center

GOAL: To enhance the engagement of faculty, staff and students in accreditation standards

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|---|-------------------------|-------------------------|
| LUNCH | | 12:00 – 12:30 PM |
| Opening Remarks: | Isabel Garcia, DDS, MPH | 12:30 – 12:45 PM |
| • Theme: <i>Engaging faculty, staff and students – “Why accreditation is important to everyone – vision for moving forward”</i> | | |
| ○ Q&A | | 12:45 – 1:00 PM |
| • Reward and Recognition: | Shannon Wallet, PhD | 1:00 - 1:15 PM |
| • Standards - Game of “Jeopardy!” | | 1:15 - 2:45 PM |
| ○ Facilitators – Dr. Marc Ottenga, Dr. Matt Dennis | | |
| BREAK | | 2:45 – 3:00 PM |
| • “Speed Standards”/ “Table-top” Discussions | | 3:00 – 4:30 PM |
| • Closing Comments/Q&A | Clay Walker, PhD | 4:30 – 4:45 PM |
| ADJOURN | | |
| • (Accreditation Song) | Matt Dennis, DDS | 4:45 – 5:00 PM |

It's fun to play Standards Jeopardy!

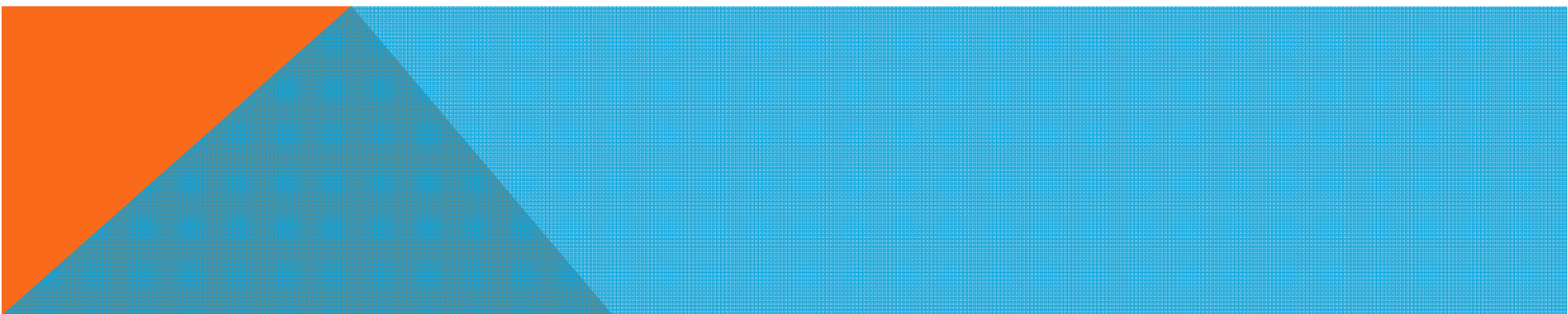
The goal of this exercise is to share important information about the standards in order to increase faculty engagement and knowledge about the standards

Note: There will be 15 tables, however for this exercise not all 15 tables will be used.

- **The audience will be asked to “count off” from numbers 1 to 6. This number will be your assignment to a “standards team” for Jeopardy, as well as a beginning point for the “Speed Standards” exercise (also known as Table Topics).**
- **Each “team” will assemble at one table (or, two tables as needed).**
- **Each team will elect a Team Captain to raise their hand to notify moderator/s they know the answer.**
- **A team number will be drawn (from a hat) to determine which team goes first.**
- **That team selects a question – whoever (from any team) answers the question correctly, gets to select the next question.**
 - **The “answer” must be in the form of a question (e.g., “what is.....”)**
 - **Each team may only guess 3 consecutive “questions” correctly, before moving to the next team (in sequential order).**
 - **If no team guesses the answer, or if there is more than one possible answer, the game will stop for a brief discussion.**
- **Accumulated points for each team will be maintained by a score keeper.**

