Welcome to the CODA Dental and Dental Therapy Site Visitor Update

Monday, March 27, 2023

We will begin soon…
Recording of this meeting is prohibited

Site Visitor Update Objectives

- Review Site Visit Procedures and Protocol

- The SVER and Site Visit Report Writing

- Policy and Procedure Reminders and Updates

- Using Technology on a Site Visit

- What's New at CODA

- Standards Revisions

- Site Visit Logistics and Reimbursement

- Online Resources

First….A Reminder….

- Remember, annual paperwork <u>and</u> mandatory annual training/retraining are required to maintain active status.

  - Annual Training Quiz to be provided soon.

- Terms begin following winter CODA meeting and completion of mandatory training/retraining.

- Only accept assignments when you can commit the required time (travel days) and time for review of the program's materials.

- Please reply to CODA staff emails in a timely fashion.

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Site Visit Procedures and Protocol

Types of Site Visits

- **Regular Site Visit** – every seven years for all programs except oral and maxillofacial surgery, which is five years

- **Special Focused Site Visit** – used when CODA needs to review information that can only be obtained or documented on-site (can be focused or comprehensive)

- **Application Site Visit** – conducted when an application has been submitted for accreditation. May be a developing (pre-enrollment) or fully-operational (regular) program site visit

- **Pre-graduation Site Visit** – conducted for programs that hold "initial accreditation" status prior to graduation of the first student/resident/fellow enrolled class

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Accepting Assignments

- Please be aware of the time commitment before accepting assignment
  - Number of days of visit, including travel days
  - Mandatory team meeting the evening before the visit
  - Site visits are not ended early to accommodate site visitor travel arrangements
- Please note the location of the site visit and its accessibility from the airport nearest you
- Please consider the Commission's conflict of interest policy carefully before accepting
- Please always reply to staff ASAP and please accept assignments

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Preparing for the Site Visit

- **Access the E-Portal and locate the SSG 60 days prior to the site visit. Do not delay.**

- Thoroughly review the entire self-study **well in advance**

- Review the background information (e.g., <u>CODA transmittal letters and data profile</u>) provided to you by the Commission Site Visit Coordinator

- Carefully review the five-year compilation of Annual Survey data (Data Profile) as part of your background review.

- Review your designated standards and writing assignments based on your site visitor role

- Bring the <u>current</u> Standards and electronic SVER (available on CODA website)

- Bring a laptop for report writing

Preparing for the site visit

- Self-Study provided through CODA E-Portal (60 days prior to visit)
- Programs are instructed to email CODA and site visit team when the self-study documentation has been uploaded to the E-Portal

Once the self-study is accessible in the E-Portal:

- Communicate with fellow site visitor(s)
- Review agenda and off-campus sites to review
- Review self-study for completeness and PII and PHI **(alert CODA staff immediately if PHI/PII found)**
- Following review of documentation provided through the E-Portal, request additional information, if needed.
  - Through the staff (if staff to attend visit)
  - Through the Chair (if staff not attending visit)

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Preparing for the Site Visit

- A little more about Background Information…
  - **Data Profile** should be used to see trends in the program's prior five years
  - **Background Letters** will inform you about program changes and CODA actions since the last site visit (this helps you complete the Reporting Program Changes section of the SVER)
  - **Last Site Visit Report** will provide you with information on prior recommendations and suggestions (this helps you complete Prior Recommendations section of the SVER)

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Site Visit Schedules

- Review the schedule carefully to ensure that all individuals with whom you want to meet are identified

- Determine whether visitation to off-campus sites is warranted
  - Session on Educational Activity Sites

- Take note of time commitment and book travel accordingly

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Visiting Sites Where Educational Activity Occurs

- Site visit team will identify the sites to be visited based upon educational experiences at the site (for example based upon length of training at the site, educational experience or evaluation/competencies achieved).

- Ask program to add visit to schedule for visit to site (physical or virtual visit or interviews)

- Extend length of visit when needed; notify CODA staff for assistance

- Accurately complete SVER

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Site Visit Team Composition

Composition of the Visiting Committee

Committee may include the following members…

- Predoctoral Team (chair, basic science, clinical science, curriculum, finance, national licensure)

- Discipline-specific site visitor(s) for advanced or allied dental education programs

- State board representative (if invited by program)

- Silent observer (if requested by CODA)

- Review Committee member and/or Commissioner observer (if requested by CODA)

- CODA Staff

- All observers must sign confidentiality agreements prior to obtaining site visit materials

State Board Representative

- The state board member participates in an accreditation site visit in order to develop a better understanding of the accreditation site visit process and its role in ensuring the competence of graduates for the protection of the public.

- The state board member is expected to be in attendance for the entire site visit, including all scheduled conferences and during executive sessions of the visiting committee. While on site the state board member:
  - provides assistance in interpreting the state's dental practice act and/or provides background on other issues related to dental practice and licensure within the state
  - on dental school visits: functions primarily as a clinical site visitor working closely with the clinical specialist member(s) who evaluate the adequacy of the preclinical and clinical program(s) and the clinical competency of students
  - The state board representative is a member* of the site visit team and will be treated accordingly. They are not merely an observer.

*If a vote is required for a recommendation, only the CODA members will vote

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State Board Representative

- State Board Members must sign the CODA Agreement of Confidentiality
- If you are requested to review a State Board Member's Report to the Board, contact CODA Staff immediately.

The State Board Member May Share:

- Information about the Commission's accreditation standards, process and policies.

The State Board Member May Not Share:

- The school's self-study;
- Previous site visit reports and correspondence provided to you as background information;
- Information revealed by faculty or students/residents during interviews and conferences;
- The verbal or written findings and recommendations of the visiting committee; and
- Any other information provided in confidence during the conduct of an accreditation visit.

