


## Meeting Minutes

<b>Committee</b>	FoMD Faculty Council		
<b>Members:</b>	Dr. B. Hemmelgarn (Chair) As per list attached	<b>Date :</b>	March 15, 2022
	 <b>March 15 2022</b> <b>Faculty Council Ate</b> <i>Quorum is represented by those faculty members member present.</i>	<b>Time:</b>	4:00pm
<b>Called to Order:</b>	4:02pm	<b>Location:</b>	Via Zoom
<b>Guests</b>	None	<b>Scribe:</b>	Erin Neil
<b>Approval of agenda</b>	<b>Approved by consensus with no additions.</b>		
<b>Approval of previous meeting Minutes</b>	<b>Date:</b> November 16, 2021 <b>MOVED</b> by G. Funk and <b>SECONDED</b> by A. Wagg to approve the minutes as circulated. <b>ALL IN FAVOUR. CARRIED.</b>		
<b>Meeting Attachments:</b>	All attachments provided via email March 8, 2022		



Topic	Summary	Action by whom	Target Date	Status
<b>1. Dean's Report</b>	Dr. B. Hemmelgarn provided update: <ul style="list-style-type: none"> <li>AASAU agreement has been ratified – thanked everyone who participated.</li> <li>COVID – has been over 2 years. Spoke to immunization – masking mandate has been lifted as of tomorrow – FoMD does strongly recommend masking until the term is over. Students and instructors are expecting masking.</li> <li>SET – will officially be finished at the end of March 2022. Work still to be done. The model has been implemented. Next phase will be sustainability.</li> <li>Reviewed the department structure – 21 departments supported by 11 academic units/shared services.</li> <li>Reviewed the College Model.</li> <li>Strong focus on health and safety – joint commitment with the University of Alberta - information will be sent out over the next two weeks – stand down information meeting will be sent out on Thursday.</li> <li>Physical and mental health – further information will be provided by M. Lewis.</li> <li>Social Accountability Committee update – looking to develop a framework for Social Accountability.</li> <li>Opened for questions.</li> </ul>			
<b>2. 4. Vice-Deans Research</b>				
<b>a. Basic Science</b>	Dr. R. Lehner provided updated: <ul style="list-style-type: none"> <li>Canadian Institutes of Health Research (CIHR) – today was the deadline for applications – wished the 70 registrants the best on their applications – results will be in July.</li> <li>Currently completing an analysis from the Fall competition – 60 applications submitted and 13 were funded – just over \$11million equals a success rate of 23%. National average of success rate is 22%. 27% of applications that went through the review process were funded and those that did go through the process had a 13% success rate. Review process seems to be working and will continue to analyze the data.</li> <li>Application numbers have decreased over the last 6 years – encouraged all to submit applications.</li> <li>Canada Foundation for Innovation (CFI) – JELF smaller grants – in last competition – 6 out of 7 approved – these funds support early career investigators.</li> </ul>			

Topic	Summary	Action by Whom	Target Date	Status
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	<ul style="list-style-type: none"> <li>Spoke to other funding received.</li> </ul>			
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<p><b>b. Clinical</b></p>	<p>Dr. L. Richer provided update:</p> <ul style="list-style-type: none"> <li>The search &amp; selection for the new manager in the Office of Research is complete and an announcement will be made.</li> </ul> <p>Findings of the 2022 SCN Impact Report – N. Pannu</p> <ul style="list-style-type: none"> <li>Links to the Impact Report can be obtained directly from Dr. Pannu.</li> </ul>			
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**3. Vice-Dean Education**

	<p>a. Dr. Schipper provided update:</p> <ul style="list-style-type: none"> <li>Have seen more communication and collaboration over the last two extremely difficulty years, than has been, very impressed with all the work everyone is doing and look forward to what is yet to come.</li> </ul> <p>b. MD Accreditation Update Dr. Rolfson/Dr. Rodger/Dr. Kearney presented:</p>  <p><b>Accreditation '22 Update to Faculty C</b></p> <p>c. Dental Assisting Certificate Program Proposal Dr. S. Patterson presented:</p>  <p><b>Dental Assisting Certificate Proposal</b></p> <p><b>Motion:</b> To approve the School of Dentistry Dental Assisting Certificate Program proposal. <b>Moved by:</b> S. Patterson. <b>Seconded by:</b> L. Puttagunta <b>All in favour. Carried.</b></p>			
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**4. Vice-Dean Faculty Affairs**