WELCOME TO JEOPARDY
THE STANDARDS

MEET THE



STANDARD 1 – LEAH GIBBS

Institutional Effectiveness:

- The overall theme is how we look at ourselves and evaluate our effectiveness, as well as our process for continuous improvement while monitoring our progress.
- Includes two new sections:
 - 1) Commitment to “humanistic culture and learning environment”
 - 2) Must have P&P to achieve appropriate levels of diversity among faculty, staff and students
 - Engage in systematic efforts to attract and retain faculty, staff and students from diverse backgrounds; and systematically evaluate comprehensive strategies to improve the institutional climate for diversity

STANDARD 2: DR. VENITA SPOSETTI AND GAIL CHILDS

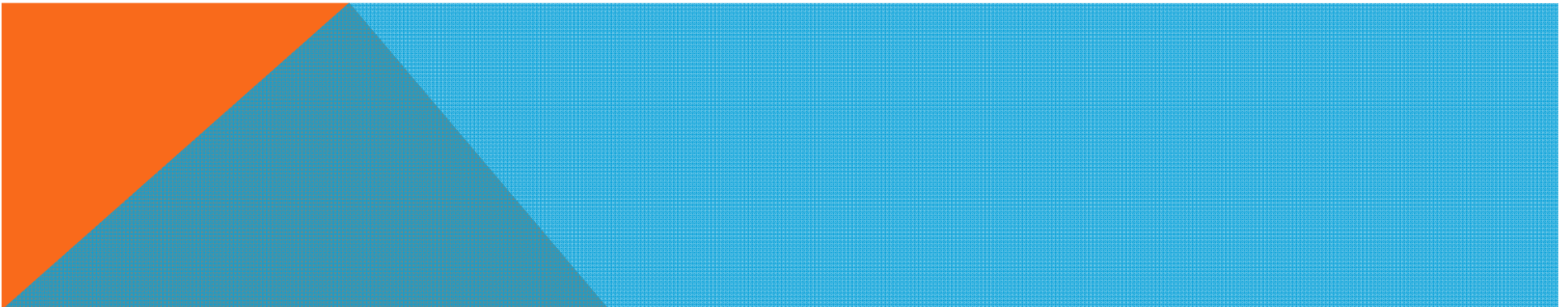
Educational Program: The LARGEST standard

- Contains a total of 40 narratives and includes four individual sections for:
 - Instruction, Curriculum, Management, Critical thinking and Self-Assessment
 - Biomedical Sciences
 - Behavioral Sciences, Practice Management & Health Care Systems, Ethics and professionalism and
 - Clinical Sciences
 - Includes new section “Graduates must be competent to access, critically appraise, apply and communicate scientific and lay literature as it relates to providing evidence-based patient care”



STANDARD 3: DR. CLAY WALKER

- *FACULTY AND STAFF*
- A review of faculty and staff practices including
- faculty development
- measurement of performance of teaching faculty and
- promotion and tenure.



STANDARD 4: DR. PATTY XIRAU-PROBERT

Educational Support Services:

Includes review of

- Admissions process
- Processes designed to recruitment of diverse student population
- Student Services
- Facilities and Resources



STANDARD 5: DR. CAROL STEWART AND RICHELLE JANIEC

Patient Care Services:

- Demonstrate commitment to Patient Centered Care
- Proof that patient care is evidence-based
- Review of formal program for Continuous Quality Improvement
 - With evidence of Standards of Care (SOC)
 - Ongoing review of compliance with SOC
 - Mechanisms to determine cause of deficiencies
 - Implementation of Corrective Measures



STANDARD 6: DR. ROBERT BURNE

Research Program

- The process of scientific inquiry involved in development and dissemination of new knowledge
- Faculty have engaged in research or other scholarly activity and
- Students are provided opportunities to participate