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Silent Observer

- Observer receives all self-study materials and is allowed to observe all interviews and meetings, but does not attend the briefing at the end of each day

- The observer <u>must remain silent</u> during all sessions where university and/or program officials, faculty, staff or students are present at the site visit

- The observer is encouraged to ask questions of the visiting committee during executive session meetings only but does not participate in decision-making discussions

- As an observer of the site visit, it is expected that this individual will remain with the designated site visit team members at all times during the visit

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Interviews

- Begin interviews by stating that the conversation will be kept **confidential**

- Remind all interviewees that **<u>sessions must not be recorded</u>**, although handwritten notes are encouraged

- Only the program personnel needed in the session should be included in interviews

- Make introductions (including virtual CODA staff)

- Be prepared, develop questions in advance, flag areas of the self-study for which you have questions

- Proceed with interviews in a systematic fashion

- Be mindful of the time and other schedule commitments (both yours and the program personnel's)

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Utilizing the Self-Study in Your Review

- Identify questions
  - do you need more information?
  - discrepancies?
  - problem areas?
- Categorize questions
  - administration
  - clinical program, including off-site rotations
  - didactic program, by course
  - evaluation
  - students
- Keep big picture in mind
- Don't assume a poorly written self-study reflects a weak program or vice versa

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Example Topics for Various Audiences

- Administration
  - Institutional support and organizational structure
  - Budget oversight and preparation
  - Institutional accreditation status
- Students
  - Admissions process
  - Supplies and resources
  - Course materials
  - Patient experiences
  - Faculty coverage
  - Due process
  - Program and CODA complaint policy/notification

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Example Topics for Various Audiences

- Faculty/Course Directors
  - Course structure, Grading, Course requirements
  - Calibration
  - Course reviews/Curriculum management
  - Patient experiences and Competency Assessment
  - Faculty course coverage
- Admissions and Due Process
  - Requirements
  - Policies and Procedures
  - Due Process and Remediation

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Example Topics for Various Audiences

- Facilities
  - Adequacy of Facility
  - Supplies
  - Equipment
  - Utilization

- Educational Site Supervisors
  - Educational experience
  - Evaluation process / input to program
  - Calibration

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On-site Review / Document Verification

- All information found in the self-study **must also be verified on-site** through interviews and review of documentation
  - Compliance with all Standards must be verified <u>during the visit</u>, even when the program has been found compliant in prior visits or via recent communications with CODA

- Inform the program early in the process of all materials to be reviewed on-site and maintain communication early in the process <u>and</u> throughout the site visit

- Request additional information, as needed

- Be sure to be mindful of the schedule and activities to be conducted so time doesn't get away from you

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On-site Review / Document Verification

- Confidential information that may contain PHI/PII must not be uploaded to the portal (but can be reviewed on-site, only)

- Do not leave the program with on-site information in your possession

- Do not ask for login credentials into the program's electronic systems

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Site Visitor Reminders

- Assess the program according to established, current Accreditation Standards, <u>not according to personal preferences or the way your program does things</u>. The program must be compliant at all times.

- Be aware of bias and consider potential conflicts of interest before accepting any assignment

- Be sensitive to how your comments/questions, tone, and decorum may be perceived

  – <u>Be mindful when discussing findings – don't divulge source of information gained through interviews</u>

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Site Visitor Reminders

- Don't be overly critical, negative or judgmental.

- A joke or casual remark could be considered offensive to program personnel.

- Please use sensitivity and maintain professional decorum throughout the site visit.

- Don't bring your biases on the site visit.

- Don't use your cell phone, iPad or other devices (even for checking messages or texting) during sessions with the program or interviews.

- **Do not take any photographs. Do not "borrow" a programs information for your own.**

- Don't compare the program to your own or give an opinion on how the program is doing.

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Site Visitor Reminders

- Don't use outside information to determine if the program is in compliance; only use the information presented to you in the self-study or on-site.
  - This includes accessing the program's website or "Googling" information

- Don't accept social invitations or gifts from the hosts
  - Don't make plans to visit with a colleague after the site visit, even if unrelated to the site visit

- Don't leave the self-study at the institution if you have made notes in it. Suggestion: use "post it" notes that can be removed

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Site Visitor Reminders

- Only the individuals <u>on the roster</u> provided to you by CODA are permitted to participate (and have signed confidentiality agreements)

- If someone shows up unexpectedly, contact CODA staff immediately

- <u>Do not sign any agreements</u> provided to you *by the program or its off-campus sites* prior to the visit or on site

- Do not sign up for an institution's health record log-in/ID

- Do not promise to fix things, provide a favor, etc.

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The Site Visitor Evaluation Report (SVER) and the Site Visit Report Writing

Developing the Site Visitor Evaluation Report

- Findings have been discussed with the entire predoctoral team during executive sessions throughout the visit

- Program has been informed of "concerns" throughout the visit

- Site visit team has reached consensus in its findings

- Writing assignments have been identified and narrative is developed

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Site Visitor Evaluation Report (SVER)

- The Site Visitor Evaluation Report (SVER) is the "official" record of the site visit team's evaluation of the site visit.

- It is crucial that all sections of the SVER are completely filled out. This will occur on-site during executive sessions.

- Adequate narrative must support the SVER

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Site Visitor Evaluation Report (SVER)

Please remember…….