<p><b>a. Update</b></p>	<p>a. Dr. D. Kunimoto provided update:</p> <ul style="list-style-type: none"> <li>Number of Department Chair search &amp; selections in progress – Family Medicine, Physiology and Anesthesiology &amp; Pain Medicine and Emergency Medicine Chair review is also in progress.</li> </ul> <p>b. International Engagement Advisory Committee has been formed:</p>  <p><b>International Engagement Adviso</b></p> <p>c. Chief Wellness Officer Dr. M. Lewis presented:</p>  <p><b>M Lewis Slides.pdf</b></p>			
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Topic	Summary	Action by Whom	Target Date	Status
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			b. GFC Update	<p>Dr. S. Persad provided update:</p> <ul style="list-style-type: none"> <li>• Census is being distributed to all students. The census is focused on demographics, equity, diversity and inclusiveness – was sent out November 15 and will be open until December 3.</li> <li>• Results will be reviewed by the committee members – the committee is made up of representation from the Student Union, Graduate Students Association, The Black Graduate Students Association.</li> <li>• The Dean of the Faculty of Indigenous Studies – brought forward the Indigenous Institutional Strategic Plan.</li> <li>• Ring houses – will be moved to another location and will not be destroyed.</li> <li>• Vaccine requirements were discussed at the last GFC meeting.</li> </ul>	
5. Other Business	None				
6. Announcements	Adjourned at 5:36pm				
Next Meeting	May 17, 2022				
Approval of Minutes	May 17, 2022				

# Accreditation '22 Update to Faculty Council

March, 2022



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'22

Mock Accreditation was  
**February 7-9, 2022**

Full Site Visit will be in 2 parts

Virtual Visit:  
**October 17-19, 2022**

Follow Up (In Person):  
**November 28-29, 2022**

# Components of Accreditation '22

- **Data Collection Instrument (DCI):** questionnaire related to 12 standards and 96 elements that provides the evidence for accreditation
- **Medical School Self Study (MSS):** internal process and report to determine how we are meeting the accreditation requirements and to make recommendations for improvement
- **Independent Student Analysis (ISA):** student-led survey and report with recommendations and analysis of school's strengths and weaknesses
- **All of this has to be submitted: July 15, 2022**
- **Initial Site Visit: October, 2022**
- **Second Site Visit: November, 2022**
- **Final report from site visit team: December, 2022**





# Mock Accreditation '22



# Mock Accreditation '22

- **Purpose of the Mock Accreditation**
  - To provide formative feedback from external perspective
  - To get a sense of what a site visit will look like & feel like, including the kinds of questions that might be asked
  - To identify potential gaps and areas for improvement prior to the full site visit





# Mock Accreditation '22

- **Results of the Mock Accreditation**
  - Mock accreditors identified areas of strength and improvement
  - Accreditation Oversight Committee & MD Program leadership team have worked through the areas for improvement from 3 sources: the mock accreditors, the internal self study process, and the Independent Student Analysis
  - Completed an action plan that will guide our work for the next 6 months



# Areas of Strength

**The following elements were identified as areas of strength in the mock accreditation:**

- 2.3 Access to the Dean
- 3.3 Diversity Programs and Partnerships
- 5.9 Information Technology Resources/Staff
- 8.2 Use of Program and Learning Objectives
- 8.6 Monitoring Patient Encounters and Procedures
- 9.7 Midpoint Feedback
- 11.1 Academic Advising
- 12.3 Personal Counseling/Well-Being Programs



# Areas for Improvement

The following areas were identified as some areas for improvement and are currently being worked on:

- **Mistreatment:** In response to student Graduation Questionnaire data and internal reports, we are taking a broad approach to mistreatment in the Faculty of Medicine & Dentistry, involving the offices of the Chief Wellness Officer, Professionalism, Faculty Development, the MD Program, and others who support the education mission.
- **Feedback to Faculty:** Strengthen approach to ensuring feedback gets to faculty members (academic and clinical faculty), as well as how that feedback is acted upon at the program, department, and faculty levels.