Round 1

Final Jeopardy



Team

1

Team

2

Team

3

Team

4

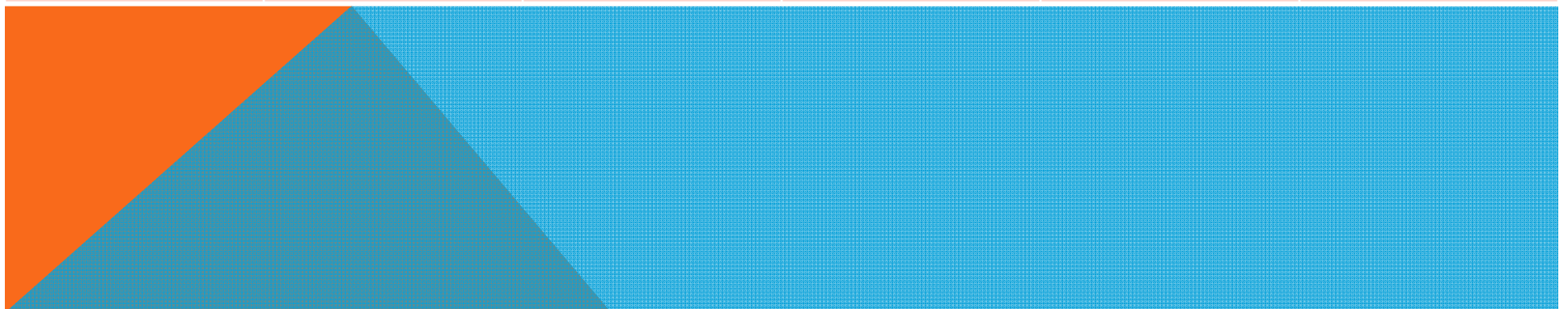
Team

5

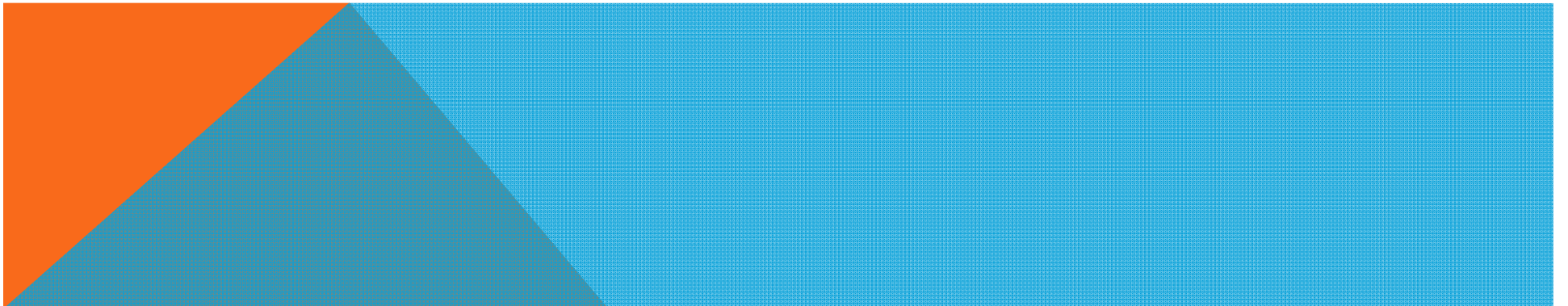
Team

6

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
INSTITUTIONAL EFFECTIVENESS	EDUCATIONAL PROGRAM	FACULTY & STAFF	EDUCATIONAL SUPPORT SERVICES	PATIENT CARE SERVICES	RESEARCH PROGRAM
<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>