- Please make sure you are using the most current SVER, which is available through:
  - CODA Website
  - ADA Connect

- During Executive Sessions, present findings on your assigned Standards for discussion by the entire visiting committee

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Site Visitor Evaluation Report (SVER)

- All sections/questions must be answered, including:

- Compliance with Commission Policies

  - Third Party Comments

  - Complaint Policy

  - Program Changes

  - Distance Education

  - Program Effectiveness

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Program Effectiveness

- Three (3) important sections of the SVER under the Program Effectiveness Section

- Program Effectiveness questions are found immediately after the Distance Education section in the SVER

- Writing is assigned to the Chair, with input from the site visit committee

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Program Effectiveness

- ## Program Effectiveness Question #1
  - Document the tools programs are using to assess student/resident achievement.
  - Provide an analysis of the program's performance with regard to student/resident achievement

- ## Program Effectiveness Question #2
  - Document the outcomes, both positive and negative.
  - Document Program changes, made as a result of the outcomes assessment process.

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Program Effectiveness

- Program Effectiveness Question #3
  - Identify suggestions or recommendations cited in their report, which relate to program effectiveness.

NOTE: Please complete the template write-up for Program Effectiveness within the SVER

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Site Visitor Evaluation Report (SVER)

- "Must" statements in "yes" and "no" format.

- If you mark **NO**, the program is not in compliance with this standard and you **must write a recommendation**.

  – *Programs **must** respond to recommendations.*

- If you mark **YES**, you have two options:

  – Make no comment

  – Write a suggestion

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Remember....

- Programs may use different methods to demonstrate compliance

- All portions of the SVER must be completed, even if the team is unable to verify compliance

- **If the site visit team is unable to verify compliance, "NO" must be marked on the SVER and recommendation written**

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The Written Report: Review of the Basics

- The Preliminary Draft Site Visit Report (PDSVR) contains information taken from your SVER

  - <u>All team members</u> will approve the PDSVR before it is sent to the program

- The "bridge" between the site visit and review by the Review Committee and Commission.

- The PDSVR, along with the program's response (if there is one), and the self-study will be reviewed by the Review Committee who will make a recommendation to the Commission.

- The PDSVR must contain enough background and details in order for CODA to make decisions.

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Writing the Recommendation

- The narrative/recommendation cannot be prescriptive. Tell the institution what the deficiency is, not how to "fix" it.

- Provide as much detail as possible.

- Restate the standard, use the "stem." "It is recommended that….." Include only those aspects of the standard that are not being met.

- Treat each NO as a separate issue and provide rationale for each.

- Cite multiple sources (self-study, on-site interviews, on-site documentation, observation)

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Writing the Recommendation

- Remember: the language for the recommendation is already written for you (the Standard); you cannot make up your own language

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Writing a Suggestion

- Program is compliant at the time of the site visit, but could be improved.

- Emphasis is on enhancing compliance

- Program is not obligated to respond

- Written in the basic format of a recommendation:

  - Must relate to a Standard

  - Cite multiple sources, if applicable

  - Provide the "story."

  - Begin with "It is suggested that….."

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Reminders on Writing Recommendations and Suggestions

- Recommendations and/or suggestions are not written to provide a "favor"

- Every recommendation and suggestion must be accompanied by a rationale
  - Move from general to specific in the writing of the rationale

  Consider the following:
  ❑ What specifically is the issue?
  ❑ What does the program currently provide? How well is it provided? How well does it work?
  ❑ To what extent are students/residents gaining the required training and experience?
  ❑ What training and experiences are the students/residents not gaining?

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Reminders on Report Writing

- Remember: no written commendations or written "strengths"
- Note recommendations that have been previously cited at the last site visit.
- Note any trends in the program's complaint record with the site visit findings
- Be sure to comment only on those areas tied to recommendations or suggestions
  - However, do include comments that document a specific situation that could be useful for future site visits.

Pro Tip: You must cite every recommendation verbally. You may refine the written statement with the 3-5 days to submit the SVER to CODA office.

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Acceptable/Unacceptable Verification Data

- Site visit is a "Moment in Time"

- Unimplemented plans (not accepted)

- Implemented plans without data (not accepted)

- Data that was not included in the self-study (accepted)

- Additional documentation can be presented until the site visit committee's prescribed deadline prior to the "Final Conference" (accepted)

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Tips for Report Writing

- Keep your audience in mind (don't use acronyms).

- Be simple and direct.

- The report should be a straightforward and detailed explanation of your findings.

- Vague comments are confusing - stick to the facts.

- Programs are only evaluated on "must" statements, not intent statements, or "may," "should," or "shall" statements.

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Final Conference

- The team will present its findings at the final/exit conferences in a verbal report
  - Verbal report may include recommendations and/or suggestions
- What is said verbally at the exit (recommendations and/or suggestions) must be included in the SVER, which will be reflected in the preliminary draft site visit report.
  - Do not share the SVER with the program; it is not an official record

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Final Conference

- The team will present its findings at the final/exit conferences in a verbal report
  - The Chair leads the presentation of findings
  - Verbal report must include recommendations and/or suggestions, if there are any. The program must be informed of <u>all</u> recommendations and suggestions that will appear in the report.
  - Also must report if program did not comply with Commission policies (Third Party Comments, Complaint, Program Change, Distance Education)
- What is said verbally at the exit (recommendations and/or suggestions, compliance with CODA policies) must be included in the SVER, which will be reflected in the preliminary draft site visit report.

