

New Ethics and Professionalism Standard for each discipline under Commission's purview:

(New language is Underlined.)

Dental (Predoctoral) Education: The Predoctoral Dental Education Review Committee (PREDOC RC) recommended and the Commission concurred that, as approved by the Commission at their Summer 2010 meeting, the following new Standard 2-20 and accompanying intent statement in the Accreditation Standards for Dental Education Programs be implemented July 1, 2013.

2-20 Graduates **must** be competent in the application of the principles of ethical decision making and professional responsibility.

Intent:

Graduates should know how to draw on a range of resources, among which are professional codes, regulatory law, and ethical theories. These resources should pertain to the academic environment, patient care, practice management and research. They should guide judgment and action for issues that are complex, novel, ethically arguable, divisive, or of public concern.

Postdoctoral General Dentistry Education: The Postdoctoral General Dentistry Education Review Committee (PGD RC) recommended and the Commission concurred that the following standard be added to Standard 1 of all of the Postdoctoral General Dentistry Education Disciplines Standards with an implementation date of July 1, 2011.

Ethics and Professionalism

The program must ensure that students/residents are able to demonstrate 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: Students/Residents 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.

Dental Assisting Education: The Dental Assisting Education Review Committee (DARC) recommended and the Commission concurred that the following new standard on Ethics and Professionalism be included under Standard 2-Educational Program as Dental Assisting Standard 2-12, with implementation of this new standard to coincide with implementation of Dental Assisting Standards revisions currently in process.

Ethics and Professionalism

2-12 The program **must** demonstrate effectiveness in creating an academic environment that supports ethics and professional responsibility.

Intent:

Faculty, staff and students 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.

Dental Hygiene Education: The Dental Hygiene Education Review Committee (DH RC) recommend and the Commission concurred that, as recommended by the Commission's Documentation Committee at the Summer 2010 meetings, the following new Standard with a revised intent statement and inclusion of documentation to demonstrate compliance be implemented at the time of the revised Accreditation Standards for Dental Hygiene Education Programs.

Ethics and Professionalism

New Standard 2-22

2-22 Graduates **must** be competent 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:

Dental hygienists should understand and practice ethical behavior consistent with the professional code of ethics throughout their educational experiences.

Examples of evidence to demonstrate compliance may include:

- Documents which articulate expected behavior of students such as policy manuals, college catalog, etc.
- Documentation of student experiences which promotes ethics, ethical reasoning and professionalism
- Evaluation strategies to monitor knowledge and performance of ethical behavior

Dental Laboratory Technology Education: The Dental Laboratory Technology Education Review Committee recommended and the Commission concurred that the following revision to Dental Laboratory Technology Standard 2-11 be adopted, with an implementation date of July 1, 2012.

Legal, Ethical and Historical Aspects of Dentistry

2-11 The curriculum **must** include content in the legal, ethical and historical aspects of dentistry and dental laboratory technology.

Intent:

Dental laboratory technology graduates should understand and practice the same ethical and legal requirements that members of all health care professions are expected to maintain in the provision of health care to the public.

Examples of evidence to demonstrate compliance may include:

- The dental technology curriculum includes content in local, state and national organizations that foster certification and continuing education for dental technicians and certification of laboratories.
- The dental laboratory technology curriculum prepares students to assume a role in the dental health delivery system and perform laboratory techniques and procedures in dental laboratories or dental offices.
- Graduates should know how to draw on a range of resources such as professional codes, state and federal regulatory law, and ethical theories to guide judgment and action for issues that are complex, novel, ethically arguable, divisive, or of public concern.

Dental Public Health Education: The Dental Public Health Education Review Committee (DPH RC) recommended and the Commission concurred that the following new standard be placed in Standard 4, Curriculum and Program Duration. The standard has been forwarded to the sponsoring organization for inclusion in the draft standards revisions due Winter 2012, with final implementation no later than January 1, 2014 in conjunction with the Commission's approved time table for revision of the specialty standards.

Ethics and Professionalism

Graduates **must** receive instruction in and be able to apply the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, practice management, and programs to promote the oral health of individuals and communities.

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. Graduates should respect the culture, diversity, beliefs and values in the community.

Endodontic Education: The Endodontic Education Review Committee (ENDO RC) recommended and the Commission concurred that the following language, alternate to the ethics standard proposed by the Commission’s Documentation Committee from the Summer 2010 meeting, be adopted. The new standard is to be placed in Standard 1, Institutional Commitment/Program Effectiveness (understood to be placed before subsection on “affiliations”) for flexibility of application and as a discipline-specific standard. Further, the Commission amended the Review Committee’s date of implementation so that the standard, which has been forwarded to the sponsoring organization for inclusion in draft standards revisions due Winter 2012, will have a final implementation no later than January 1, 2014 in conjunction with the Commission’s approved time table for revision of the specialty standards.

