

# Uniformed Services University of the Health Sciences



*“Learning to Care for Those in Harm’s Way”*

## **Board of Regents Quarterly Meeting**

*May 19, 2023*

**BOARD OF REGENTS**  
**UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES (USU)**  
**216<sup>th</sup> MEETING**

**May 19, 2023 | 8:00 a.m. – 12:00 p.m. Eastern Standard Time**  
**Hosted in-person at the Board of Regents Room D-3001,**  
**4301 Jones Bridge Rd, Bethesda, MD, 20814**  
**and**  
**Virtual by Zoom**

**MEETING AGENDA**

**OPEN MEETING**

- |                            |                                                                                                                                                                                    |                                                                           |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>8:00 a.m.:</b>          | <b>Meeting Call to Order</b><br>Designated Federal Officer                                                                                                                         | Ms. Annette Askins-Roberts                                                |
| <b>8:00 – 8:05 a.m.:</b>   | <b>Opening Comments</b><br>Chair, Board of Regents, USU                                                                                                                            | Dr. Nancy Dickey                                                          |
| <b>8:05 – 8:20 a.m.:</b>   | <b>Assistant Secretary of Defense for Health Affairs</b><br>ASD(HA)                                                                                                                | Dr. Lester Martinez-Lopez                                                 |
| <b>8:20 – 8:35 a.m.:</b>   | <b>USU President Report, Summary of the Middle States Site Visit</b><br><b>Outbrief, General Counsel Update</b><br>President, USU<br>General Counsel, USU                          | HON Jonathan Woodson<br>Mr. Paul Hutter                                   |
| <b>8:35 – 9:20 a.m.:</b>   | <b>Discussion</b>                                                                                                                                                                  |                                                                           |
| <b>9:20 – 9:40 a.m.:</b>   | <b>End of Academic Year Summary</b><br>Dean, Graduate School of Nursing<br>Dean, College of Allied Health Science<br>Dean, Postgraduate Dental College<br>Dean, School of Medicine | Dr. Carol Romano<br>Dr. Lula Pelayo<br>Dr. Drew Fallis<br>Dr. Eric Elster |
| <b>9:40 – 9:50 a.m.:</b>   | <b>Discussion</b>                                                                                                                                                                  |                                                                           |
| <b>9:50 - 10:00 a.m.:</b>  | <b>Break</b>                                                                                                                                                                       |                                                                           |
| <b>10:00 – 10:45 a.m.:</b> | <b>Liaison Committee on Medical Education (LCME) Study and</b><br><b>Discussion of School of Medicine Strategic Issues</b><br>Dean, School of Medicine                             | Dr. Eric Elster                                                           |
| <b>10:45 – 11:45 a.m.:</b> | <b>Center for Global Health Engagement (CGHE) and Discussion</b>                                                                                                                   |                                                                           |

Director, CGHE

CAPT (Dr.) Danny Shiau

**11:45 - 11:55 a.m.: Plaque Presentation to Former Regents**  
President, USU

HON Jonathan Woodson

**11:55 – 12:00 p.m.: Closing Comments**  
Chair, Board of Regents, USU  
**Adjourn**  
Designated Federal Officer

Dr. Nancy Dickey

Ms. Annette Askins-Roberts

**BOARD OF REGENTS**  
**UNIFORMED SERVICES UNIVERSITY OF**  
**THE HEALTH SCIENCES 216<sup>th</sup> MEETING**

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# **TAB 1**


Assistant Secretary of Defense for Health Affairs  
ASD(HA)



# The Military Health System


19 May 2023

Dr. Lester Martinez-López  
Assistant Secretary of Defense for Health Affairs




**HEALTH AFFAIRS**

1




**HEALTH AFFAIRS**

## Office of the Secretary of Defense



Secretary of Defense  
Hon. Lloyd Austin



Deputy Secretary of Defense  
Dr. Kathleen H. Hicks

Acquisition & Sustainment

Budget & Financial Management


Intelligence & Security

**USD P&R**  
Hon. Gilbert S. Cisneros, Jr.


Policy

Reform

Policy

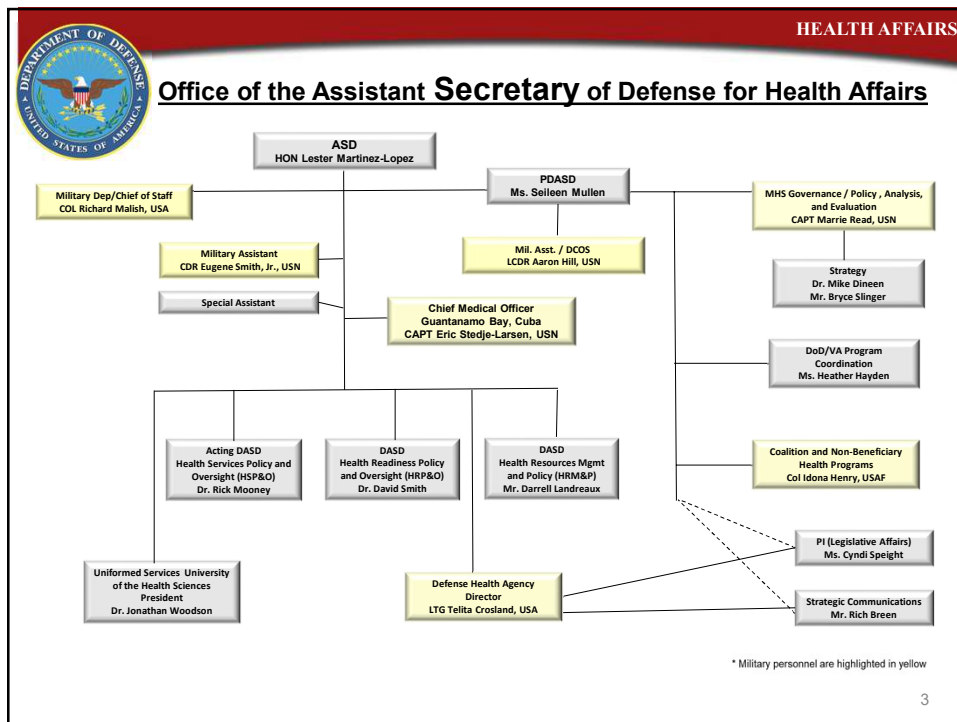


DUSSD P&R  
Hon. Ashish S. Vazirani

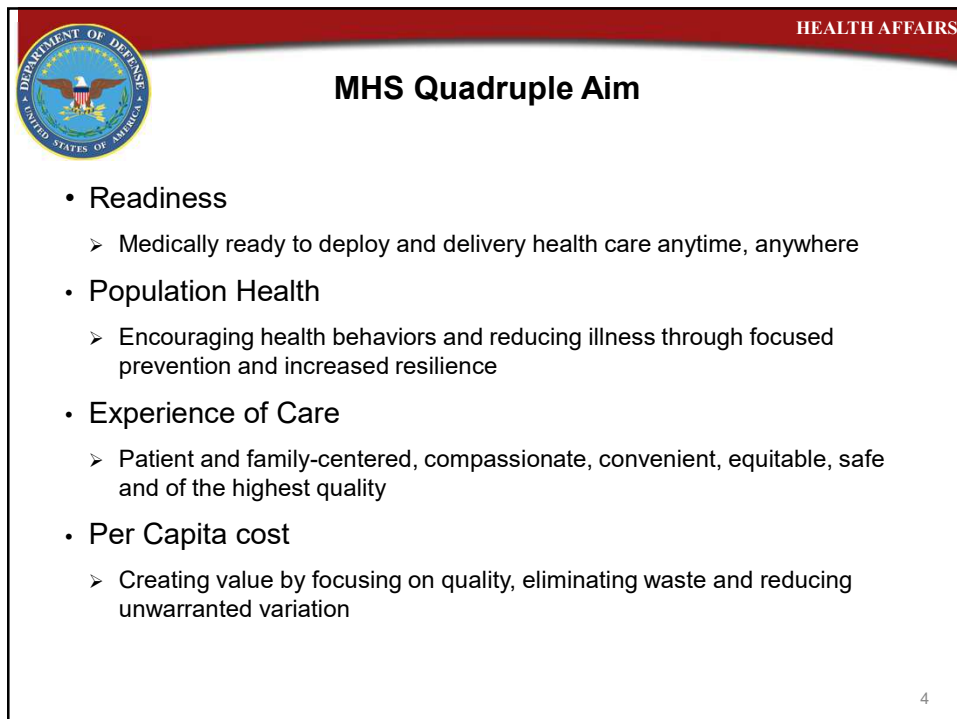


ASD(HA)  
Dr. Lester Martinez Lopez

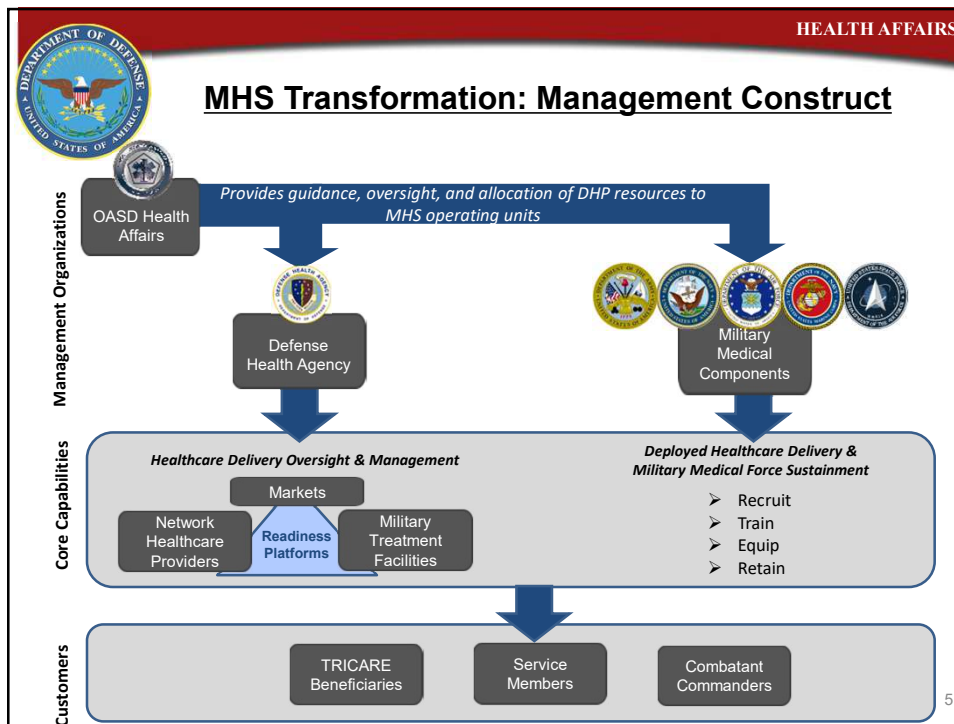
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**HEALTH AFFAIRS**

### End State - Support of Military Health System

#### Health Care Delivery System

"Medical Force Training Platform and Health Care Provider"

	FY22
Hospitals	49 (32 US, 18 Intl)
Medical Clinics	465
Dental Clinics	192
Veterinary Clinics	250
Military Staff	65,889
Civilian Staff	61,024