# Areas for Improvement

The following areas were identified as areas for improvement:

- **Strategic Planning and Continuous Quality Improvement:** After broad stakeholder engagement, the MD Program's strategic plan is ready to be presented to the MD Curriculum & Program Committee (MDCPC) for approval, with implementation following.
- **Program Level Objectives:** Work is underway to update and simplify the program level objectives; when they new PLOs are approved, they will be broadly communicated to faculty, staff, and students.



# Next Steps

## Over the next few months we will be:

- Finalizing the schedule for the initial site visit; invitations will be sent by mid-April for everyone who will be involved
  - Slightly different schedule than what we used for the mock, based on a new template from CACMS
- Working through CQI recommendations and implement changes
  - Update DCI & MSS accordingly
- Editing the documentation
- Submitting our documentation by July 15
- Preparing for site visit



# Questions about Accreditation?

**Please contact Dr. Joanne Rodger,  
Director, Program Quality &  
Accreditation**

**[joanne.rodger@ualberta.ca](mailto:joanne.rodger@ualberta.ca)**



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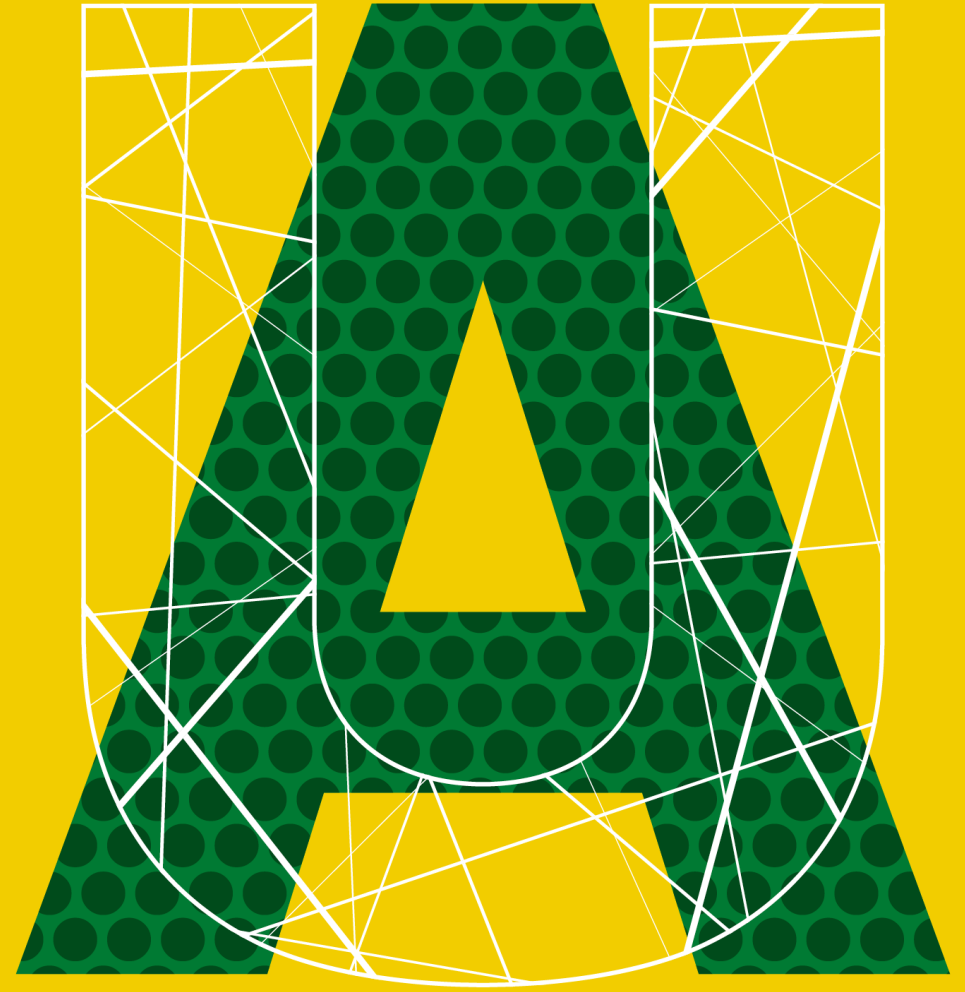
# Dental Assisting Certificate Proposal