...AND THE WINNING TEAM IS



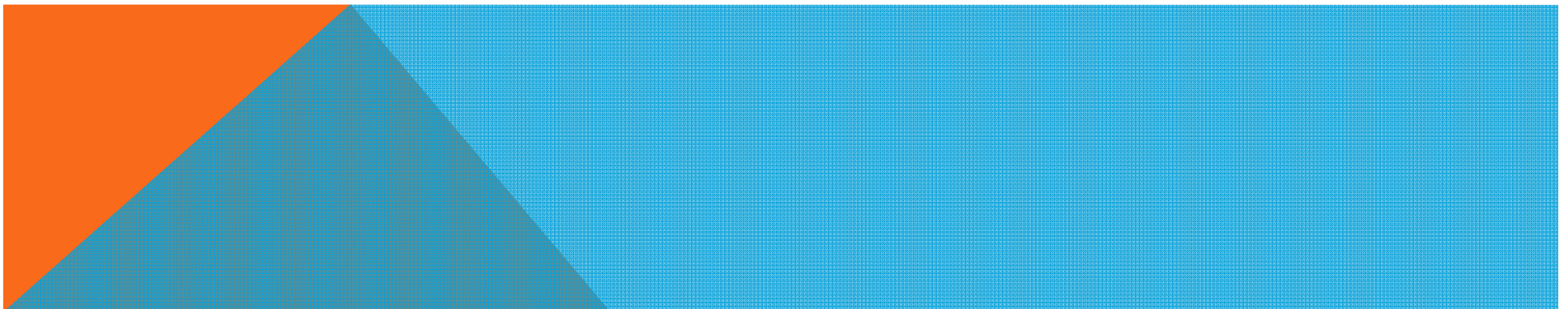
Credits:

Jeopardy online template; Mark E. Damon Presentation, @markdamonhotmail.com

Contributors: Dr. Robert A. Burne, Dr. Clay Walker, Leah Gibbs, Dr. Patricia Xirau-Probert, Ph.D.

UFCOD Presentation Creator: Lori Bernhardt-Rodriguez, M.A., M.Ed. , Dean's Office

IT Assistance: Stephen Kostewicz Manager, Application Support and Development – DN apps
AHC IT



Standard 1 for \$100

“To be an internationally recognized dental school known for an innovative educational program, commitment to cultural diversity, discovery, transfer of scientific knowledge, the superior skills of our graduates, the highest degree of service, clinical excellence and patient care.”

Standard 1 for \$100

What is the UFCD “Mission Statement”?

Standard 1 for \$200

This “cycle” is continuous, and designed to promote achievement of institutional goals and strategies that drive efforts to continuously improve and meet future challenges.

Standard 1 for \$200

What is Plan, Do, Check, Act (PDCA)?

Standard 1 for \$300

\$3.2mm

Standard 1 for \$300

What is the UFCD “Goal for cash reserves”?

Standard 1 for \$400

Faculty or staff entering into an agreement that involves financial gain or the use of university facilities and/or equipment must complete this form.

Standard 1 for \$400

What is the Disclosure of Outside Activities and Financial Interests form?

Standard 1 for \$500

These are assigned to and reviewed by standing committees, in order to measure progress made with achieving strategic goals.

Standard 1 for \$500

What are strategic outcomes measures?

Standard 2 for \$100

CODA expects us to have in order to be accredited.

Standard 2 for \$100

What is a competency-based curriculum?

Standard 2 for \$200

These two individuals co-chair the Standard 2 Self-Study committee.

Standard 2 for \$200

What do Dr. Sposetti and Gail Childs co-chair?

Standard 2 for \$300

Students who receive a failing grade and fail to satisfactorily complete remediation may be referred to this oversight committee.

Standard 2 for \$300

What is SPEC?

Standard 2 for \$400

Commission of Dental Accreditation

Standard 2 for \$400

What is CODA?

Standard 2 for \$500

This committee manages the DMD curriculum.

Standard 2 for \$500

What is the Curriculum committee?

Standard 3 for \$100

An award available from the university fall and spring semesters that functions as a mini-sabbatical and allows faculty to pursue further development.

Standard 3 for \$100

What is FEO?

Standard 3 for \$200

Governance consisting of both faculty and the administration.

Standard 3 for \$200

What is shared governance?

Standard 3 for \$300

This standing committee acts as the primary representative unit of the faculty to the administration.

Standard 3 for \$300

What is the FAB?

Standard 3 for \$400

A faculty member in this track does not have a requirement for scholarly activity or research.