#### Health Benefits Administrator

"Employer Benefits Provider"

## 9.6M

Eligible Beneficiaries

2.37M ≥65 Retirees & Family Members	14%
1.37M Active Duty	14%
1.58M AD Family Members	17%
0.19M Guard/Reserve	2%
0.30M Guard/Reserve Family Members	3%
3.66M <65 Retirees & Family Members	39%

#### TRICARE Suite

**Civilian Network Care Contracts**

- Two medical regions/contractors in United States
  - Health Net
  - Humana
- One international medical benefits contractor
  - International SOS
- One pharmacy benefit contractor
  - Express Scripts
- One dental program contractor
  - United Concordia

**TRICARE Benefit Plan Options**

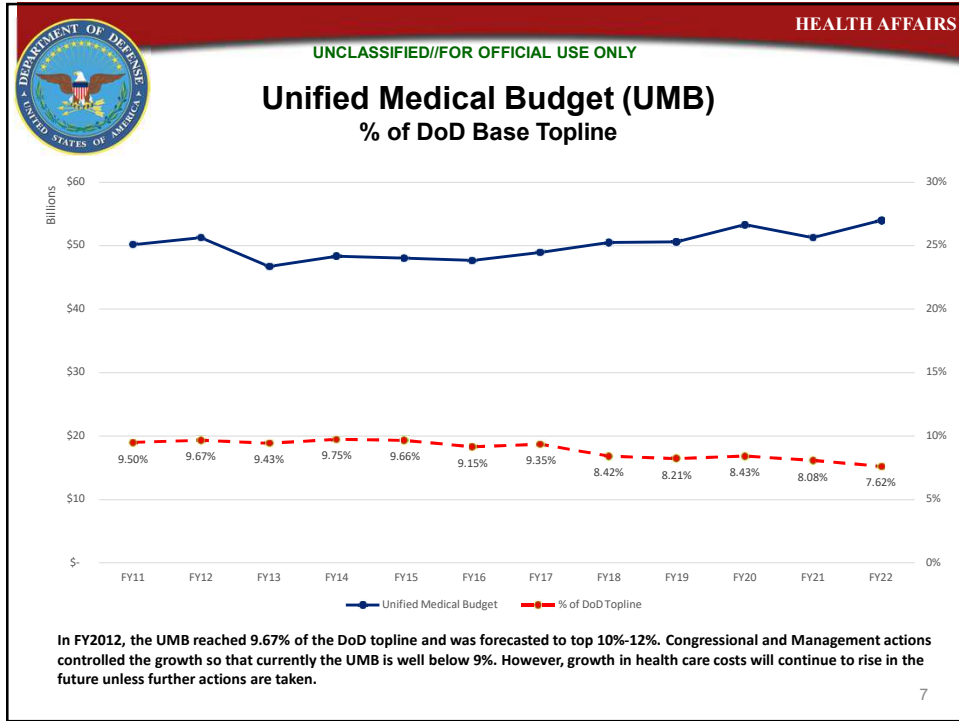
- TRICARE Prime
- TRICARE Select
- TRICARE for Life
- TRICARE Reserve Select
- TRICARE Retired Reserve
- US Family Health Plan
- TRICARE Young Adult
- Active Duty Dental
- TRICARE Dental
- TRICARE Overseas Program
- TRICARE Pharmacy Program
- TRICARE Den a Program
- TRICARE Pharmacy
- Federal Employee Dental & Vision Insurance Plan

#### DHA-Combat Support Agency "Partner"

Joint Medical Logistics	Research & Development	Global Public Health	Education & Training	Joint Trauma System
<ul style="list-style-type: none"> <li>Identify and deliver medical materiel solutions to meet operational requirements</li> </ul>	<ul style="list-style-type: none"> <li>Provide novel medical tools, techniques, and clinical practice guidelines to modernize MHS capabilities for near-peer conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Provide combatant commands with near real-time disease and bio-surveillance threat information</li> </ul>	<ul style="list-style-type: none"> <li>Build and sustain a ready medical force through Medical Education &amp; Training Campus and MTF platforms.</li> </ul>	<ul style="list-style-type: none"> <li>Maximize battlefield injury survival functional recovery rates</li> </ul>

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HEALTH AFFAIRS

**QUESTIONS?**

8

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## **TAB 2**

USU President Report and Summary of the Middle States  
Site Visit

# General Counsel Update for the USU Board of Regents

Paul J. Hutter, General Counsel, Office of General Counsel

May 19, 2023



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## FINDING SOLUTIONS TO DRIVE USU'S BOLD VISION

*By 2025, USU will be internationally recognized as our nation's leading health sciences educational, research and leadership institution, enhancing the health of the DoD community and optimizing the readiness of the American Warfighter.*

- Peer Parity - Achieve legislative parity with the Service Academies and other DoD Universities, e.g., gift acceptance authority and international engagements.
- International – Consider additional legislative authority to engage with a broader spectrum of international colleagues and institutions; current statute does not include student exchanges, admissions or enrollment in graduate programs.
- Educational – Clarify existing authority for admission of graduate students from local, state, other federal agencies, non profit and industry partners.



2

2

## FINDING SOLUTIONS TO DRIVE USU'S BOLD VISION

- Research – Enhance existing funding mechanisms with clear, transparent processes that employ cooperative agreements, grants, interagency agreements, contracts and project orders to their maximum effect.
- Leadership – Promote and accelerate the MHS's use of the Defense Medical Ethics Center as the “go to” resource for medical ethics within the Griffith Institute.
- Enabling Tasks – Leverage past reviews to enhance business processes and achieve transparent risk management and internal controls.



# **TAB 3**

## End of Academic Year Summary

Dean, Graduate School of Nursing  
Dean, College of Allied Health Science  
Dean, Postgraduate Dental College  
Dean, School of Medicine

# Uniformed Services University Daniel K. Inouye Graduate School of Nursing (GSN)

For Board of Regents May 2023  
Carol A. Romano PhD, RN, FAAN Dean & Professor



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## GSN National Status

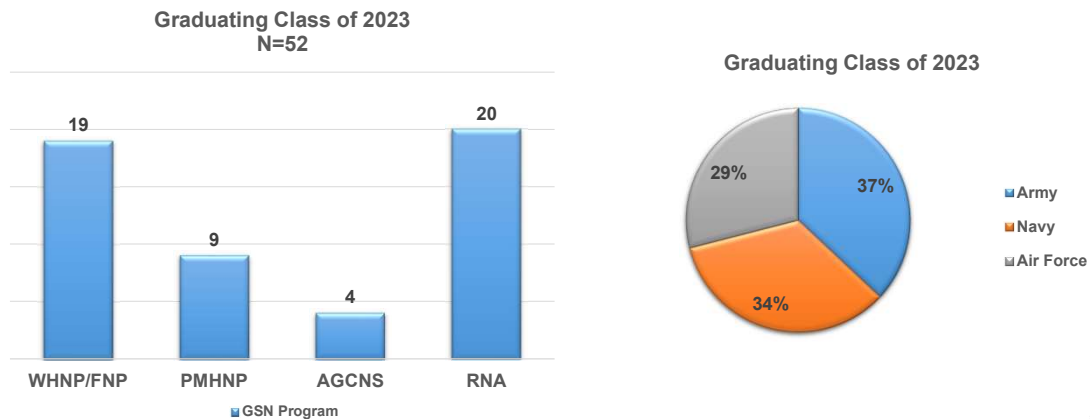
- The 2023 rankings of Best Graduate Nursing School by U.S. News & World Report ranked the GSN's **doctor of nursing practice program (DNP) #23** based on 15 indicators.
- The GSN continues to be recognized in the **top 5%** of 648 accredited graduate schools surveyed.
- GSN nurse **anesthesia program remains ranked as #4** of over 120 programs.
- In 2023 GSN celebrates the **20<sup>th</sup> Anniversary of the PhD Program** with 52 alumni.

1/2023



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## Students: Class of 2023



1/2023

3

## Students: Class of 2023

### Graduating Class of 2023

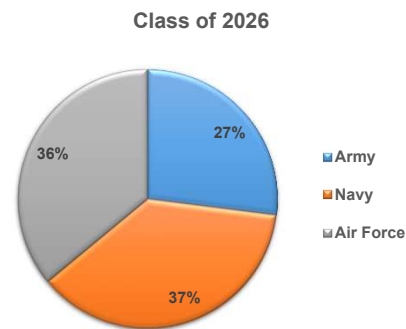
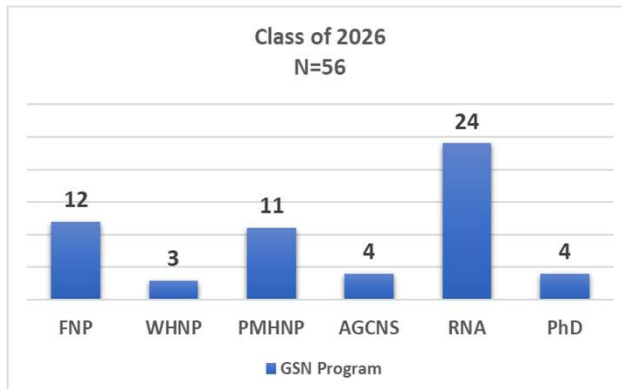
- 10 students qualify to be dual certified as both an FNP and WHNP.
- 100% board certification first time pass rates by our FNP and PMHNP students, and certification status will be released after graduation.
- Other students will take their certification exams after graduation.

1/2023

4

## Students: Class of 2026

(Matriculated May 1, 2023)



1/2023



5

## Students: Class of 2026

- Admitted the first BSN to PhD student.
- Class includes 4 direct accessions in the anesthesia program
  - 3 Navy officers and 1 Air Force.
- 8 students have prior enlisted experience
- 33% are from underrepresented groups
- 84% are married
- 73% have children

1/2023



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## New Initiative: **STEM Achievers Program**

- Students Affairs Dean, **Dr. James Maiden**, serves as the Director of the new **Verizon STEM Achievers Grant at USU** in partnership with HJF.
- A four-week summer immersion for 150 middle school students
- Provides exposure to STEM careers, critical problem-solving, teamwork, and self-reliance.
- Includes STEM mentors, social skills, college readiness workshops, field trips, STEM forums, and a recognition ceremony.

i/2023



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## New Initiative: **Child & Adolescent Mental Health Course**

- Developed for Psych-mental health nurse practitioners
- Evidence-based treatments for common mental health disorders & the psychological consequences of increased stressors & traumatic events, including COVID-19.
- Provides effective communication skills to help parents recognize their child's strengths.

1/2023



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## Faculty

- **Jan Fall-Dickson, PhD, RN** is the new **GSN Associate Dean for Research** and will enter on duty June 5, 2023.  
Her research focuses in the broad areas of cancer survivorship, symptom science, hematopoietic stem cell transplant, novel treatments for oral mucositis, and associated inflammatory biomarkers.
- **Dr. Marguerite Engler**, a tenured professors in the PhD program passed away after a short illness in March 2023.  
Her research focused on nutritional interventions for the prevention of coronary heart disease  
She was a seasoned educator and mentor who made valued contributions to our students and the mission of the GSN.