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Final Conference

- All Site Visitors MUST attend
- Site Visitors cannot depart conference early for plane departure
  - Make reservations accordingly
- Program/Institution makes decision as to who attends other than program director, CAO and the CEO or designee
- Inform program to contact CODA staff following visit; **not** the site visit team
- Do not share SVER with the program; it is not an official record
- *Please be sure to leave promptly at the conclusion of the visit (do not socialize or remain on-site)*

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The Final SVER

- The completed **Site Visitor Evaluation Report (SVER)** including any written narratives will be collected by the appropriate CODA manager <u>at the conclusion</u> of all dental school-based site visits

- The draft site visit report will be developed within a few weeks of the visit and circulated for your approval. Make sure to retain sufficient notes in order to review the draft site visit report

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Site Visitor Reminders-After the Visit

- Appropriately and securely delete/destroy all site visit materials **following approval of the draft report**

- Promptly respond to CODA staff requests for clarification; each member of the team must approve the written draft report even if there are no recommendations or suggestions

- If program contacts you, do not reply. Forward to CODA staff

- Note when the report is due to staff and be aware of your obligation to the Commission regarding the report after you have completed the site visit

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After the Team Approves the Site Visit Report:

- Forwarded to the institution. Directed to prepare a response, if applicable

- Review Committee considers the site visit report, along with the program's response

- Makes a recommendation to the Commission regarding accreditation status

- Recommendations can become suggestions or be removed if Commission deems appropriate

- CODA makes final accreditation decision

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- Post-Site Visit Survey

  Confidentially distributed

  - Request feedback on logistics
  - Request feedback on process
  - Request feedback on co-visitor(s)
  - Results reviewed to assess areas where training and process can be strengthened
  - Results reviewed in determining re-appointment of site visitors

Additional Discipline-Specific Reminders

- Remember that you have specific Standards and writing responsibilities dependent upon your role.

- The visit ends immediately after the Exit Session. You must leave immediately.

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Common Issues to Avoid

- Ensure that all components of the SVER are complete and accurate (all components answered appropriately)

- Ensure that you verify and update Summary Data (enrollment, sites, faculty, program length, etc.), which should reflect findings at the site visit

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Policy and Procedure Reminders

Third Party Comments

- Programs must solicit comment through appropriate notification of communities of interest and the public such as faculty, students, program administrators, dental-related organizations, patients, and consumers.

- Programs must solicit third-party comments at least ninety (90) days prior to their site visit. The notice should indicate the deadline of sixty (60) days for receipt of third-party comments in the Commission office.

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Third Party Comments, continued

- Identification of the individual making comment will be removed prior to referral to the site visitors and program

- Third Party Comment and program's response provided to team 15 days prior to site visit

- Site Visitor Evaluation Report (SVER) includes questions on Third Party Comments in the Compliance with Commission Policies section

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Complaint Policy (Two-Parts)

- **Part 1:** Demonstrate that students are notified, at least annually, of the opportunity and the procedures to file complaints with the Commission

- **Part 2:** Maintain a record of student/resident complaints

- Provide evidence of notification and records to the visiting committee; visiting committee looks for themes related to Standards

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Program Change Policy

- When reviewing program background and on-site material, you will be noting whether the program has complied with CODA's policy on reporting program changes

- Some changes must be reported at least 30 days prior to anticipated implementation (such as Program Director changes that comply with all program director qualification requirements) and are reviewed at the next site visit

- Reporting on the Annual Survey does not preclude the requirement to report directly to CODA

- Programs should contact CODA staff for guidance and review program change policy for more information.

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Program Change Policy

- Even though a program change is acknowledged by CODA, it is your obligation to ensure the program complies <u>at the time of the site visit</u>.

- If a reportable program change was not reported, the program has not demonstrated compliance with the Policy. Additionally, the program may be out of compliance with the Standards.

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Examples of Program Changes that Need Prior Commission Approval-Reminder

- Establishment of Off-Campus Sites not owned by the sponsoring institution used to meet accreditation standards or program requirements (See Guidelines on Reporting and Approval of Sites Where Educational Activity Occurs);

- Changes to Off-Campus Sites that impact the use of the site (e.g. minor site to major site, or termination of enrollment at or discontinued use of major site);

- Transfer of sponsorship from one institution to another;

- Changes in institutional accreditor or pending or final adverse actions. (See Policy on Regard For Decisions of States and Other Accrediting Agencies);

- Moving a program from one geographic site to another, including but not limited to geographic moves within the same institution;

- Program director qualifications not in compliance with the standards. In lieu of a CV, a copy of the new or acting program director's completed BioSketch must be provided to Commission staff. Contact Commission Staff for the BioSketch template.

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Examples of Program Changes that Need Prior Commission Approval-Reminder (continued)

- Substantial increase in program enrollment as determined by preliminary review by the discipline-specific Review Committee Chair.
  - Requests for *retroactive permanent* increases in enrollment will not be considered.
  - Requests for *retroactive temporary* increases in enrollment may be considered due to special circumstances on a case-by-case basis. Programs are reminded that resources must be maintained even when the full complement of students/residents is not enrolled in the program. (see Policy on Enrollment Increases In Advanced Dental Education Programs and Predoctoral programs see Guidelines for Requesting an Increase in Enrollment in a Predoctoral Dental Education Program);
- Change in the nature of the program's financial support that could affect the ability of the program to meet the standards;
- Curriculum changes that could affect the ability of the program to meet the standards;
- Reduction in faculty or support staff time commitment that could affect the ability of the program to meet the standards;
- Change in the required length of the program;
- Reduction of program dental facilities that could affect the ability of the program to meet the standards;

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- Addition of advanced standing opportunity, part-time track or multi-degree track, or other track offerings;

- Expansion of a developing dental hygiene or assisting program which will only be considered after the program has demonstrated success by graduating the first class, measured outcomes of the academic program, and received approval without reporting requirements; and/or

- Implementation of changes in the use of distance education that could affect the ability of the program to meet the standards (see reporting requirements found in the Policy on Distance Education).