Faculty Council

March 15, 2022



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# Dental Assisting Certificate Proposal

- **New Certificate Program Proposal**

- **First intake of students Aug. 2023**
- **Full-time 10 month certificate**
- **52 students enrolled per year**
- **Location- North Campus**
  - **Classrooms, Simulation laboratory in ECHA**
  - **Oral Health Clinic in KEC**
  - **External Practicum- private practice**
- **Pathways**
  - **Domestic- High School, mature**

- **Admissions**

- **Similar to other DA programs**
- **65% average vs. 60% (NAIT/SAIT)**
  - **English Language Arts 30-1 or 30-2**
  - **Chemistry 30**
  - **Biology 30**
  - **One of Math 30-1, 30-2, PM 30, AM 30**
- **Other**
  - **English Language proficiency**
  - **Indigenous Canada MOOC**
  - **First Aid, CPR, Immunization, PIC**
- **Indigenous Applicants**
  - **All Indigenous applicants meeting requirements will be accepted**

# Dental Assisting Certificate Proposal- CURRICULUM

- **Aligned with NDAEB**
- **Hybrid- online/in-person, practicum experience**
- **Workplace Learning Placements**
  - **Internal practicum**
    - **Oral Health Clinic in KEC**
  - **External practicum**
    - **2 weeks- private practice**
    - **Employer support**
- **5 sequential courses**
  - **All courses cover**
    - **Behavioural sciences**
    - **Biomedical sciences**
    - **Oral health sciences**
    - **Dental assisting theory/practice**
  - **Course 1- Foundations of DA (5\*, 6 weeks)**
  - **Course 2- Patient Assessment I (7\*, 9 weeks)**
  - **Course 3- Patient Assessment II (7\*, 10 weeks)**
  - **Course 4- Clinical Practice I (7\*, 10 weeks)**
  - **Course 5- Clinical Practice II (6\*, 8 weeks)**

# Dental Assisting Certificate Proposal- BUDGET

- Budget
  - Program funded through student tuition
  - No government or external funding required
- Student Costs
  - Tuition- \$17,250
  - Non-instructional Fees- \$1,000
  - Equipment Rental- \$2,800
  - Books- \$400
  - TOTAL- \$21,450
  - Range of **Tuition** in Alberta DA programs from \$9,000 - \$19,000

# Dental Assisting Certificate Proposal- WHY?

- Why this proposal at this time?
  - **Current experience with NAIT students at U of A School of Dentistry**
  - **Experience with COVID impacts on learning, provision of clinical care**
  - **University of Saskatchewan DA experience**
  - **Demand exists- labour demand analysis, existing DA program demand (applicants)**
  - **Enhance learning and development for practice for DA and DDS students**
  - **Strong accreditation focus on Interprofessional Education for DDS, DH, DA**
  - **Current dental student experience**
    - **Limited number of staff DA available**
    - **DDS students provide care independently- minimal assisting, not like real life**

# Dental Assisting Certificate Proposal- BENEFITS

- Benefits to future DA and DDS, DH students
  - **Unique learning opportunities**
    - **DDS students, Environments- Boyle McCauley/Glenrose/U of A Hospital, Specialty programs**
    - **Experience for all students with full complement of clinical team**
    - **Creation of authentic learning environments**
    - **Interprofessional learning enhanced for all students- DA, DH, DDS**
  - **Seen as positive for all students, including DDS & DH**
  - **Contribute to increased accessibility to care, enrich existing programs, optimal treatment and care to patients**

# Dental Assisting Certificate Proposal- FACILITATORS

- Facilitators for Implementing this Program
  - **Precedent and example of University of Saskatchewan, College of Dentistry**
  - **Existing supports**
    - state of the art dental facilities
    - institutional governance- QI, Curriculum/Admissions Committees, Policy/Procedures
    - links to practicum opportunities, and unique clinical environments
  - **Experience with**
    - training of oral health professionals, curriculum development, clinical teaching
    - providing advanced DA training through Continuing Dental Education
  - **Demonstration of financial viability/sustainability**