1/2023



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## Uniformed Services University of the Health Sciences Board of Regents Meeting May 19, 2023



**Lula Westrup Pelayo, Ph.D, RN, FAAN**  
Dean, College of Allied Health Sciences

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## Degree and Certificate Conferral CAHS Academic Year 2022-2023



August and December 2022 Graduation 583				
	Army	Navy	Air Force	Coast Guard
Associate of Science (502)	299	110	92	1
Bachelor of Science (81)	44	37	0	0
Certificates		2069		

Prior to the May commencement, the CAHS has awarded a total of 583 degrees. Our students have earned these degrees in 19 majors at the August and December 2022 graduations.



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## Degree and Certificate Conferral CAHS Academic Year 2022-2023



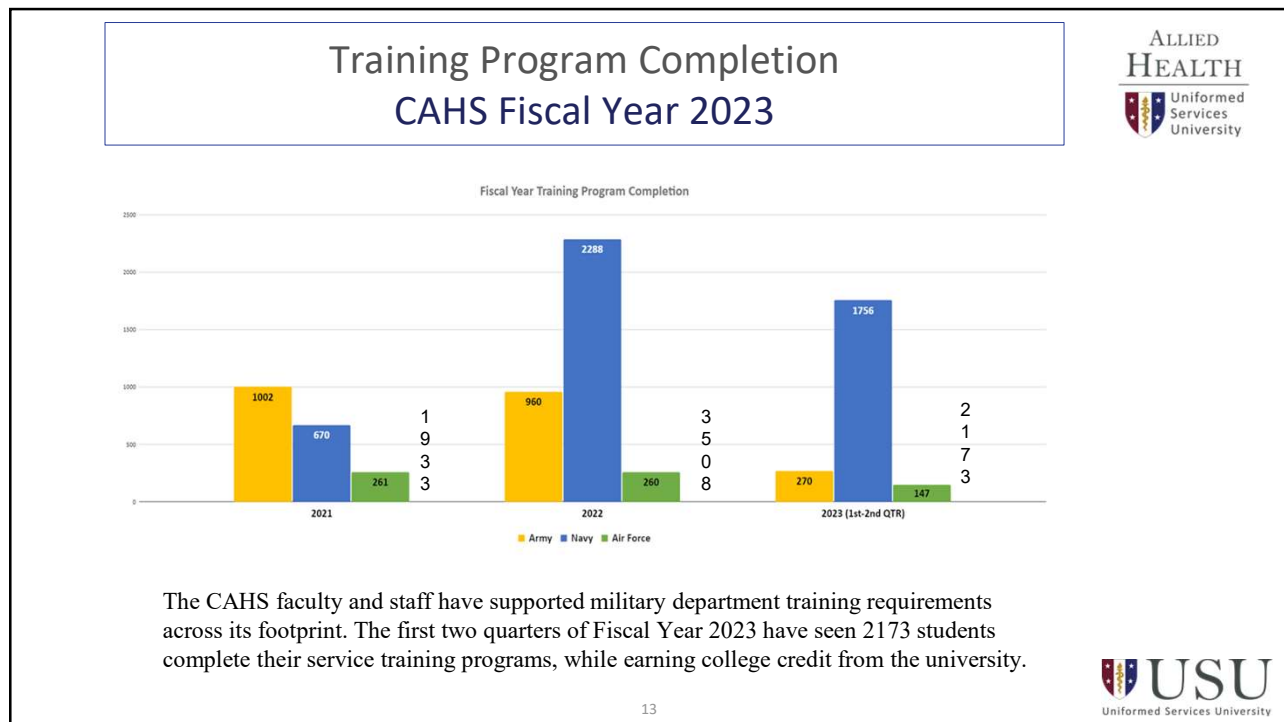
Degrees Projected for May 2023 322				
	Army	Navy	Air Force	Coast Guard
Associate of Science (249)	145	87	16	1
Bachelor of Science (73)	22	50	1	0
Certificates Projected for 2022 2023		1903		

As of 21 April, the CAHS is projecting a total of 322 graduates for the May commencement. These students will be earning 73 Bachelor of Science and 249 Associate of Science degrees in 16 majors.



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13

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## Specialized Programmatic Accreditation

- The CAHS supported eleven programs with specialized programmatic accreditation.
  - Medical Education and Training Campus – Nine Programs
    - \* Cardiovascular Technician currently on alert for low program retention rates
  - Joint Special Operations Medical Training Campus – One Program
  - Tri-Service Opticians Course – One Program
- The Medical Education and Training Campus and CAHS are pursuing reaccreditation for the Radiologic Technologist program through the Joint Review Committee on Education in Radiologic Technology.
- The Medical Center of Excellence's Paramedic Program is currently pursuing full accreditation from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (awaiting final site visit).
- The CAHS monitored this status and conducts annual programmatic reviews for all affiliated programs; 26 programs have been reviewed this academic year.

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# Postgraduate Dental College

May 2023 Board of Regents – End of Academic Year Summary



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## Students

- **71 MS in Oral Biology graduates projected (final term ends 30 Jun)**
  - 30 Army, 21 Navy, 19 Air Force, 1 Coast Guard
  - 765 MS degrees awarded since inception
- **75 MS in Oral Biology matriculated (Classes of 2025 and 2026)**
  - 33 Army, 20 Navy, 20 Air Force, 1 Coast Guard, 2 Canadian
  - 1 July 2023 start date



Attachment 1 PDC Projected Graduate List



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## Research

- **75** Research project entries from **19 MS** programs
  - **3** Finalists presented their research projects during USU Research Days on **18 May 2023**.
- **MAJ Jae Lim** was selected as the winner for **2022-2023**
  - **2022** Graduate of the Fort Hood Comprehensive Dentistry Program
  - Presented with the **2023** Board of Regents Patrick D. Sculley Award following his presentation.



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## Faculty

- **Federal Services Dental Educators Workshop (FSDEW)**
  - Hosted by USU & APDS, on main campus, **18-20 Apr 2023**
  - **80** Program Directors &/or representatives from **45** military graduate dental programs were in attendance.
  - Shared best practices, developed collaborative initiatives, and completed essential faculty development.



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## Tri-Service Center for Oral Health Studies (TSCOHS)

- MOU being revised/updated
  - Clarification of resourcing/funding
  - Expanded focus to support Tri-Service collaborative research
  - Establishes **Military Practice-Based Research Network** primarily utilizing 26 military PGY-1 Programs
- Sleep Apnea research protocol submitted for IRB approval
  - Tri-Service assessment of oral appliance therapy



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## Leadership

- COL Thomas Stark, incoming **APDS** Dean
- Col Casey Campbell, incoming **AFPDS** Dean
  - Acting Dean for 1 year until senior faculty appointment is awarded.



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# Metrics

- Met
- Pending
- Not Met

PDC Metrics Table

	Metric	Source	Timing	POC	Document	USU SMOP
Education and Training	Accreditation Rate	Program Directors	Sept ●	PDC Admin Assistant	CODA Website; PDC Accreditation Schedule	9.a.ii
	Fill Rate	Service Deans	Sept ●	Executive Dean PDC	Annual Education Announcements; Enrollment Data	9.a.i
	Graduation Rate	Executive Dean	Sept ●	PDC Research Data Analyst	BoR Annual Report for Nov/Dec	9.a.i
	Board Certification Rate	Program Directors	Sept ●	Executive Dean PDC	Annual Report from Deans	9.a.iii
	Graduate Competency Satisfaction Rate	PDC Graduates	Sept ●	PDC Research Data Analyst	1-Yr Post Graduation Survey	9.a.iii
	Supervisor Satisfaction Rate	Graduates' Supervisors	Sept ●	PDC Research Data Analyst	1-Yr Post Graduation Survey	9.a.iii 9.c.ii
Research and Scholarship	Publications	Program Directors	Sept ●	PDC Research Data Analyst	Accomplishments Survey	9.b.iv
	GAP Linkage	USUHS Form 3202D	Sept ●	Associate Dean for Research	Operational Gap Analysis (Research Focus)	9.b.i
	PDC-funded Research - GAP Linkage	Funding Documents - USUHS Form 3202D	Sept ●	Associate Dean for Research	Operational Gap Analysis (Research Focus)	9.b.i
Leadership and Leader Development	O-6 Promotion	Service Deans or POCs	Sept ●	Executive Dean	Service Promotion Lists	9.c.i.a
	Leadership Positions	Service Deans	Sept ●	Executive Dean	PDC Org Chart; Accomplishments Survey	9.a.iv 9.c.i.a

Attachment 2 PDC Annual Report 2022

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# Uniformed Services University of the Health Sciences

Board of Regents Meeting

May 19th, 2023


Dean, School of Medicine Dr. Eric Elster



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## School of Medicine Class of 2027 (as of 4 May 2023)




**Academics**

### Demographics

- 47% 79 women (47%)
- 53% 88 men (53%)
- 15% 26 first-generation college graduates (15%)
- 16% 27 students from races / ethnicities Underrepresented in Medicine (16%)
- 34% 57 prior service (officers, enlisted, ROTC, Service Academies) (34%)




**Accomplishments**

- 22 22 varsity athletes (10 team captains)
- 6 6 Eagle Scouts
- 5 5 military linguists
- 2 2 Echols Scholars
- 1 1 each: Classical musician, Iron Man finisher, stand-up comedian, #1-ranked USNA Academic Order of Merit honoree

3.74


Undergraduate GPA – **3.74**  
[range: 3.0-4.0]

511




23

## Medicine Graduates 2022 - 2023



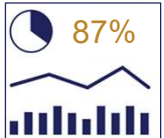
164

graduates




131 (80%)

completed a Capstone project




87%

matched to first-choice specialty



12

MS1's when the pandemic struck, the Class of 2023 earned a total of 12 military badges (including **Air Assault**, **Airborne**, **Expert Field Medical Badge**, and **Flight Surgeon**) during their senior year




20

specialties


Top 10 Specialties

1. Internal Medicine (22)
2. Family Medicine (15)
3. General Surgery (15)
4. Emergency Medicine (13)
5. Pediatrics (13)
6. Anesthesia (11)
7. Gynecologic Surgery & Obstetrics (9)
8. Orthopaedic surgery (8)
9. Psychiatry (7)
10. Radiology (7)