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Distance Education

- May be related to Off-Campus Sites but separate & distinct policy

- Technology-driven

- Expectation is that programs using this modality must comply with accreditation standards; must have a student identity verification process, <u>substantive interaction with students</u>, and must alert students to possible associated charges

- Programs are reviewed at time of site visit for compliance with Distance Education Policy

- Site Visitor Evaluation Report (SVER) includes questions on Distance Education in the Compliance with Commission Policies section

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Distance Education Policy

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students/residents/fellows who are separated from the instructor or instructors and to support regular and substantive interaction between the students/residents/fellows and the instructor or instructors, either synchronously or asynchronously. The technologies may include:

- the internet;
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- audio conference; or
- Other media used in a course in conjunction with any of the technologies listed above.

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Distance Education Policy, Continued

For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's or program's accrediting agency.

For purposes of this definition, substantive interaction is engaging students/residents/fellows in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- Providing direct instruction;
- Assessing or providing feedback on a student's/residents's/fellow's coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.

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Distance Education Policy, Continued

An institution ensures regular interaction between a student/resident/fellow and an instructor or instructors by, prior to the student's/resident's/fellow's completion of a course or competency:

- Providing the opportunity for substantive interactions with the student/resident/fellow on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student's/resident's/fellow's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student/resident/fellow when needed on the basis of such monitoring, or upon request by the student/resident/fellow.

A program that is planning to implement the use of distance education methods must submit a report of program change (See Policy on Reporting Program Changes in Accredited Programs) and include evidence of the program's compliance with the Student/Resident/Fellow Identity Verification noted below. Upon review and Commission acknowledgement that the program has addressed all Student/Resident/Fellow Identity Verification requirements, the use of distance education and the program's compliance with the below noted items will be further reviewed at the time of the program's next site visit.

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Consulting (by CODA site visitors)

- Active site visitors may independently consult with educational programs accredited by CODA or applying for accreditation
    - All consulting roles <u>must</u> be disclosed to the Commission
    - Site visitors must file a declaration form signed by themselves and the institution/program with whom they consulted
    - Contact the Commission office for the declaration form

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Conflict of Interest (Reminder)

- The site visitor is obligated to report <u>any</u> conflict of interest – real or perceived

- If you think you have a conflict of interest, contact Commission Staff

- See the entire Conflict of Interest Policy, found in Evaluation and Operational Policies and Procedures manual

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Conflict examples include a site visitor who…

- is a graduate of a program at the institution;
- has served on the program's visiting committee within the last seven (7) years;
- has served as an independent consultant, employee or appointee of the institution;
- has a family member who is employed or affiliated with the institution;
- has a close professional or personal relationship with the institution/program or key personnel in the institution/program which would, from the standpoint of a reasonable person, create the appearance of a conflict;
- manifests a partiality that prevents objective consideration of a program for accreditation;
- is a former employee of the institution or program;
- previously applied for a position at the institution within the last five (5) years;
- is affiliated with an institution/program in the same state as the program's primary location;
- is a resident of the state; and/or
- is in the process of considering, interviewing and/or hiring key personnel at the institution.

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Confidentiality

- A **FOUNDATION** of the Commission's process of program evaluation
- Covers:
  - All site visit materials received prior to the visit
  - All written information obtained on site
  - All patient protected health information
  - All meetings and discussions related to the program's accreditation
- Has **NO** expiration date - - It lasts forever

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Confidentiality, continued

- All materials generated and received in the accreditation process are confidential.

- All sessions within the site visit are confidential.

- No audio or video recording or photographs are permitted (by the program or site visitors).

- Oral comments made by site visitors during the visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized.

- Publication of site visit team members' names and/or contact information is prohibited.

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Updates on Policies and Procedures

Policy on Public Statements (excerpt):

Public Statements: The current Commission Chair, Vice-chair, and Director have the sole authority to speak on behalf of the Commission. No current or former Commission volunteer, including members of the Board of Commissioners, the Review Committees, the Appeal Board, and Consultants/Site Visitors may issue a public statement, or serve on an external committee as a spokesperson in the name of the Commission.

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Policy and Procedure Reminders

- Confidentiality Policy
  - Noting that the **CEO, CAO/Dean/Academic Dean, and Program Director** are the <u>only</u> points of contact with whom CODA staff will communicate.

- Progress Reports
  - Identification of new deficiencies during the reporting time period will not result in a modification of the specified deadline for compliance with prior deficiencies.

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Policy and Procedure Reminders

- Program Changes
  - Changes to institutional accreditor or pending adverse actions must be reported
  - Distance Education* use must be reported (temporary or permanent use)
  - Interruption of Education* (Reminder: flexibility ended with Class of 2021)

    *Guidelines for Reporting are available

Remember – you must confirm compliance on-site, even though CODA may have acknowledged a program change

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Policy and Procedure Reminders

- ## Non-Enrollment of First Year Students/Residents/Fellows

  - A program <u>must</u> maintain all resources for full complement even when enrollment is reduced or in non-enrollment

  - Program must maintain compliance with all Standards during period of non-enrollment

- ## Interruption of Education

  - An interruption that <u>requires a modification of the program, the curriculum, or</u> takes faculty, administrators or students away from the program…

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Reminder about Interruption of Education (Due to COVID)

- Reminder:

  - COVID-related flexibility was only permitted for the Class of 2020 and Class of 2021

  - Any other interruptions that occurred beyond those approved by CODA must be (must have been) reported to CODA

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Evaluation and Operational Policies and Procedures Manual

- Evaluation and Operational Policies and Procedures (EOPP)
  - Redline copy of changes are available at the link below

https://coda.ada.org/policies-and-guidelines

- EOPP is the Site Visitor's resource to CODA Policy and Procedures

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Guidelines for Reporting to CODA

https://coda.ada.org/policies-and-guidelines/program-changes-deadlines-and-other-report-guidelines

Guidelines must be used for reports to CODA; where specialized guidelines exist, they must be used and all components addressed.