# Dental Assisting Certificate Proposal- NEW STUDENTS

- How to Support New University students- direct from High School
  - **Current environment in the School of Dentistry**
    - Limited number of students
    - Students work through programs in cohorts
    - Students are known through significant interaction with faculty/staff, not anonymous
    - Student association support
  - **Student affairs**
    - FoMD- Office of Advocacy and Well-being
    - SoD- Associate Chair, Student Affairs
      - Student advisors



# Dental Assisting Certificate Proposal- SUPPORT

- Strong Support for this Proposal
  - **Dean- Faculty of Medicine and Dentistry**
  - **Dental Profession**
    - Alberta Dental Association & College
  - **Employers**
    - Dentists
    - Corporate dentistry offices
  - **Labour Market Survey**
  - **Other dental professional students in SoD**
    - Dental Student Association (DSA)

# International Engagement Advisory Committee

<b>Member</b>	<b>Position</b>
Vivian Mushahwar	Research rep from FRC
Manjula Gowrishankar	Elected full time Faculty member
Wayne Clark	Education rep from FLC
Jack Underschultz	Resident rep from PARA
Jillian Rogers	Undergrad rep from a FoMD professional program
Gordon Chaytors	Public member
Dan Fredrick	UAI rep



# Health Promoting Learning Environments

Melanie Lewis, BN MD MEd FRCPC

Chief Wellness Officer, FoMD, University of Alberta

Professor of Pediatrics

# Occupational Hazards

- ▶ Burnout
  - ▶ Emotional exhaustion
  - ▶ Depersonalization/Cynicism
  - ▶ Low sense of personal accomplishment



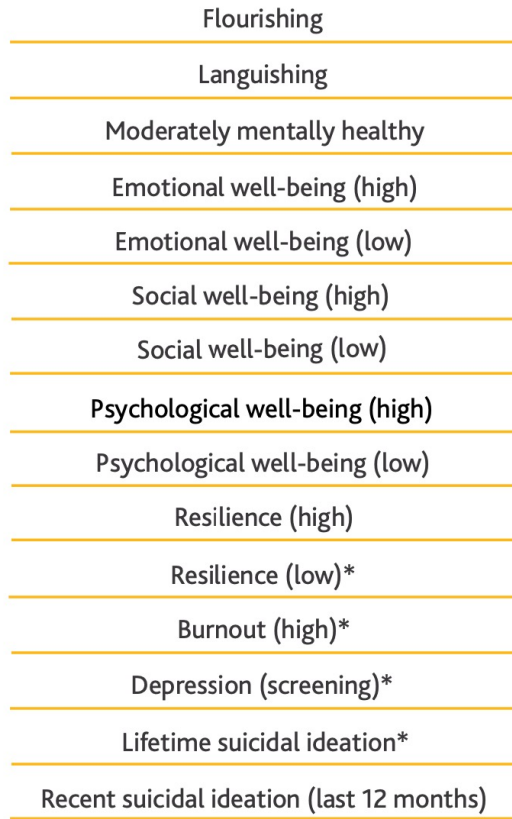
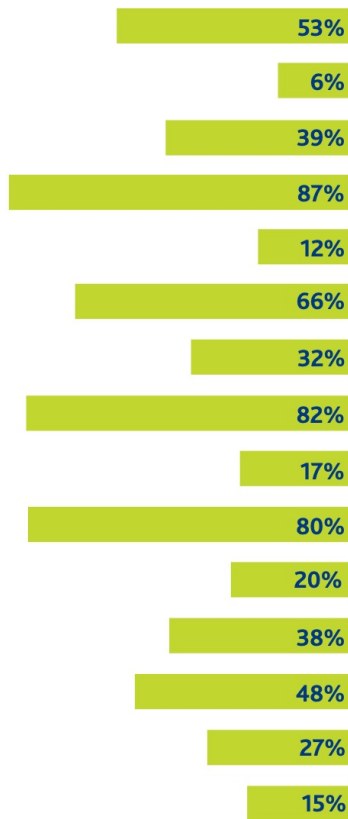