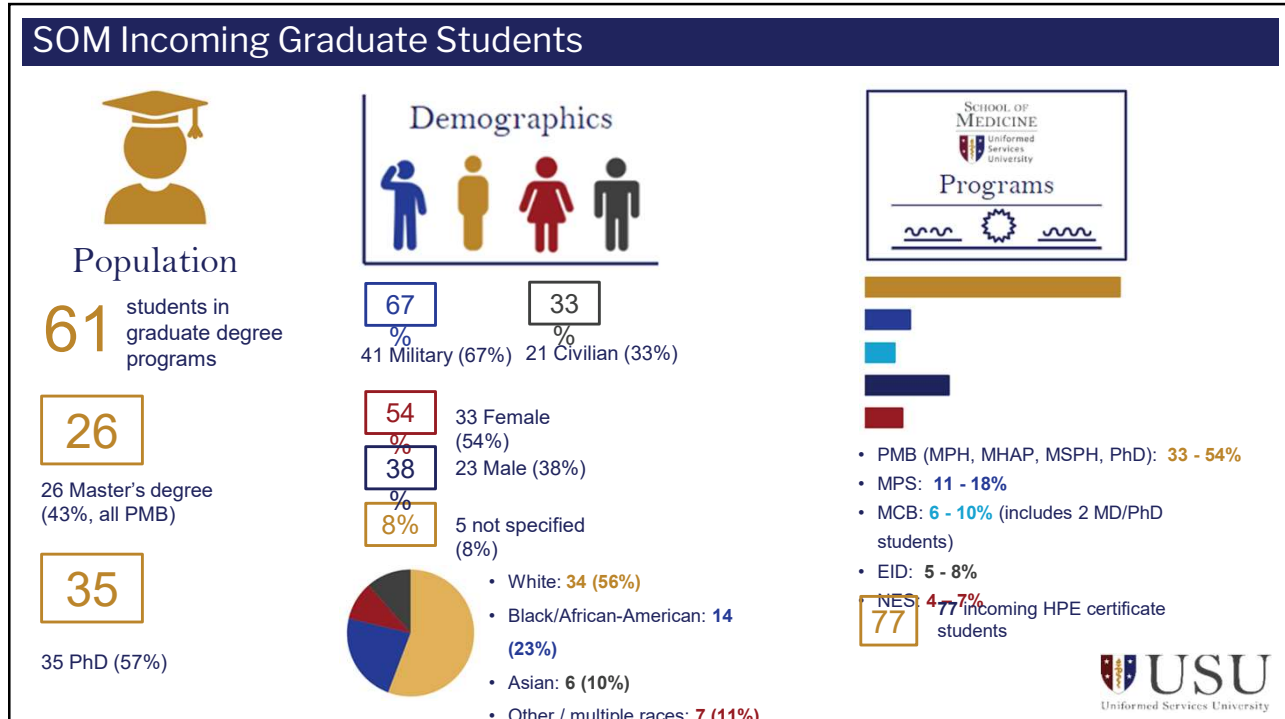


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Students will train at 26 different hospitals and health systems (civilian programs include UT Health San Antonio, University of Florida, University of Colorado, Oregon Health Sciences University, UCLA, Case Western and Mayo Clinic)

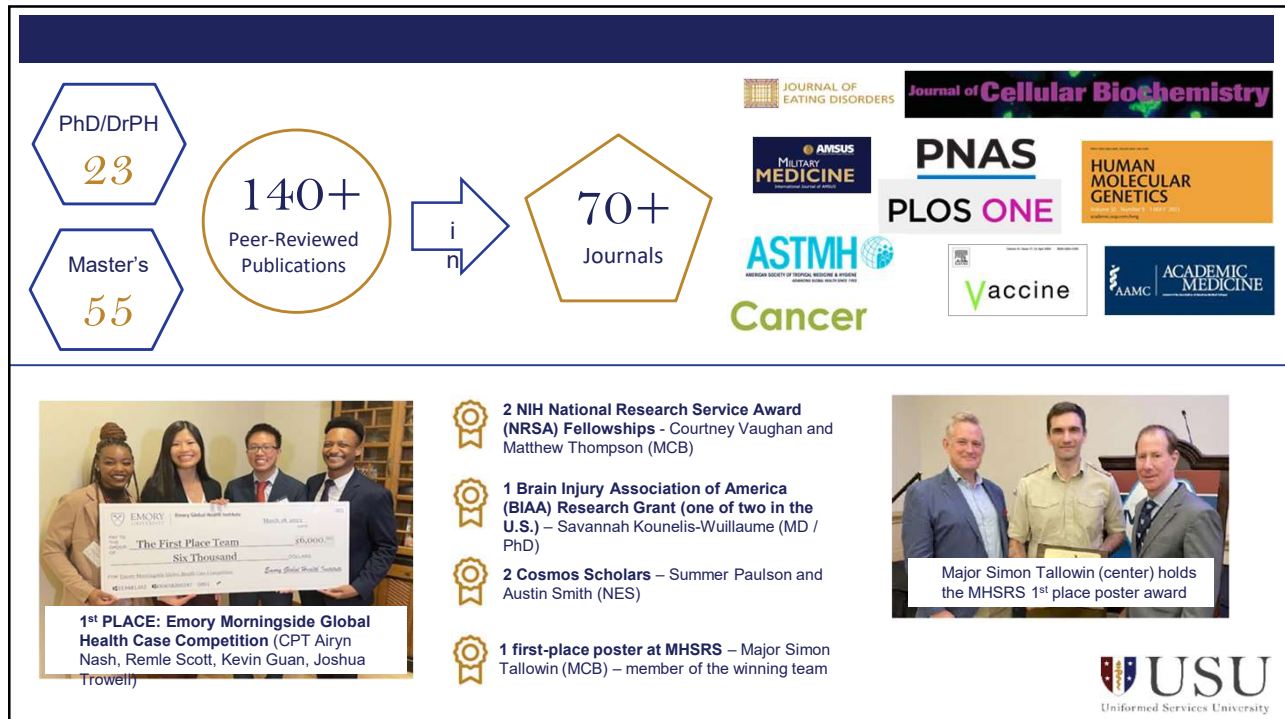


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Uniformed Services University

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# **TAB 4**

Liaison Committee on Medical Education (LCME)

School of Medicine Strategic Issues

## School of Medicine Briefing to the USU Board of Regents 19 May 2023

- LCME Update
- Class Size Expansion

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Eric Elster, MD, FACS, FRCS ENG (Hon.), CAPT, MC, USN (Ret)  
Dean, School of Medicine  
Professor of Surgery and Molecular Biology

Catherine Witkop, MD, PhD, MHPE, Col, USAF MC (Ret.)  
Associate Dean for Medical Education  
Professor of Preventive Medicine and Gynecologic Surgery & Obstetrics

Brian Reamy, MD, Col., USAF MC (Ret.)  
Vice Dean for Academic Affairs  
Professor of Family Medicine and Medicine



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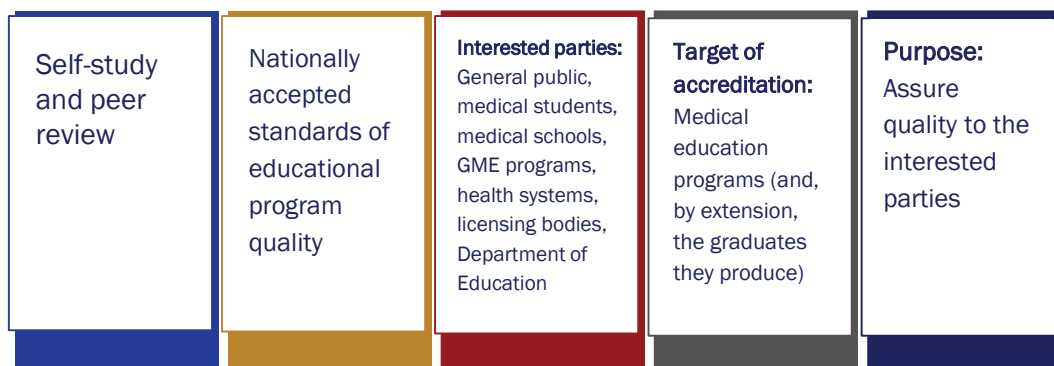
## USU Accreditation Overview

<b>Who</b>	USU School of Medicine
<b>What</b>	USU Self-study, visit by LCME survey team, LCME review/determination
<b>When</b>	Now through January 2024
<b>Where</b>	Self-study virtual/in-person; survey visit in-person at USU
<b>Why</b>	Assure the public, government agencies, and professional groups that USU SOM meets or exceeds nationally accepted standards regarding the educational process and student performance



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## Medical School Accreditation: Definition and Characteristics



Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education

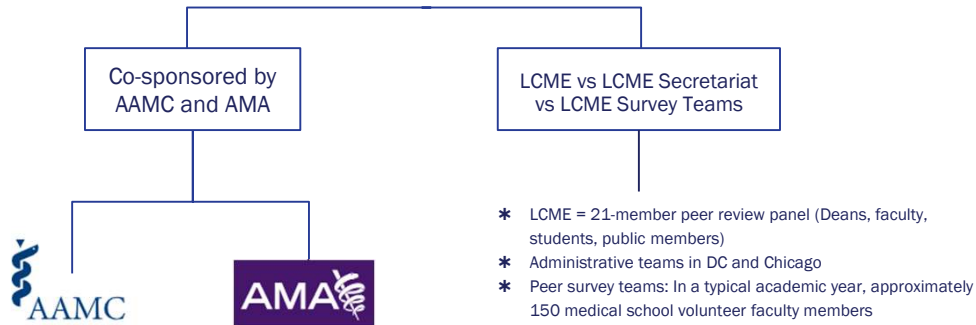


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## What is the LCME?



The Liaison Committee on Medical Education is the accrediting body for new and established education programs leading to the MD degree

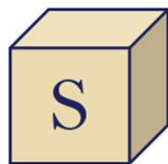


Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education



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## LCME Building Blocks



### Standards

Concise statements of the expected level of quality or attainment



### Elements


Components that collectively constitute a standard; operationally, elements identify the variables that must be examined to determine a medical education program's compliance with a particular standard

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education




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## Performance Categories for Standards




**Compliance**

Taken as a whole, performance in the individual elements permits the expectations of the standard to be met.



**Compliance with a Need for Monitoring**


While there are concerns based on the performance in individual elements, these concerns do not seriously compromise meeting the expectations of the standard.



**Noncompliance**


Taken as a whole, the performance in the individual elements does not permit the expectations of the standard to be met.

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education




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## Performance Categories for Elements




**Satisfactory**

The policy, process, resource, or system required by the element is in place and, if required, there is sufficient evidence that it is effective.



**Satisfactory with a Need for Monitoring**


The policy, process, resource, or system required by the element is in place, but there is insufficient evidence of its effectiveness; OR  
The requirements of the element currently are being met, but anticipated circumstances could negatively impact performance.



**Unsatisfactory**

One or more requirements of the element is/are not met. Required policy, process, resource, or system is not in place or is ineffective. Formal evidence of effectiveness / sustainability is absent.