Reporting Program Change	Interruption of Education
Use of Distance Education	Use of Sites Where Educational Activity Occurs
Enrollment Increases	Preparation of Reports (response to site visit and progress reports)
Transfer of Sponsorship	Teach-Out
Biosketch Template (including allied-specific template)	Administrator Verification Page

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Policy and Procedure Reminders

- **Due Dates for Submission of Program Reports* to CODA**

  - All reports to CODA (e.g. program change, enrollment increase, educational activity sites, etc.) must be submitted by **May 1 or November 1** if going to be reviewed at a CODA meeting.

  - Reports that may not require CODA formal review must be submitted **30 days prior to the change**.

  - Unexpected changes must be submitted **no later than 30 days following the change**.

  *Review Guidelines

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Policy and Procedure Revisions

- ## Distance Education

  - Distance education means education that uses one or more of the technologies listed below [noted in policy] to deliver instruction to students/residents/fellows who are separated from the instructor or instructors and to support regular and substantive interaction between the students/residents/fellows and the instructor or instructors, either synchronously or asynchronously.

  - Review Policy and Guidelines for details

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Policy and Procedure Revisions

- Educational Activity Sites
  - Minor Sites - required to complete an experience at this or another site to meet a program requirement or accreditation standards; No competency (or summative) assessments.
  - Major Sites - required to complete an experience at this site to meet a program requirement or accreditation standards; Competency assessments (or summative) assessments are performed.

- Review Policy and Guidelines for details

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Reminder About Privacy and Data Security…

- The program's documentation for CODA (self-study, application, or reports to CODA, for example) **must NOT contain any sensitive personally identifiable information ("Sensitive Information" or "PII")** as outlined in "Privacy and Data Security Requirements for Institutions". Similarly, such documentation **must not contain any identifiable patient information ("PHI")**; therefore, no "patient identifiers" may be included. This applies whether or not the program is required to comply with HIPAA.

- Before sending documents to CODA, **appropriately redact all PII and all PHI**, including all patient identifiers such that the PII/PHI and patient identifiers cannot be read or otherwise reconstructed.
  - Covering data with ink is not an appropriate means of removing data from a hard copy document and may sometimes be viewable when such documents are scanned to an electronic format.

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Reminder About Privacy and Data Security…

- If PHI and/or PII is found, or if it is inappropriately or inadequately redacted:

  – The institution's CEO, CAO, and HIPAA compliance officer, along with the program director, is notified of the CODA violation

  – The program is asked to send another electronic version of the self-study, minus the PHI or PII, to the visiting committee and the Commission office

  – **Program will be assessed administrative fee of $4,000**

Note: Please contact CODA office if you suspect something is potential PHI or PII.

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Reminder About Privacy and Data Security…

- Site Visitors must ensure the security of CODA and program materials

- You must use an encrypted computer to access CODA documents

- Ensure secure destruction following review of the draft site visit report (follow the guidelines emailed to you)

- Notify CODA if any issues arise with your devices (suspected attempt to breach)

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Using Technology on a Site Visit

Current Use of Technology

- Resource for programs preparing for a site visit.
  - Site Visit Orientation Web Site https://coda.ada.org/site-visits

- Method by which site visit materials are distributed to programs and site visitors.
  - Via E-mail, E-Accreditation Portal, and ADA Connect

- Method by which site visit team and CODA staff communicate.
  - Via E-mail

- Please make sure CODA has your most current contact information and academic affiliation, including e-mail

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CODA Website

- https://coda.ada.org/
- Standards, Self-Study, Citings, and SVER
- Policy and Procedures
- Guidelines for Submission of Reports
- Information on Hearings/Call for Comments on proposed new & revised Accreditation Standards
- Recently adopted Accreditation Standards and Policy
- Dates of Commission meetings
- Upcoming site visits

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E-Mail from CODA to Site Visitor: Prior to Site Visit

- Site visit forms and logistical information is <u>E-Mailed</u>
    - Previous site visit report and background information*

    - Program history (Data Profile)*

    - Online flight and hotel booking procedures

    * Destroy after site visit

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Site Visitor Material Available on ADA Connect

- Site visit forms and logistical information available on ADA Connect. These are not sent via email.

  - Standards and SVER (on CODA website https://coda.ada.org/site-visits/allied-dental-site-visits)
  - Fox Travel Protocol
  - EOPP
  - Site Visitor site visit manual, including HIPAA/PII reminders
  - Other Information

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E-Communication from Institution to Site Visitor

- Programs asked to upload electronic copy of self-study to CODA E-Accreditation Portal. Program will notify site visit team when upload is complete (60 days prior to site visit)

- *E-mail delivery is not acceptable, neither are third party vendors such as Drop Box, Google Docs, etc.*

- Site visitor must maintain materials securely per CODA's Privacy and Data Security policy.

- Check "spam" filters if missing communication from CODA or program.

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Additional Resources and E-Accreditation Portal

Resources for Site Visitors

https://coda.ada.org/site-visitor-resources

CODA E-Portal

https://coda.ada.org/portal

- Remember: Do not share your login credentials

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What's New at CODA?

2023 CODA Actions of Interest (Fees)

CODA Program Fees:

https://coda.ada.org/site-visitor-resources/coda-fee-schedule

Annual fees and application fees:

- 2023, 2% increase in annual fees
- 2024, 0% increase in annual fees

- Annual administrative fund fee:

- 2023, waived
- 2024, $25 per program

- During the year a program is due for a regular accreditation site visit, the annual fee will be doubled.