# CMA NATIONAL PHYSICIAN HEALTH SURVEY

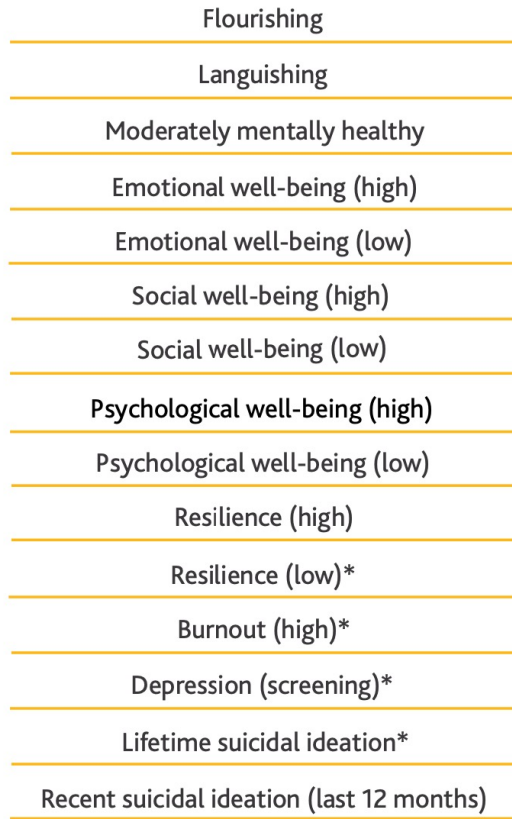
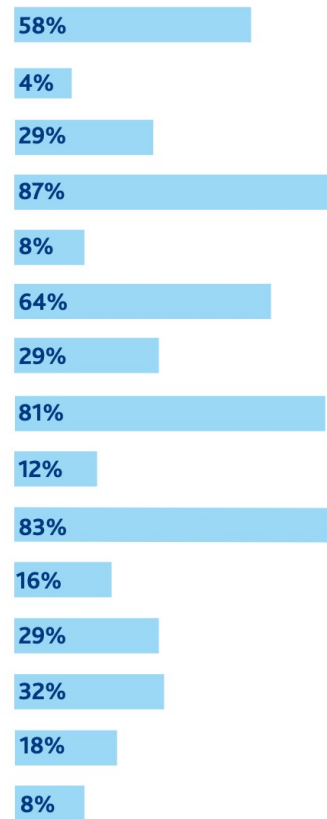
## A National Snapshot