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education



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## From the School's Perspective: Reflective Self-Assessment



Collection

Collection of data/information for elements

- Data collection instrument (DCI)
- Independent student analysis (ISA)



Analysis

Analysis of collected data/information by institutional stakeholders



Judgment

Judgment of institutional performance related to elements

- Institutional self-study summary report

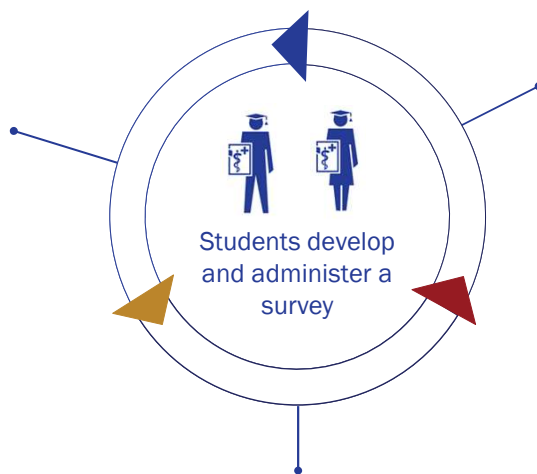
Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education



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## The Independent Student Analysis (ISA)

Survey forms the “evidence base” for the independent student analysis, making a high response rate critically important



May include additional “customized” questions (for entire student body, a particular year, etc.) to provide other data obtained from the students for the benefit of the school and its programs

Provides some required data tables that are included in the DCI

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education



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## The Institutional Self-Study - Goals



Candid and evidence-based institutional self-assessment of strengths, challenges / areas needing improvement, and strategies to address identified problems



Opportunity for schools to prospectively develop plans and strategies to address problem areas before the visit and, if possible, implement and evaluate change

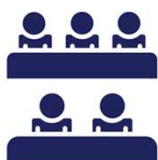


A good self-study generates concrete, actionable findings and is grounded in the intent of the elements

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education

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## The Institutional Self-Study - Task Force



Responsibilities

- Broad-based review of the DCI, ISA, and other available data/evidence
- Development and approval of the self-study summary report



- ☑ Eight to ten page document (excluding appendix with names and titles of task force members)
- ☑ Brief introduction that includes how the self-study process was conducted and the membership categories of self-study task force members
- ☑ Organized into sections of institutional strengths, challenges/areas of concern related to performance in accreditation elements, and specific activities undertaken or planned to address each of the challenges/areas of concern
- ☑ Is analytical, evaluative, and evidence-based, and attempts to reconcile any inconsistencies among data sources (e.g., DCI, ISA, AAMC GQ)

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education

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## During the Survey Visit - Role of the Survey Team

Fill in any information gaps and collect updated information

Verify information and impressions from the DCI, self study, and independent student analysis

Reconcile any inconsistencies among the school s submitted documents

Identify findings related to elements

Develop a survey report

Content: Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education

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## Accreditation Process in a Slide

Institutional Self-Study

Data-based self-analysis of performance in the 93 accreditation elements, including data from a survey of students in all classes (the ISA) that is conducted and analyzed by students

Survey Visit

Evaluation of all 93 elements by external survey team

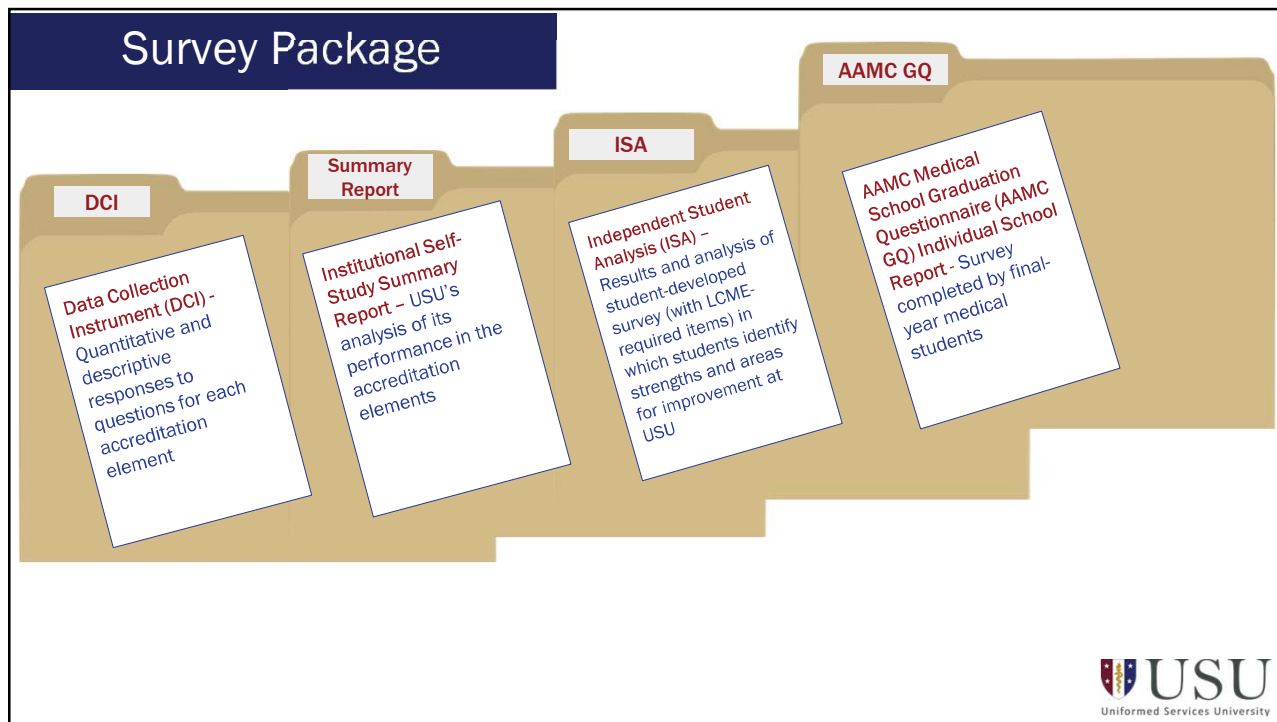
LCME Review

LCME's review of the survey team's report

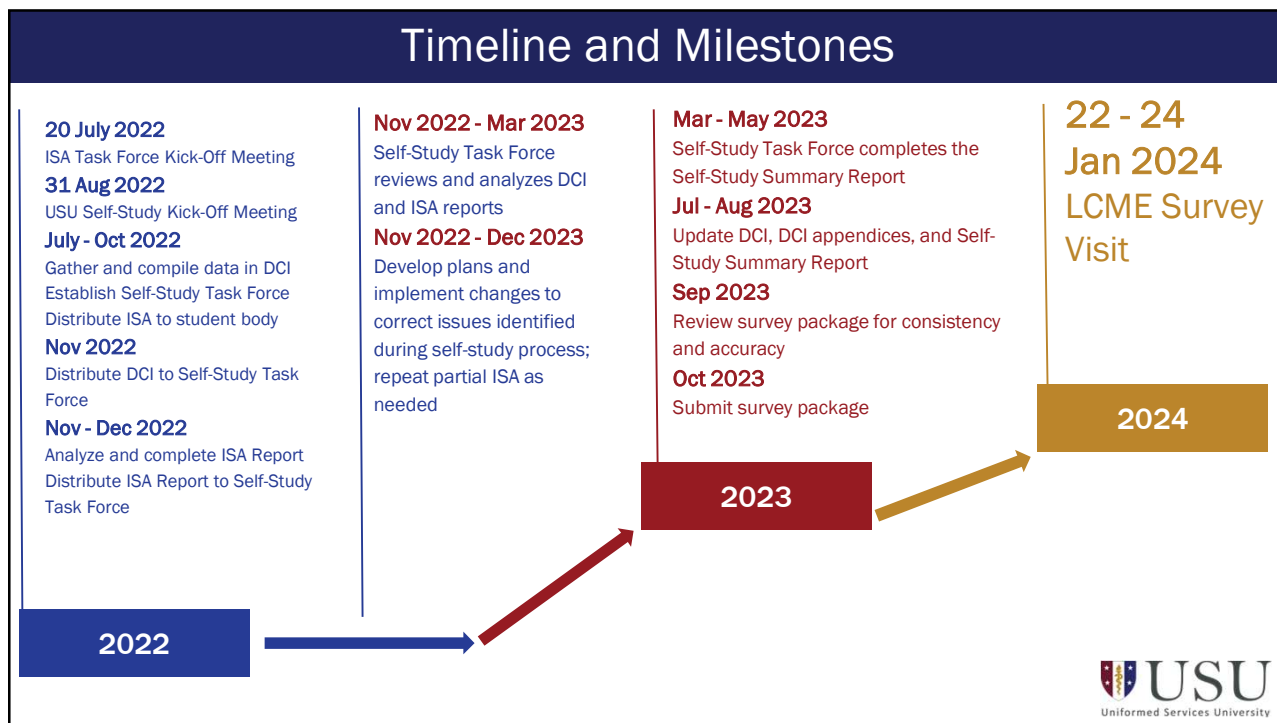
LCME Determination

LCME's determination of the program's performance in accreditation elements, its compliance with the 12 accreditation standards, its accreditation status, and follow-up to address identified problem areas

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## LCME Determinations of Compliance with Accreditation Standards (2015)

Standard		LCME Determination
1	Mission, Planning, Organization, Integrity	CM
2	Leadership and Administration	C
3	Academic and Learning Environments	CM
4	Faculty Preparation, Productivity, Participation, and Policies	CM
5	Educational Resources and Infrastructure	C
6	Competencies, Curricular Objectives, and Curricular Design	CM
7	Curricular Content	C
8	Curricular Management, Evaluation, and Enhancement	NC
9	Teaching, Supervision, Assessment, and Student and Patient Safety	C
10	Medical Student Selection, Assignment, and Progress	CM
11	Medical Student Academic Support, Career Advising, and Educational Records	C
12	Medical Student Health Services, Personal Counseling, and Financial Aid Services	C

**C**

Compliance

**CM**Compliance with  
Need for  
Monitoring**NC**

Noncompliance



17

## 2015 Survey Visit Findings

### Elements in which SOM was rated **Satisfactory with Need for Monitoring**

Element	LCME Finding	Resolution
1.1 (Strategic planning and continuous quality improvement)	No SOM strategic framework	2/2017
3.2 (Scholarship/Research)	% of students involved in research relatively low	2/2017
3.3 (Diversity/pipeline programs and partnerships)	Successful efforts to increase students meeting diversity criteria; enhancing faculty diversity remains a challenge; immature evaluation of effectiveness of pipeline programs	6/2019
4.6 (Faculty/Dean responsibility for educational program policies)	No defined committee of the faculty with governance and policy-making authority (CM)	2/2017
8.2 (Use of objectives)	First iteration of new curriculum has not yet been reviewed by the ECC	2/2017
8.6 (Required clinical experiences)	New system for tracking required clinical experiences recently introduced and requires monitoring	6/2019
9.8 (Fair and timely summative assessment)	Only 1 year of progress in ensuring students receive final clerkship grades within 6 weeks	2/2017
12.3 (Personal counseling)	Relatively high % students (GQ / ISA) not satisfied with programs for student well-being	2/2018



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## 2015 Survey Visit Findings