Standard 3 for \$400

What is the single mission clinical track?

Standard 3 for \$500

A group of faculty, staff and students recently formed to promote a humanistic culture in the college.

Standard 3 for \$500

What is the Cultural Climate committee?

Standard 4 for \$100

The on-campus site where dental students can receive health care while they are enrolled in UFCD.

Standard 4 for \$100

What is the Student Health Care Center (SHCC)?

Standard 4 for \$200

This is the amount of scholarship dollars awarded by UFCD for 2014-15.

Standard 4 for \$200

**What is more than \$1,500,000.00 awarded to 239 students? or
What is \$1,500,000.00?**

This includes Scholarships for Disadvantaged Students; HRSA grant award to UFCV for over \$2,580,000.00 over 4 years.

Standard 4 for \$300

**These were new Office of Admissions
recruiting events/activities instituted in the
last three (3) years.**

Standard 4 for \$300

What are the:

- Pre-Dental Fair,
- Gator Brush-up mobile app,
- Accepted Student Open House,
- Accepted Student/UFCD Student Big Program,
and/or
- Admission Outreach Ambassadors (AOA's)?

** Any two or three of the above are acceptable.*

Standard 4 for \$400

The review process that UFCD utilizes to select candidates for interview.

Standard 4 for \$400

What is Holistic review?

Standard 4 for \$500

The UFCD Pipeline Program for under-represented and/or disadvantaged pre-dental students to explore the field of dentistry and become a successful applicant to dental school.

Standard 4 for \$500

What is the Summer Learning Program?

Standard 5 for \$100

The acronym for Protected Health Information.

Standard 5 for \$100

What is PHI?

Standard 5 for \$200

The standard of care for capturing intraoral radiographic images while reducing patient exposure and improving image quality.

Standard 5 for \$200

What is Rectangular Collimation?

Standard 5 for \$300

The maximum level of bacteria allowed in dental unit waterlines is < 200 cfu/ml. The product used at UFCD to meet this standard is called...

Standard 5 for \$300

What is Sterisil (Sterisil Straw, steri-straw)?

Standard 5 for \$400

The percent (%) of patients accepted for care, who should have an oral exam.

Standard 5 for \$400

What is 100 %?

Standard 5 for \$500

The UFCD parameters that define the clinical benchmarks for quality care.

Standard 5 for \$500

What are Standards of Care?

Standard 6 for \$100

“Continue to grow and sustain our research mission with an emphasis on collaboration and a strong translational component.”

Standard 6 for \$100

What is “Our primary Goal for Research in the College’s Strategic Plan?”

Standard 6 for \$200

**Requirements for promotion for all
tenure track faculty.**

Standard 6 for \$200

- What is documented scholarly activity?
- What is teaching excellence?

** Both required to be correct.*

Standard 6 for \$300

This program has a rigorous peer review process involving members of the college's Research Committee, with outside expertise solicited if needed.

Standard 6 for \$300

What is the Faculty Seed Grant program?

Standard 6 for \$400

This program is offered to incoming dental students and provides ten weeks of intensive, structured research training under the supervision of a faculty mentor(s).

Standard 6 for \$400

What is the Summer Research Program?

Standard 6 for \$500

This organization has received national awards for the highest percentage of student members relative to dental school enrollment, and for the recruitment of the most new members in '2012.

Standard 6 for \$500

What is the AADR Student Research Group?

SPEED STANDARDS/TABLE TOP DISCUSSION

INSTRUCTIONS

The goal of this exercise is to gain feedback on “hot spots”, within certain standards (where additional info may be needed for the self-study document).