October 2018

### **R** RESIDENT



### **P** PHYSICIAN



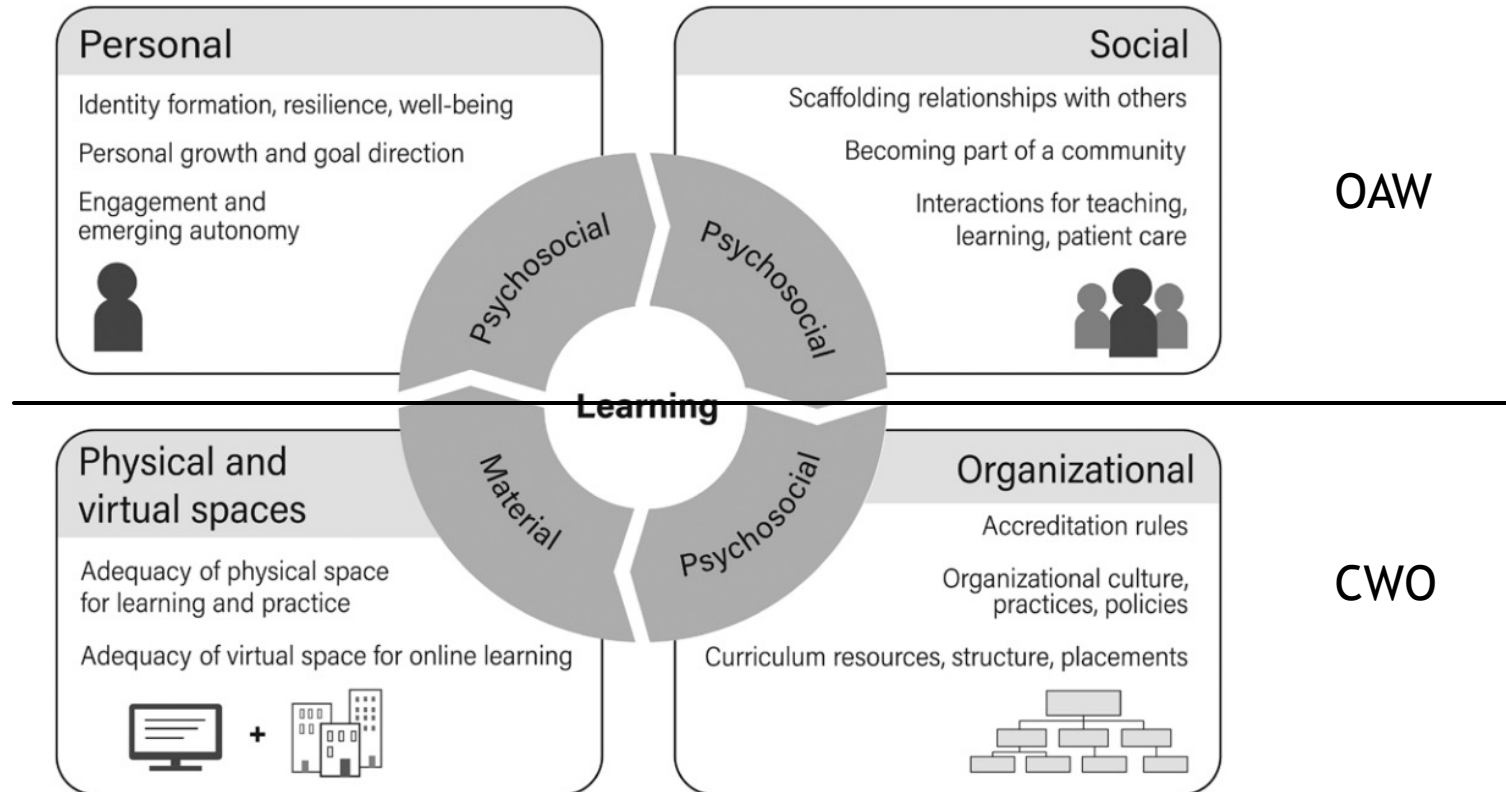


*Instead of praising people for  
being resilient, change the  
systems that are making them  
vulnerable*