Note – 2023 fees were distributed mid-March and are due by mid-April.

CODA Actions of Interest (Standing Committees)

- ## Communication and Technology
  - Review the Communication Plan in 2023

- ## Finance
  - Study CODA's revenue and expense planning model and assist with long-term projection modeling to obtain a revenue-neutral budget

CODA Actions of Interest (Ad Hoc Committees)

- ## Ad Hoc on Predoctoral Standards

  – Continue its work to review the Validity and Reliability Study and other materials to determine whether revision to the Accreditation Standards is warranted.

- ## Ad Hoc on Dental Hygiene

  – Review Standards on Faculty, Curriculum, and Develop Enrollment Guidelines

- ## Ad Hoc on Ratios within CODA Standards

  – To review ratios within the Commission's Accreditation Standards

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CODA Actions of Interest (Ad Hoc Committees)

- Ad Hoc on Volunteerism
  - Survey past and current site visitors and current Review Committee members to determine barriers to service, perceptions and attitudes toward volunteering, and links of volunteerism to service, promotion and tenure

- Ad Hoc on Alternative Site Visit Methods
  - Gather data to facilitate the study of alternative site visit methods to identify whether any changes in processes or procedures for the conduct of site visits using alternative methods could be implemented long-term.

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Update on Ongoing Ad Hoc Committees

- Ad Hoc on Geriatric Dentistry Request
  - The Commission directed that a process of accreditation not be established at this time.

- Ad Hoc on Operative Dentistry Request
  - The Commission directed that a process of accreditation not be established at this time.

- Ad Hoc on Oral Medicine Reciprocity
  - No further update at this time.

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Update on Ongoing Ad Hoc Committees

- Ad Hoc on Advanced Dental Education Delivery Models
  - Direct all advanced dental education Review Committees to consider the proposed revisions to advanced dental education Standards related to sponsoring organization and authority to operate, for possible adoption and implementation, with report to the Commission in Summer 2023.

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New and Proposed Accreditation Standards

Revised Standards

https://coda.ada.org/standards

- **July 1, 2022 implementation**
  - Predoctoral Dental Education (2-24k temporomandibular disorders)
  - Dental Hygiene (V&R)
  - Endodontics (V&R)
  - Orthodontics and Dentofacial Orthopedics (V&R)

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Revised Standards

- **August 5, 2022 implementation**
  - Advanced Dental Education Programs in Advanced Education in General Dentistry (V&R)
  - Advanced Dental Education Programs in General Practice Residency (V&R)
  - Accreditation Standards for Dental Assisting Education Programs (Institutional Accreditation)
  - Accreditation Standards for Dental Hygiene Education Programs (Institutional Accreditation)
  - Accreditation Standards for Dental Laboratory Technology Education Programs (Institutional Accreditation)
  - Accreditation Standards for Advanced Dental Education Programs in Prosthodontics Education (V&R)

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Revised Standards

- **January 1, 2023 implementation**

  – Clinical Fellowship Training Programs in Craniofacial and Special Care Orthodontics (V&R)

  – Periodontics (V&R)

- **February 10, 2023 adoption**

  – Accreditation Standards for Advanced Dental Education Programs in Dental Public Health, with an implementation date of July 1, 2023

  – Accreditation Standards for Advanced Dental Education Programs in Dental Anesthesiology, with an implementation date of July 1, 2023

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Proposed Standards: Comments Due

Comment Due <u>June 1, 2023</u>:

- Oral and Maxillofacial Radiology

- Pediatric Dentistry

- Orofacial Pain

- Dental Assisting

Comment Due <u>December 1, 2023</u>:

- Dental Public Health

- Orofacial Pain

https://coda.ada.org/accreditation/open-hearings-comments-due

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Proposed Standards: Comment Portal

Written comments will only be received through the CODA electronic comment portal.

Each Standards revision has its own unique comment portal.

https://coda.ada.org/accreditation/open-hearings-comments-due

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Why Stay Informed on Standards Revisions?

- **It is the program's and site visitor's obligation to stay up-to-date on the Standards for compliance.**

- A program's compliance is evaluated with accreditation standards ("must" statements) that have been **adopted and implemented at the time of the site visit.**

- Programs may need to modify the self-study if standards have been implemented during the self-study development process.

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How to Stay Informed on Standards Revisions

- CODA helps you stay current by **emailing you notifications** *[e.g., "CODA Communicator," "CODA Alert," emails to a specific set(s) of program directors, communities of interest]*

- CODA conducts **workshops** and posts materials to its website

- Please access the **CODA website** periodically

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A Reminder on the Structure of Standards

- The MUST statement is the requirement and mandatory for compliance.

- The SHOULD statement is a method to achieve the "must" but not mandatory.

- The INTENT statement provides clarification on the requirement; the reason and purpose, not exclusive or exhaustive.

- The EXAMPLES OF EVIDENCE are ways to document compliance, may include these items or other methods of documentation.

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If in Doubt on Current Standards or Policies:

- Check the CODA website

https://coda.ada.org/standards

- Contact CODA staff

https://coda.ada.org/about-coda/coda-staff

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Predoctoral Standards Revisions

Standard 2-24

At a minimum, graduates **must** be competent in providing oral health care within the scope of general dentistry, as defined by the school, including:

d. health promotion and disease prevention, including caries management;

New Dental Education Standards (7/1/20)

Standard 2-25 Graduates **must** be competent in assessing <u>and managing</u> the treatment ~~needs~~ of patients with special needs.