Ethics and Professionalism

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.

Oral and Maxillofacial Pathology Education: The Oral and Maxillofacial Pathology Education Review Committee (OMP RC) recommended and the Commission concurred that a standard on ethics and professionalism be added to Standard 4, Curriculum and Program Duration, of the Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Pathology, as presented below. The standard has been forwarded to the sponsoring organization for inclusion in the draft standards revisions due Winter 2012, with final implementation no later than January 1, 2014 in conjunction with the Commission’s approved time table for revision of the specialty standards.

Ethics and Professionalism

Graduates **must** have an understanding 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.

Oral and Maxillofacial Radiology Education: The Oral and Maxillofacial Radiology Education Review Committee (OMR RC) recommended and the Commission concurred that a standard on ethics and professionalism be added to Standard 4, Curriculum and Program Duration, of the Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Radiology, as presented below. The standard has been forwarded to the sponsoring organization for inclusion in the draft standards revisions due Winter 2012, with final implementation no later than January 1, 2014 in conjunction with the Commission's approved time table for revision of the specialty standards.

Ethics and Professionalism

Graduates **must** be able to apply 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.*

Oral and Maxillofacial Surgery Education: The Oral and Maxillofacial Surgery Education Review Committee (OMS RC) and the Commission concurred that the following new standard on ethics and professionalism be incorporated in the proposals for revision of the OMS residency standards document, placed in Standard 1, Institutional Commitment/Program Effectiveness, at the very beginning, as a discipline-specific standard, and implemented with the proposals for revision of the OMS residency standards document that have been distributed for comment.

Ethics and Professionalism

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.*

Orthodontic and Dentofacial Orthopedic Education: The Orthodontic Education Review Committee (ORTHO RC) recommended and the Commission concurred that the following language, alternate to the ethics standard proposed by the Commission's Documentation Committee from the Summer 2010 meetings, be adopted. The new standard is to be placed in Standard 1, Institutional Commitment/Program Effectiveness, before the outcomes assessment standard, as a discipline-specific standard, with implementation January 2012. Further, the Commission amended the Review Committee's date of implementation so that the standard, which has been forwarded to the sponsoring organization for inclusion in draft standards revisions due Winter 2012, will have a final implementation no later than January 1, 2014 in conjunction with the Commission's approved time table for revision of the specialty standards.

Ethics and Professionalism

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.*

Pediatric Dentistry Education: The Pediatric Dentistry Education Review Committee (PED RC) recommended and the Commission concurred that the following new standard on ethics and professionalism be incorporated into the proposed revisions to the accreditation standards, placed in Standard 4, Curriculum and Program Duration, as a discipline-specific standard, and implemented with the proposals for revision of the pediatric dentistry residency standards document that have been distributed for comment.

Management of a Contemporary Dental Practice

4-17 Didactic Instruction: Didactic Instruction must be at the understanding level and include:

- d. Principles of ethical and biomedical ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.

Intent: *(d) 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.*

Examples of evidence may include (d):

- Participation in courses or seminars involving biomedical ethics and/or informed consent issues;
- Institutional review boards; and
- Literature reviews; and
- Discussion of case scenarios.

Periodontic Education: The Periodontic Education Review Committee (PERIO RC) recommended and the Commission concurred that the following language, alternate to the ethics standard proposed by the Commission's Documentation Committee from the Summer 2010 meetings, be adopted. The new standard is to be placed in Standard 1, Institutional Commitment/Program Effectiveness, after the outcomes assessment standard, as a discipline-specific standard. Further, the Commission amended the Review Committee's date of implementation so that the standard, which has been forwarded to the sponsoring organization for inclusion in draft standards revisions due Winter 2012, will have a final implementation no later than January 1, 2014 in conjunction with the Commission's approved time table for revision of the specialty standards.

Ethics and Professionalism

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.

Prosthodontic Education: The Prosthodontic Education Review Committee (PROS RC) recommended and the Commission concurred that the ethics/professionalism standard be placed as a discipline-specific standard, in Standard 4, Curriculum and Program Duration, of the Accreditation Standards for Advanced Specialty Education Programs in Prosthodontics, as presented below. The standard has been forwarded to the sponsoring organization for inclusion in the draft standards revisions due Winter 2012, with final implementation no later than January 1, 2014 in conjunction with the Commission's approved time table for revision of the specialty standards.

Ethics and Professionalism

Graduates **must** be competent in the application of the principles of ethical decision making as it pertains 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.