### Elements in which SOM was rated **Unsatisfactory**

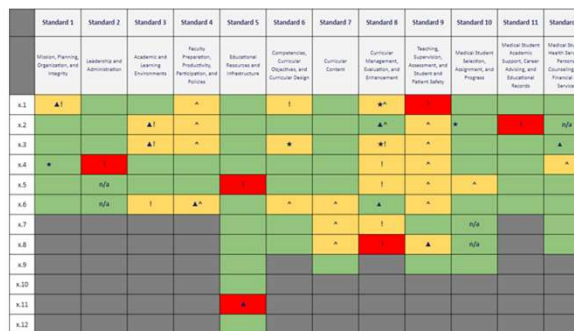
Element	LCME Finding	Resolution
1.4 (Affiliation agreements)	Multiple affiliation agreements do not contain all specified components	2/2017
5.11 (Study/lounge/storage space/call rooms)	25% response ISA said insufficient storage on Bethesda campus or in some MTFs	6/2019
6.3 (Self-directed and lifelong learning)	SOM Objectives without reference to develop skills in self-directed learning; specific LCME criteria for curriculum around "self-directed learning"	2/2017
8.1 (Curricular management)	ECC played more of a coordinating role relative to faculty and dept efforts, esp. in clerkship curriculum; ECC not fully involved in management of horizontal and vertical integration of new curriculum	2/2017
8.3 (Curricular design, review, revision/content monitoring)	New curriculum (2011-12 for 2015 graduating class); ECC has no initiated a comprehensive review and evaluation of the 3 phases (pre-clerkship, clerkship, post-clerkship) or curriculum as a whole	2/2017
10.2 (Final authority of admissions committee)	DPM from 2014 contained contradictory language about authority of admissions committee and authority of Dean with regard to medical student selection; DPM stated that Dean may request Admission committee reconsider a candidate that has been recommended for rejection and that the Dean selects candidates accepted by Admissions Committee to fill class spaces	2/2017



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## Heat Map, Standards Performance

<b>In compliance</b>	Has met the intention of the entire element based on review of current LCME requirements
<b>Needs review</b>	Ongoing work to ensure compliance, based on current LCME requirements
<b>At risk</b>	May not meet the intent of the element based on review of current LCME requirements
★	Denotes element identified as Unsatisfactory based on last site visit
▲	Denotes element identified as Needs Continued Monitoring based on last site visit
!	Denotes element identified as Needs CQJ Activity or Monitoring (based on review of current DCI/ISA)
^	Denotes element identified as needs follow-up/more details in DCI



Detail next slide



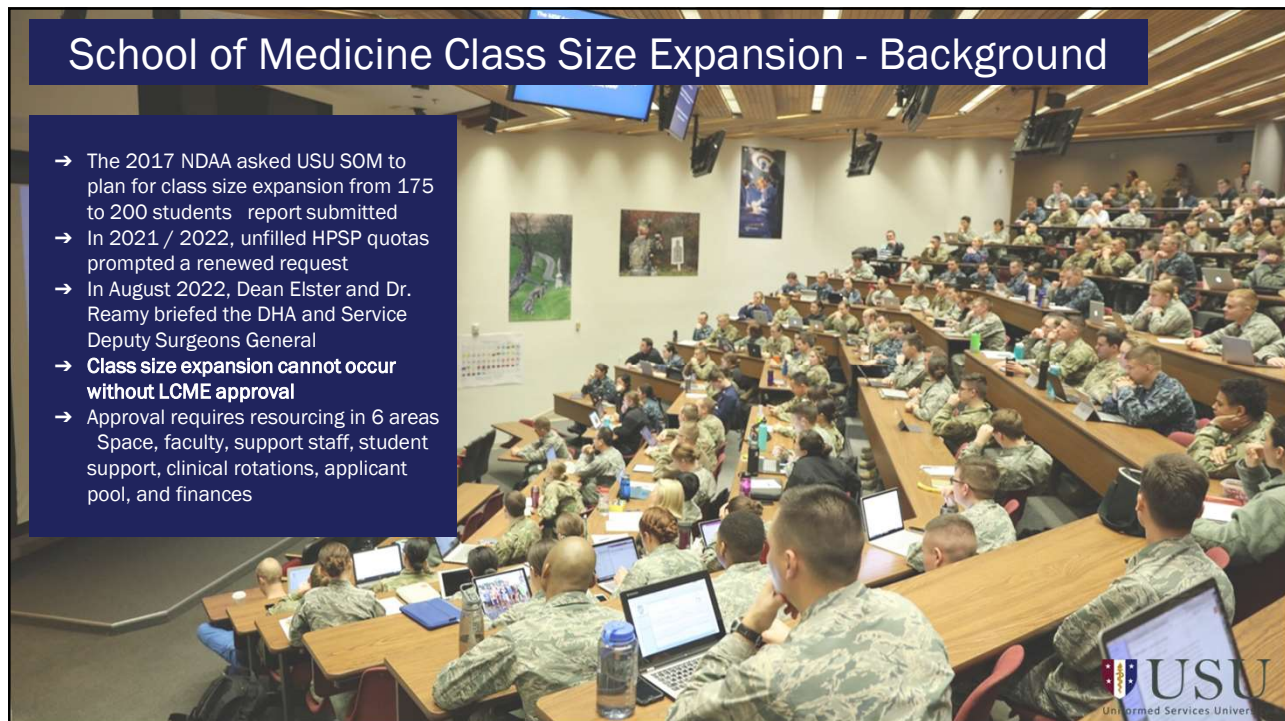
20


	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12
	Mission, Planning, Organization, and Integrity	Leadership and Administration	Academic and Learning Environments	Faculty Preparation, Productivity, Participation, and Policies	Educational Resources and Infrastructure	Competencies, Curricular Objectives, and Curricular Design	Curricular Content	Curricular Management, Evaluation, and Enhancement	Teaching, Supervision, Assessment, and Student and Patient Safety	Medical Student Selection, Assignment, and Progress	Medical Student Academic Support, Career Advising, and Educational Records	Medical Student Health Services, Personal Counseling, and Financial Aid Services
x.1	▲!			^		!		★^	!			
x.2			▲!	^				▲^	^	★	!	n/a
x.3			▲!	^		★		★!	^			▲
x.4	★	!						!	^			^
x.5		n/a			!			!	^	^		
x.6		n/a	!	▲^		^	^	▲	^			
x.7							^	!		n/a		
x.8							^	!	▲	n/a		
x.9												
x.10												
x.11					▲							
x.12												

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## School of Medicine Class Size Expansion - Background

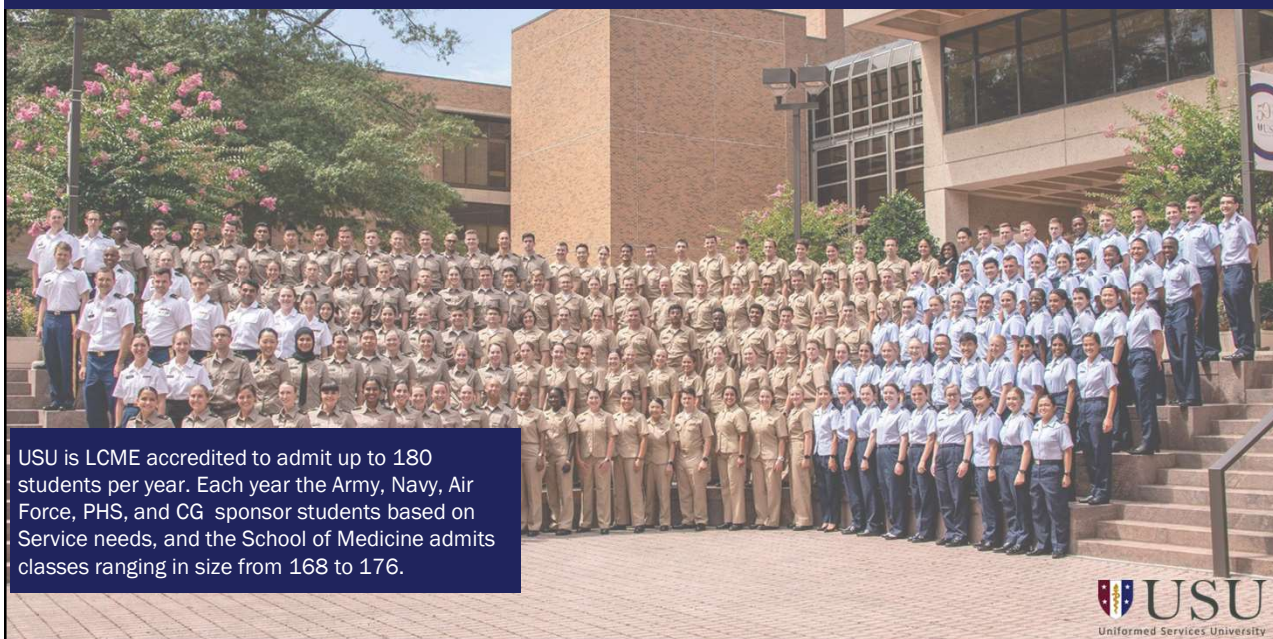
- The 2017 NDAA asked USU SOM to plan for class size expansion from 175 to 200 students report submitted
- In 2021 / 2022, unfilled HPSP quotas prompted a renewed request
- In August 2022, Dean Elster and Dr. Reamy briefed the DHA and Service Deputy Surgeons General
- **Class size expansion cannot occur without LCME approval**
- Approval requires resourcing in 6 areas  
Space, faculty, support staff, student support, clinical rotations, applicant pool, and finances



 USU  
Uniformed Services University

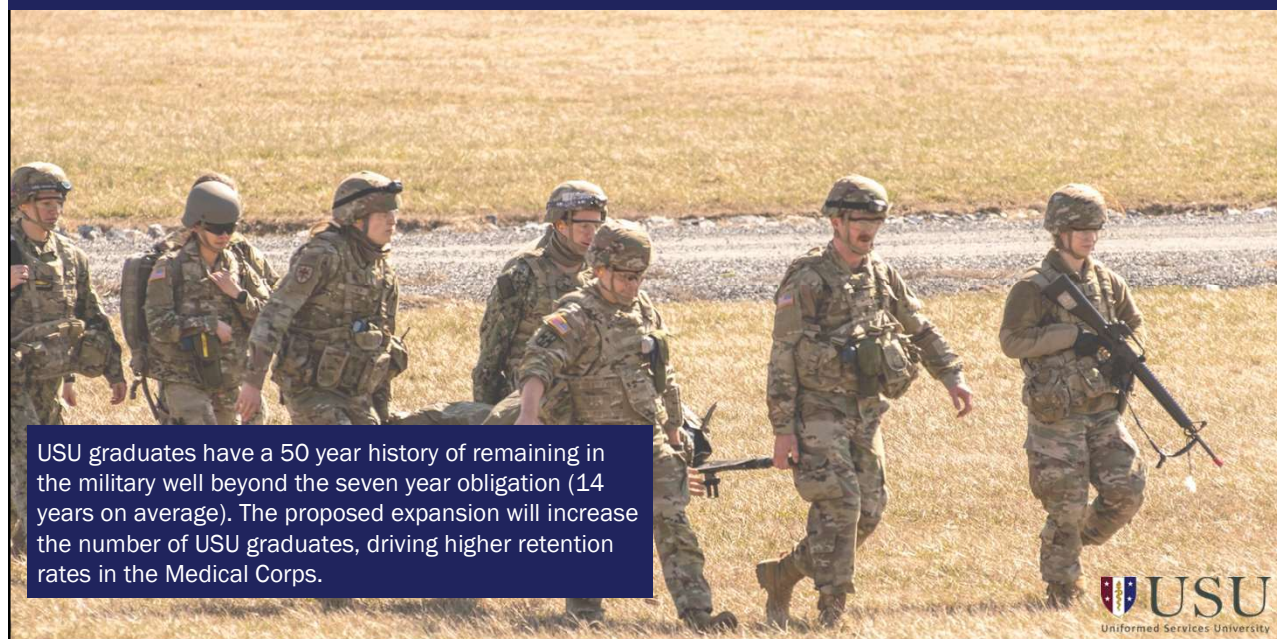
22

## CURRENT: The Class of 2026 includes 172 students




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## PROPOSED: Expand class size from 175/year to 200/year




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Benefits to the MHS

- ✓ Research demonstrates USU outperforms civilian medical schools across several key measures of readiness to start military GME and in medical/operational readiness after training <sup>1, 2</sup>
- ✓ In addition to educating our students, the required 32 new faculty members would also provide a stable and highly skilled clinical workforce for GME and the MHS
- ✓ **More than 70%** of USU graduates remain in their respective services until retirement versus ~ 25% of HPSP graduates



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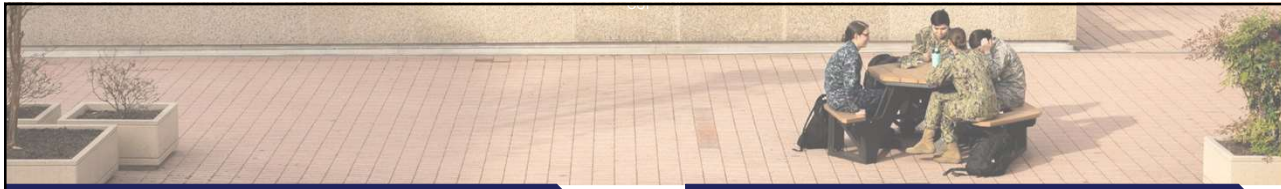
Requirements

Class size expansion cannot occur without LCME approval. Approval is contingent upon securing the necessary resources.