- 1) Before beginning the exercise, participants will be asked to “count off” in numbers, 1 through 6.**
 - a. This procedure assigns the participants to the “Standard” table where they will begin the exercise.**

- 2) After the afternoon break, the participants will adjourn to the smaller room, which has 6 individual tables.**
 - a. Each table has a laminated copy of the Table Topic for that standard,**
 - b. Post it notes, pens, and**
 - c. Flip Charts with the standard’s Table Topic heading written on a separate piece of flip chart paper.**

 - d. Participants will select a topic/s they are interested in from the laminated paper on the table, write their input/response on the “post-it” note paper provided at each table, and then “post” their feedback to the corresponding page on the flip chart.**
 - i. Participants have 15 minutes per “standard” (table), and then prompted to move to the next table.**

Speed Standards / Table Top Discussion Standard 1

Standard 1	Institutional Effectiveness	Leah Gibbs
Topic 1.	<p>The overall theme of Standard 1 is “Institutional Effectiveness” and how we look at ourselves and evaluate our effectiveness and continually improve and monitor our progress. Measures of success that we use to evaluate ourselves are the alignment of our strategic plan with UF and HSC, along with various outcome measures that are identified in the plan, and given as charges to standing committees.</p> <ul style="list-style-type: none"> • Think of measures you use to evaluate your effectiveness in your area • What are other suggested measures to evaluate our overall effectiveness? 	
Topic 2.	<p>Plan-Do-Check-Act: This is a continuous cycle to help in continuous improvement. (Reference the PDCA diagram that is in the self-study and available as a handout)</p> <ul style="list-style-type: none"> • Can you give an example in the college where improvement has been made using PDCA? • Can you give an example in the college where this works the best? • Can you give an example of where it isn’t working and can be improved? 	
Topic 3.	<p>One of the new terms in the standards is “Humanistic Culture” and that the college has a commitment to this and a learning environment that is regularly evaluated.</p> <ul style="list-style-type: none"> • What is a humanistic culture? • How does creating the Cultural Climate Committee (CCC) help with developing this culture? • What are some steps to move ‘cultivation of diversity’ forward? • What are some ways to regularly evaluate our learning environment? 	
Topic 4.	<p>Our college must have policies and practices to achieve appropriate levels of diversity among its students, faculty and staff and to engage in efforts to attract and retain these people.</p> <ul style="list-style-type: none"> • How diverse are we when looking at our faculty, staff and students? • What programs or grants do we have to help with this? 	
Topic 5.	<p>The financial resources must be sufficient to support the dental school’s stated purpose/mission, goals and objectives.</p> <ul style="list-style-type: none"> • What is the overall budget amount for the college of dentistry? • What is the importance of having a reserve and its value? • What are some ways to increase our reserve? 	
Topic 6.	<p>The college must show evidence of interaction with other components of higher education, health care education and/or health care delivery systems.</p> <ul style="list-style-type: none"> • How do we interact with the State Board of Dentistry and the Florida Dental Association? • What local organizations do we participate in providing dental care? 	

Speed Standards / Table Top Discussion A Mechanic's Guide to Standard 2

Standard 2	Educational Programs	Dr. Sposetti / Gail Childs
<p>Topic 1.</p>	<p>Competency Tune-Up:</p> <ul style="list-style-type: none"> • Tuning up the Vocabulary of Competency. • We have gotten feedback from our visiting consultants that we use the term “competency” for different things. This creates confusion. • What do we mean when we use the term “competency?” • How can we clarify the difference between the overarching 20 UFCD Competencies for the New Dental Graduate that all DMD students must independently demonstrate and the many <u>competency assessment measures</u> we have in our DMD curriculum? • We call both of these things “competencies.” This is confusing. • How do we want to use the term competency? How can we standardize the naming of competency assessments so it is clear to others (faculty, students, CODA) what is a competency assessment and what is one of our overarching 20 UFCD clinical competencies? 	
<p>Topic 2.</p>	<p>Alignment on the Front End:</p> <ul style="list-style-type: none"> • The CODA Standards and the UFCD Competencies for the New Dental Graduate. • Do they align? Does it matter? • How our competency document complicates documenting our competency assessments. • How other schools have clarified their competency documents. • What we could do next? 	
<p>Over</p>		