*Muna Abdi*



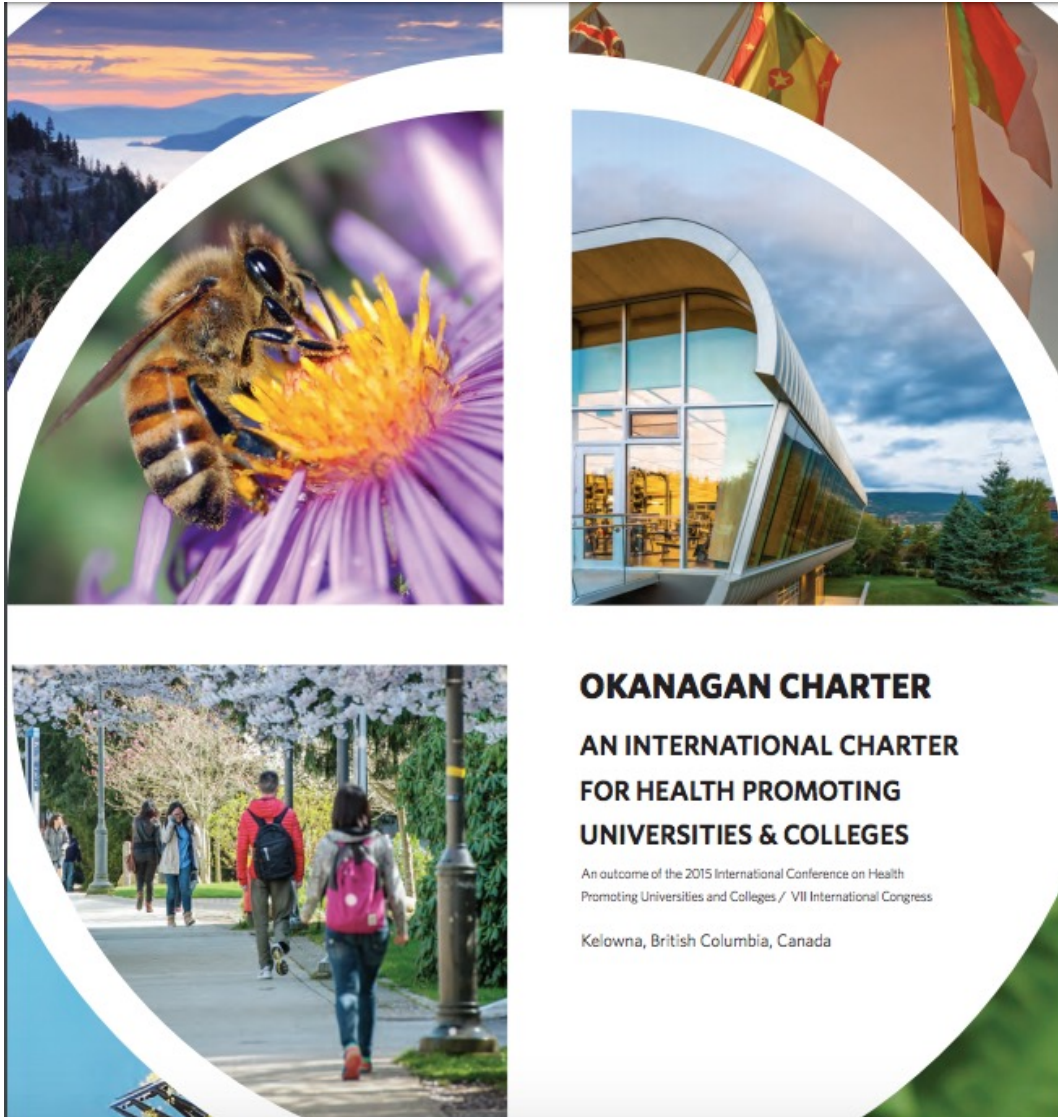
# Learning & working environment



The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a plain white space where the text is located.

# Health Promoting Learning Environments

Embed health into all aspects of campus culture, across administration, operations and academic mandates



**OKANAGAN CHARTER**  
**AN INTERNATIONAL CHARTER**  
**FOR HEALTH PROMOTING**  
**UNIVERSITIES & COLLEGES**

An outcome of the 2015 International Conference on Health  
Promoting Universities and Colleges / VII International Congress

Kelowna, British Columbia, Canada

- ▶ Embed health into all campus policies
- ▶ Create supportive campus environments
- ▶ Generate thriving communities and culture of well being
- ▶ Support personal development (student, faculty, staff)
- ▶ Create or re-orient campus services





# Healthy Environments

- ▶ Hot Spot Surveys (Pilot in UG)
  - ▶ Where NOT Who
  - ▶ Supportive vs Punitive
- ▶ Internal Residency Reviews
  - ▶ Call, Service vs Education
  - ▶ Gender/Diversity
  - ▶ Mistreatment/Learning Environment
- ▶ Process to debrief results
- ▶ Support shared solutions
- ▶ Ensure accountability and evaluation of proposed solutions



# Psychological Safety

- ▶ A climate in which people are comfortable expressing and being themselves.
- ▶ When people have psychological safety they feel comfortable sharing concerns and mistakes without fear of embarrassment, belittlement or retribution.
- ▶ A culture that invites “candor” and speaking up and calling out are expected
- ▶ Group members are confident they can speak up and won’t be humiliated, ignored or blamed.
- ▶ **Work place fear is the opposite of psychological safety**
- ▶ Workplace fear allows an illusion of success, postponing inevitable discoveries of underlying problems that had gone unaddressed and unreported



# Uplifting of the Whole People

*Henry Marshall Tory, 1908*