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**FIRST** Submit formal request to the LCME documenting concurrent expansion across SIX resource areas:

1. **Educational:** Small group classrooms, labs, library, study space, lounge, lockers, recreation space, IT access and services, etc.)
2. **Instructional staff:** Increase in faculty and support staff
3. **Clinical facilities:** Clerkship rotation sites, Resident or Fellow numbers, adequate clinical volume with no decrease in case numbers per student
4. **Student services:** Student health, behavioral health and counseling, tutoring services, career advising
5. **Applicant pool adequacy**
6. **Financial support/resources**

**NEXT** Implementation

1. Phased hires of 32 additional clinically active faculty and 7 new staff members to support up to 100 new students (25/class)
2. Secure additional space (at least 20k ft<sup>2</sup> campus renovation or MILCON funding of Bldg. F) - one-time cost
3. Secure funding for Non-Faculty Costs (travel, LRC access, Student Support Services, facilities, equipment, Sim Center)
4. Obtain preferred access to 25 to 30 more MTF clerkship slots



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### Return on Investment

*Costs will exceed benefits in the initial years following the expansion (FY24, FY25, and FY26)*

#### USU Class Expansion - Return on Investment Profile (\$, thousands)

#### USU Class Expansion - Net Comparison, Benefits/Costs (thousands)

Cumulative benefits FY24 - FY28	\$67,905,000.28
Cumulative costs FY24 - FY28	-\$55,253,000.36
<b>Total return on investment</b>	<b>\$12,651,999.92</b>

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# Questions?



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## References

**SLIDES 4 - 13:** Veronica Catanese, MD, MBA - American Association of Medical Colleges Senior Director for Accreditation and Co-Secretary of the Liaison Committee for Medical Education

**SLIDE 25:**

1. "The Impact of Medical School on Military Physicians' Readiness for their First Deployment" Rebekah Cole, PhD,\* Sherri Rudinsky, MC, USN,\* Sean P Conley, MC, USN,\* Leslie Vojta, MC, USAF,\* Soon Wook Kwon, MC, USA,\* Audra G Garrigan, MC, USAF,\* Elizabeth A Prosek, PhD,† Craig Goolsby, MD, MEd,\* The Impact of Medical School on Military Physicians' Readiness for their First Deployment, Military Medicine, 2022; usac04
2. "A Comparison of HPSP and USU Graduates' Preparation for Residency" Rebekah Cole, Ph.D.; Steven J. Durning, MD, Ph.D.; Brian V. Reamy, MD, Col (Ret.), USAF, MC; Hannah C. Stewart, BS, USAF, MC; Samantha S. Williamson, BS, USAF, MC; Sherri L. Rudinsky, MD MC USN



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## Additional Requirements (Backup Slides)



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### Table 1: Class Size Expansion Resource Requirements

NON-FACULTY BUDGET (RECURRING ANNUAL COSTS) 25 more students/year	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Out Years
FAC DEV TRAVEL TO SITES	150,000	150,000	150,000	150,000	\$150,000/YR
TRAVEL MS-3/4 SITES (\$40,000 per year per student MS-3) (\$15,000 per year per student MS-4)		1,000,000	1,375,000	1,375,000	\$1,375,000/YR
CAPSTONE PROJECTS (RESEARCH)			25,000	25,000	\$25,000/YR
LRC (\$1,000 per year per student)	25,000	50,000	75,000	100,000	\$100,000/YR
BOOKS (\$2,000 per student)	50,000	50,000	50,000	50,000	\$50,000/yr.
SUMMER OPERATIONAL EXPERIENCE		50,000	50,000	50,000	\$50,000/yr.
SIMULATED PATIENTS	10,000	10,000	10,000	10,000	\$10,000/yr.
NBME EXAMS (Shelf, Customized, USMLE I, IICK)	50,000	50,000	50,000	50,000	\$50,000/yr.
LAB EQUIPMENT, CADAVERS, MEDICAL EQUIPMENT	55,000	55,000	55,000	55,000	\$55,000/yr.
IT SERVICES (HW, SW licensing, 2 FTEs)	448,000	587,000	726,000	866,000	\$866,000/yr.
Faculty Hybrid Option (16 Civilian - 16 Military)	1,125,000	2,250,000	3,375,000	4,500,000	\$4,500,000/yr.
Faculty All Civilian Option (32 Civilian)	2,250,000	4,500,000	6,750,000	9,000,000	\$9,000,000/yr.
Support Staff (2 Enlisted not represented)	200,200	400,400	600,600	800,800	\$800,800/yr.
Healthcare and Counseling	527,000	527,000	527,000	527,000	\$527,000/yr.
Space: Building F OR Renovation	1,000,000	4,000,000	3,000,000		
<b>Totals (Red is Hybrid Option)</b>	<b>3,640,200</b>	<b>9,179,400</b>	<b>10,068,600</b>	<b>8,558,800</b>	<b>\$8.6m/yr.</b>
<b>(Blue is All Civilian Option)</b>	<b>4,765,200</b>	<b>11,429,400</b>	<b>13,443,600</b>	<b>13,058,800</b>	<b>\$13.1m/yr.</b>



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**Table 2: Class Size Expansion Personnel Requirements**

<b>Faculty (32)</b> (\$5,300,771 for 16 Civ + 16 Mil Faculty or \$9,800,771 for 32 Civ Faculty)	<b>Support and Admin Staff (7)</b> (\$800,992 + 2 Enlisted Staff)	<b>Healthcare and Counseling (3)</b> (\$527,000)
16 Mil and 16 Civ @ \$281,250 = \$4,500,000 or 32 Civ @ \$281,250 = \$9,000,000 (est. cost of salary + benefits)	SIM Center Staff x 2 (Master's degree): \$326,876	Additional Psychologist in University Clinic for behavioral health needs: \$200,000
All Clinical faculty would devote 50% FTE to the MTF (generating RVUs/precepting as GME faculty)	Additional Travel team (GS-9) support member x 1: \$94,779	One additional tutor/success coach: \$163,500
One small group faculty preceptor per course/year x 4 years = 8 blocks per year x 4 years = 32 additional faculty, with proportional distribution between pre-clinical and clinical sites	Additional Enlisted MILPO Staff x 2	One full-time career advisor: \$163,500 (needed to manage increased complexity of GME placement and increased need for civilian match applications and counseling)
Ideally 50%, or 16 of these faculty would be NEW MILITARY BILLETS (2 per 8 core rotations)  (Teaching hospitals are already experiencing critical shortages of faculty who can dedicate time to teaching, evaluating, and supervising students)	A total of four GS-9 ADMIN at USU sites with two or more Core Clerkships: \$379,116	



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**Table 3: Facility Expansion Requirements, 25 students/year**

Resource	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL BY YEAR 4
MDL SMALL GROUP CLASSROOM/ ANATOMY LAB	4 ROOM	4 ROOM	2 ROOM	2 ROOM	~ 6,000 ft <sup>2</sup>
SIM CENTER PATIENT ROOM	4 ROOM	4 ROOM	4 ROOM	4 ROOM	~ 4,000 ft <sup>2</sup>
LOCKERS, STUDY SPACE, AND LOUNGE SPACE	25 students	50	75	100	~ 10,000 ft <sup>2</sup>
<b>COSTS:</b> BLDG "F" MilCon OR \$8M over 3 years to renovate 20,000ft <sup>2</sup> on campus to use for medical education					
<b>CLINICAL SITES:</b> (1 ADDITIONAL CLERKSHIP SITE FOR EACH CLERKSHIP) (N=9 clerkships; Neuro, Anesthesiology & EM, In/Out Med, Surg & Surg Spec, Peds, Psych, FP, & OB-GYN)					



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# **TAB 5**

Center for Global Health Engagement (CGHE)

# Global Health Engagement

Danny Shiau, MD, MPH, CAPT, MC, USN  
Director, Uniformed Services University's Center for Global Health Engagement  
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## Disclaimer

The views expressed in this presentation are those of the presenter and do not reflect the official policy or position of the Uniformed Services University of the Health Sciences, Department of Defense, or the U.S. Government.



2

# National Defense Strategy

Four top-level defense priorities:

- 1 Defending the homeland, paced to the growing multi-domain threat posed by China
- 2 Deterring strategic attacks against the United States, allies, and partners
- 3 Deterring aggression while being prepared to prevail in conflict, when necessary; prioritizing the challenge posed by China in the Indo-Pacific region and the Russia challenge in Europe
- 4 Building a resilient joint force and defense ecosystem



3

# SECDEF Message to the Force

## 1. DEFEND THE NATION

- Prioritize China as the “Pacing Challenge”
- Confront the Acute Russian Threat
- Address Advanced and Persistent Threats
- Innovate and Modernize
- Meet the Climate Crisis

## 2. TAKING CARE OF OUR PEOPLE

- Grow Our Talent
- Build Resilience and Readiness
- Ensure Accountable Leadership

## 3. SUCCEED THROUGH TEAMWORK

- Join Forces with Our Allies and Partners
- Strengthen Partnerships Across America
- Build Unity Within the Department



SECRETARY OF DEFENSE  
1500 DEFENSE PENNSYLVANIA  
WASHINGTON, DC 20301-1000

MAR - 2 2023

MEMORANDUM FOR ALL DEPARTMENT OF DEFENSE PERSONNEL

SUBJECT: Message to the Force

Since day one as Secretary of Defense, I have been guided by three priorities: defending the Nation, taking care of our people, and succeeding through teamwork. Over the past two years, we've made tremendous progress in all three areas, and I'd like to thank each one of you for your commitment and hard work.