Speed Standards / Table Top Discussion A Mechanic's Guide to Standard 2

<p>Topic 3.</p>	<p>Calibration:</p> <ul style="list-style-type: none"> • What exactly does CODA mean in Standard 2-5 (<i>The dental school must employ student evaluation methods that measure the defined competencies</i>) when they ask for evidence of faculty calibration? • How do we calibrate faculty when the evaluate students as they perform our competency assessments? • How <u>do we document that faculty are calibrated</u> when the evaluate students as they perform our competency assessments? • How do we keep records of first time competency pass rates? 	
<p>Topic 4.</p>	<p>Maintenance:</p> <ul style="list-style-type: none"> • Where can we increase interprofessional education (IPE), evidence-based dentistry (EBD), problem solving and critical thinking in the curriculum? • How could we better integrate basic science concepts with clinical patient care? 	

Speed Standards / Table Top Discussion Standard 3

Standard 3	Faculty and Staff	Dr. Walker
Topic 1.	<p>Promotion requires better than average teaching evaluations by students as well as peer evaluations.</p> <ul style="list-style-type: none"> • How can we increase student participation? • How can more objective and meaningful peer evaluations be done? • Who should be responsible for obtaining peer evaluations? 	
Topic 2.	<p>Mentoring of junior faculty is especially important for their development and advancement:</p> <ul style="list-style-type: none"> • Are the current mentoring plans sufficient for tenure and non-tenure accruing tracks? • How can mentoring for junior faculty in the clinical tracks be improved? • Who should be responsible for the oversight of mentoring for junior faculty? • Should the mentoring process be continued at the associate professor level? 	
Topic 3.	<p>How can faculty participation in Faculty Assembly be improved? Roughly only 30-40% of the faculty attends the Faculty Assembly.</p> <ul style="list-style-type: none"> • What can be done to make Faculty Assembly more relevant to the faculty? 	
Topic 4.	<p>The research faculty has an incentive plan that is readily understood by all who participate.</p> <ul style="list-style-type: none"> • Can a similar uniform and transparent plan be developed for clinical faculty? • Should one plan fit all? • Should each department have its own plan? • How can outstanding teachers be awarded under such a plan? 	

Speed Standards / Table Top Discussion Standard 4

Standard 4	Educational Support Services	Dr. Xirau-Probert
<p>Topic 1.</p>	<p>Holistic Admissions Review Process:</p> <ul style="list-style-type: none"> • In the wake of 2003 landmark study, Unequal Treatment, from the Institute of Medicine and the 2004 Sullivan Commission Report on Diversity in the Healthcare Workforce, a holistic admissions review process was implemented to ensure the selection of a diverse student body that has the potential to successfully complete the DMD program (in compliance with CODA standards): <ul style="list-style-type: none"> ○ Do the current DMD classes meet the definition of diversity? ○ How do we recruit and retain qualified and diverse students? ○ Because of our commitment to diversity, how do we dispel the myth that we are prejudiced against white applicants – especially white males? ○ Why aren't grades and test scores enough to determine an applicant's readiness for our DMD program? ○ What is the definition of success in dental school? Can a graduate from UFCD be a successful dentist without a stellar dental school GPA? ○ What hurdles does the admissions committee face as they work to review applications holistically 	
<p>Topic 2.</p>	<p>Tutoring Program:</p> <ul style="list-style-type: none"> • In recent years, our tutoring program has become more popular, especially for the first year students. For many of our students, tutoring is no longer seen as a last resort or an admission of failure. Tutoring is seen as a resource that helps them achieve success in dental school. The tutors focus on teaching study strategies, time management and organization skills as well as content. All this being said...Some students still believe that there is a stigma attached. <ul style="list-style-type: none"> ○ How can faculty help guide/improve the tutoring program? ○ What message should faculty give their students about the tutoring program? ○ What are the potential pitfalls with the tutoring program? 	
<p>Over</p>		