Intent:

An appropriate patient pool should be available to provide experiences that may include patients whose medical, physical, psychological, or social situations make it necessary to consider a wide range of assessment and care options. <u>As defined by the school, these individuals may include, but are not limited to, people with developmental disabilities, cognitive impairment, complex medical problems, significant physical limitations, and the vulnerable elderly.</u> ~~The assessment should emphasize the importance of non-dental considerations. These individuals include, but are not limited to, people with developmental disabilities, cognitive impairment, complex medical problems, significant physical limitations, and the vulnerable elderly.~~ Clinical instruction and experience with the patients with special needs should include instruction in proper communication techniques <u>including the use of respectful nomenclature,</u> ~~and~~ assessing the treatment needs compatible with the special need, <u>and providing services or referral as appropriate.</u>

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Standard 2-24

At a minimum, graduates **must** be competent in providing oral health care within the scope of general dentistry, as defined by the school, including:

k. oral mucosal, temporomandibular, and osseous disorders;

Site Visit Logistics and Reimbursement

Fox World Travel 24/7 Reservations

Follow the link to Fox World Travel:

ada@foxworldtravel.com

- Fox agents are available 7:00am-7:30pm Central to assist with business needs
  - CODA/ADA Local Number: 312-361-0144
  - CODA/ADA Toll Free Number: 844-319-2892

- To make online travel reservations and hotel reservations go to: ***www.concursolutions.com***

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Concur Travel Profile

- Set up a travel profile, if you've not done so already.

- Add Airline and Mileage numbers, seat preferences, etc.

- **Hotels are to be paid with your personal credit card.** When setting up your travel profile in Concur, please add your personal credit card information and check the hotel reservation box. This ensures that final hotel bills are paid by your credit card. <u>You will submit a zero-balance receipt for reimbursement</u>.

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Fox Travel After Hours

- Travel with the Fox World Travel after-hours emergency number and CODA staff number

    - CODA/ADA Local Number: 312-361-0144

    - CODA/ADA Toll Free Number: 844-319-2892

    - After-Hours CODE: A10MN

- Refer to Travel Policy for clarification on reimbursements

- After hours phone number is only for cancellations and flight delays

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Site Visitor Expense Reimbursements

- Expense reports must be submitted electronically through Concur, no exceptions

- CODA on-demand webinar on how to submit concur expense reports
  - Visit ADA Connect | Site Visitor Materials | 3-Concur Reimbursements | Concur Webinar Download to View

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Online Resources

"Site Visit Orientation" Website

https://coda.ada.org/site-visits/coda-dds-dmd-site-visits

- Provides narrative information on site visit process
- Site visit related documents are downloadable

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Site Visit information: What's Included?

- **The Site Visit Process**
  - Prep for Dental Site Visit
  - Before Your Dental Site Visit
  - During Your Dental Site Visit
  - After Your Dental Site Visit
  - Dental Site Visit Documents https://coda.ada.org/site-visits/coda-dds-dmd-site-visits/dds-dmd-site-visit-documents
  - Upcoming Dental Site Visits

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Site Visit information: What's Included?

- **Information about the site visit**
  - Before the visit
  - During the visit
  - After the visit

- **Documents**
  - Standards
  - Self-study guide
  - Site Visitor Evaluation report (SVER)
  - Frequency of citings
  - Materials to be available onsite
  - **https://coda.ada.org/site-visits/coda-dds-dmd-site-visits/dds-dmd-site-visit-documents**

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Commission Policies and Procedures

- **Policies and Procedures**
  - Evaluation and Operational Policies and Procedures Manual (EOPP), including

    - Complaint Policy
    - Policy and Guidelines for reporting a program change, off-campus sites, enrollment, distance education, etc.

  https://coda.ada.org/policies-and-guidelines

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Accreditation Updates

- Meeting Dates

https://coda.ada.org/accreditation/meeting-materials

- Reports of Major Actions and Minutes of past meetings

https://coda.ada.org/accreditation/post-meeting-actions

- Hearing information

https://coda.ada.org/accreditation/open-hearings-comments-due

- Site Visit Schedules (U.S. and International)

https://coda.ada.org/site-visitor-resources/site-visit-schedule

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Other *CODA Communications*

- CODA Communicator E-Newsletter https://coda.ada.org/accreditation
  - Distributed twice per year, following each Commission meeting

- Commission Alerts Emails
  - Hearings
  - Review Committee Openings
  - Nominations for Site Visitors

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Volunteering with CODA

Why Volunteer with CODA?

- Helps you keep informed on latest activities, policies and standards

- May fulfill requirements for promotion and tenure

- Give back to the profession.

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Call for Nominations: Review Committees

- CODA seeks nominations for various positions on review committees.

- Nomination Deadline is June 1, 2023

- List of Positions, Nomination Criteria, and Nomination Form found at https://coda.ada.org/accreditation/call-for-nominations

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Call for Nominations: CODA Site Visitors

- CODA seeks nominations for site visitors.

- Nomination Deadline is June 1, 2023

- Greatest need in:

  - Allied Dentists (dentist for allied site visits)

  - National Licensure (predoctoral)

  - Finance (predoctoral)

- Nomination Criteria, and Nomination Form found at https://coda.ada.org/accreditation/call-for-nominations

Ongoing Appointment: CODA Site Visitors

- Remember, annual paperwork and mandatory annual training/retraining are required to maintain active status.

  - Annual training/retraining required

- Please reply to CODA staff emails in a timely fashion (by the deadline).

To contact CODA staff

Staff contacts are found on CODA's website:

https://coda.ada.org/about-coda/coda-staff

Please contact staff by email and phone.

CODA conducts all business electronically. Therefore, we ask that you not send postal mail to the Commission office.

Commission on Dental Accreditation

211 E. Chicago Ave., Chicago IL 60611

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QUESTIONS?

Thank You!

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