Speed Standards / Table Top Discussion

Standard 4

<p>Topic 3.</p>	<p>Outreach/recruiting Programs:</p> <ul style="list-style-type: none"> • Recognizing that qualified applicants to dental school are the product of years of prior education and preparation, the college has engaged in recruiting and advising efforts designed to address these pipeline issues. <ul style="list-style-type: none"> ○ What do you see as an untapped resource in recruiting potential and excellent dental students? ○ Does the college have a responsibility to spend extra time and effort on students who have a great deal of potential but do not have the background necessary to be successful in dental school? ○ What- if any--programming can the college develop to help strengthen accepted students psychomotor skills? 	
<p>Topic 4.</p>	<p>Financial Aid/Scholarship programs:</p> <ul style="list-style-type: none"> • Tuition rates for the DMD program are above regional and national averages, according to an ADA report referencing 2012-2013 tuition rates nationwide. The average indebtedness for the class of 2014 at UFCD was just under \$190,000. While the HRSA SDS grant has been a tremendous help to our students (awards 43 UFCD students \$15,000/year), we are entering the final year of the four-year funding. <ul style="list-style-type: none"> ○ How does the increased cost of tuition affect our students future practices and the patient care in the state of Florida? ○ What can we do to keep our tuition costs from rising higher? ○ What additional sources of scholarship funding remain untapped? 	
<p>Topic 5.</p>	<p>Student Organizations:</p> <ul style="list-style-type: none"> • The College of Dentistry provides triage services and referrals in the areas of personal, academic and career counseling through the Office of Education. However, not every student approaches the Office of Education when they are in trouble. <ul style="list-style-type: none"> ○ How can we, as a college, improve communication and connection between faculty, staff and students? ○ What can you do if you have a troubled student? 	

Speed Standards / Table Top Discussion Standard 5

Standard 5	Patient Care Services	Dr. Stewart / Richelle Janiec
Topic 1.	<p>Evidence based dentistry:</p> <ul style="list-style-type: none"> • How could basic science concepts be better integrated with care provided on the clinic floor? 	
Topic 2.	<p>Ongoing Quality Assurance/Quality Improvement program:</p> <ul style="list-style-type: none"> • What processes should be employed to ensure compliance with UFCD Standards of Care (SOC)? • Should UFCD develop a Quality Assurance Division to assist with SOC compliance, clinical chart reviews, etc? <ul style="list-style-type: none"> ○ What is your experience with Clinical Occurrence Forms and how should that process be improved? ○ What is your experience with the Post-Treatment Assessment Process and how could it be improved? 	
Topic 3.	<p>Comprehensive Patient Care:</p> <ul style="list-style-type: none"> • How could the TEAM clinic model be improved? • What is your experience with /or understanding of the professional clinical variance process? How could it be improved? • What are your thoughts about how to provide early clinical experiences for freshman students? • What suggestions do you have to enhance the patient pool? (predoc, grad, and faculty practice?) 	
Topic 4.	<p>Safety</p> <ul style="list-style-type: none"> • What has been your experience with the “Needlestick” protocol? How could it be improved? 	

Speed Standards / Table Top Discussion Standard 6

\Standard 6	Research	Dr. Burne
Topic 1.	<ul style="list-style-type: none"> • How much time should be provided to students to conduct research at UFCD? • What can be done to create these opportunities? 	
Topic 2.	<ul style="list-style-type: none"> • Are research and critical thinking integrated into all aspects of the curriculum to the extent that they should be? • If not, where do we need to improve? 	
Topic 3.	<ul style="list-style-type: none"> • Are all of our faculties adequately trained to explain the evidence supporting clinical diagnoses and treatments? • If not, how do we ameliorate this? 	
Topic 4.	<ul style="list-style-type: none"> • How can we achieve more interactions of those faculties who primarily teach and treat patients with our basic, behavioral and clinical researchers; in a way that involves our students? 	
Topic 5.	<ul style="list-style-type: none"> • Envision the research portfolio of the College in 2020. What should it look like? (Faculty, organization, scope, areas of emphasis, student participation) 	