As we look to the year ahead, these same three priorities continue to guide all that we do. The 2022 National Defense Strategy articulates how we will achieve our goals through integrated deterrence, competing, and building enduring advantages. Implementing our strategy means tackling the pacing challenge from the People's Republic of China (PRC) while also countering the acute threat of Russian aggression and managing the risk of escalation as Putin's cruel war against Ukraine enters a second year. We must also defend against and deter threats from Iran, North Korea, and global terrorist organizations, even while we grapple with 21<sup>st</sup> century, transnational challenges such as climate change. Finally, we'll continue to modernize the Joint Force and out-innovate our competitors.

We face historic challenges — but we will meet them. We have the best fighting force in history, and our military families, civilian and contractor workforce, and domestic and international allies and partners are without equal. We will continue to recruit and sustain a uniformed and civilian workforce that embodies the diversity and dynamism of our great democracy — because our people are the bedrock of a strong national defense.

### DEFEND THE NATION

**Prioritize China as the “Pacing Challenge.”** An increasingly aggressive China is trying to shape the international rules-based system to suit its authoritarian preferences. This is a generational challenge, and the Department will rise to meet it. To do so, we must embrace integrated deterrence, which charges us to coordinate our efforts across all war-fighting domains, theaters, and the spectrum of conflict to create new and more complex dilemmas for our adversaries. We must continue to break down stovepipes across the Department, improve our cooperation with the intelligence and Congress, and work with our allies and partners to improve operational planning, increase joint and allied interoperability, and better align our operations, activities, and investments.

We are strengthening our deterrence posture in the Indo-Pacific by developing new concepts and capabilities, deepening our alliances and partnerships, and expanding our activities and operations. As the threat from the PRC evolves, we will provide Taiwan self-defense capabilities consistent with the Taiwan Relations Act. Our team is making major investments in the nuclear triad, space, cyberspace, long-range fires, and next-generation capabilities in fighter aircraft and unmanned warfare, while also accelerating Joint All-Domain Command and Control.



4

## DoD GHE as a Strategic Enabler

### CHINA AS “A PACING CHALLENGE”

- Indo-Pacific as priority theater: Focus on integrated deterrence, working with allies and partners in a whole-of-government approach
- Joint effort between USINDOPACOM and Australian Defense Force:
  - Military Civilian Health Security Summit
  - Indo-Pacific Health Security Alliance (IPHSA)
- Focus on training, civ-mil integration and society-wide efforts.
  - USU’s CGHE working with OSD Policy and other DoD partners to explore civ-mil coordination in a complex emergency in Taiwan
- Opportunity to expand Trauma Casualty Care and other peacekeeping training similar to African Peacekeeping Rapid Response Partnership (APRRP)



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5

## DoD GHE as a Strategic Enabler

### “ACUTE RUSSIAN THREAT”

- **Ukraine Building Capacity in Military Medicine (UBPCMM):** Trauma care and rehabilitation program currently on hold
- **Irregular Warfare:** Resistance medicine, learning lessons from Ukraine and Lithuania experience
- Opportunity to explore **misinformation/disinformation in public health**



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## DoD Instruction 5105.45



DoD INSTRUCTION 5105.45

UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES

**Originating Component:** Office of the Under Secretary of Defense for Personnel and Readiness

**Effective:** May 30, 2019

**Change 1 Effective:** November 9, 2022

**Releasability:** Cleared for public release. Available on the Directives Division Website at <https://www.osd.mil/33D/>.

### SECTION 4: MISSION AND ORGANIZATION

#### 4.1. MISSION.

The USU mission is to:

g. Provide Global Health Engagement-related support to the ASD(HA), OSD, Joint Staff, Combatant Commands, Services, and other DoD Components, in accordance with DoDI 2000.30, through the Center for Global Health Engagement, by:

- (1) Conducting professional development, research, knowledge management, assessment, monitoring, evaluation, and operational support.
- (2) Helping to ensure DoD activities are effective in improving health readiness; fostering partner nation interoperability; and contributing to the achievement of Combatant Command, DoD, and U.S. national security strategic objectives.
- (3) Supporting DoD's Global Health Security Agenda-related efforts, helping to ensure DoD fulfills its responsibilities under the U.S. Global Health Security Strategy.
- (4) Supporting DoD efforts to promote military-civilian collaboration and advance regional health security.
- (5) Supporting ASD(HA) participation in the Global Health Security Agenda Interagency Review Council.

#### CGHE Activities:

- **Support to OASD(HA):**
  - DOTMLPF-P Change Recommendation: DoD GHE Handbook; Functional GHE Playbooks; Knowledge Management/MEDICAL OPTIONS
  - Global Health Security Agenda; Other Interagency efforts
- **DoD GHE Training:**
  - Fundamentals of Global Health Engagement
  - Global Health Strategies for Security
  - Global Health Orientation Course (led by IHS)
- **DoD GHE Research Initiative** to support Combatant Command (CCMD) research priorities
- **Assessment, Monitoring and Evaluation:**
  - African Partner Outbreak Response Alliance (APORA) evaluation
  - Impact Studies: Africa Malaria Task Force; Ukraine; Solomon Islands



7

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## CGHE: Who We Are

- Research Center at the Uniformed Services University of the Health Sciences
- Established in 2016
- Located in Bethesda, Maryland



8

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## CGHE Mission & Vision

### Mission

*Serve as a thought leader, providing academic and operational support to the DoD global health engagement (GHE) enterprise to better meet national security objectives.*

### Vision

*By the end of calendar year 2026, CGHE will be nationally and internationally recognized as a leading institution within DoD for global health and health security.*



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## CGHE Lines of Effort

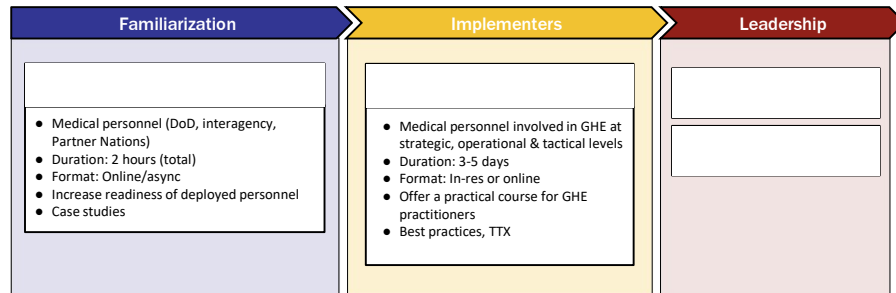
Training & Engagements	Research & Scholarship
<ul style="list-style-type: none"> <li>• Develop &amp; execute training activities to meet DoD GHE capability needs</li> <li>• Support Service DoD GHE training requirements</li> <li>• Provide DoD GHE operational support to CCMDs and other DoD and USG entities, as requested</li> </ul>	<ul style="list-style-type: none"> <li>• Produce knowledge products to advance the goals of the DoD GHE enterprise in alignment with NDS priorities</li> <li>• Manage the DoD GHE Research Initiative</li> <li>• Oversee Library of Congress joint research and reports</li> </ul>
<p style="text-align: center;"><b>Cross-Cutting Functions</b></p> <ul style="list-style-type: none"> <li>• Knowledge Management and Strategic Communications</li> <li>• Translate lessons learned to inform policy, requirements, and resources</li> <li>• Strategic Partnerships and collaboration - liaisons to OASD(HA), OJSS</li> </ul>	



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## Training for GHE Readiness

- Increases the readiness of the DoD GHE enterprise to support CCMD strategic goals through effective DoD GHE operations;
- Increases line leader and non-medical personnel awareness of DoD GHE's value
- Empowers greater coordination and alignment with USG interagency partners



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## Support to the Combatant Commands

- **USINDOPACOM:**
  - Global Health Security: Working with ADF, Military Civilian
  - Indo-Pacific Military Health Exchange
  - Taiwan
- **USEUCOM:**
  - UBPCMM (Ukraine)
  - Irregular Warfare (Lithuania)
- **USSOUTHCOM**
  - MUCH/MESH KSAs (Honduras)
- **USCENTCOM:**
  - DTRA Biosurveillance/Biosafety
  - PKO (Kyrgyzstan)
- **USAFRICOM:**
  - Peacekeeping Operations (Ghana, Rwanda, Senegal, Uganda)
  - African Partnership Outbreak Response Alliance (APORA)



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## USINDOPACOM

- **Indo-Pacific Command Global Health Security line of effort** (mil-civ and Australian Defence Forces partnership):
  - Global Health Security Agenda (GHTSA)
  - Military-Civilian Health Security Summit (MCHSS)
  - Indo-Pacific Health Security Cooperation Alliance (IPHTSA)



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## USINDOPACOM

- **Taiwan Line of Effort:**
  - Assess and validate Taiwan's civ-mil capability to plan, prepare, and execute HSS and FHP during a contingency scenario: specifically, deliver training courses and link stakeholders across civ-mil landscape.
  - Opportunity for USU to conduct international exchanges (Bushmaster), long-term research, and various training (ASSET, TCCC)
- **Indo-Pacific Military Health Exchange:**
  - Multilateral military event focused on global health interoperability and co-hosted by the armed forces of a country in the Indo-Pacific region and USINDOPACOM.



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## USEUCOM

- **Ukraine Building Partnership Capacity in Military Medicine:**

- Initial sync meetings with USEUCOM, the Multinational Joint Commission, and Medical Sub-Committee.
- Supported by USU's Center for Rehabilitation Sciences Research, Physical Medicine and Rehabilitation Dept, and Walter Reed.



- **Irregular Warfare:**

- The use of medical security cooperation activities is an integral part of medical support to Irregular Warfare. Initiatives that focus on building ally and partner nations' capacity for casualty care enhances medical resiliency and enables resistance to aggression.
- USU's School of Medicine's MEM and SUR supporting curriculum development



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## USSOUTHCOM

- **Readiness and Skill Sustainment**

- **Military Unique Curriculum in Honduras' (MUCH):** addresses capability gaps and provides military emergency medicine physicians the Knowledge, Skills, and Abilities (KSAs) expected to meet real-world operational needs for future military assignments (4-week rotations to senior residents)
- **Military Emergency Skills in Honduras (MESH):** provides KSA skills sustainment training in a deployment-like, resource-limited, high acuity patient population in a cost-effective manner; enhances regional capacity of allies and partners through advanced medical training and expert exchange
- Supported by USU's MEM, with future interest from SUR and IM



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## USCENTCOM

- **UAE Trauma and Burn Rehabilitative Medicine Program**
  - Partnering with U.S. military medical counterparts (including USU SUR) and the private sector to launch trauma, burn and rehabilitative medicine capability within Sheikh Shakbout Medical City
  - Sustains and enhances wartime surgical skills while building interoperability in the CENTCOM AOR, thus achieving national strategic objectives
- **Biosurveillance/Biosafety**
  - Provided medical, veterinary, public health, and public policy subject matter expertise to strengthen partner nation ability to prevent, predict, detect and report biological threats
  - **Gulf Region Biological Threat Reduction Forum:** assists members of the Gulf Cooperation Council (GCC) in strengthening and operating effective regional capabilities/capacities and information sharing



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## USCENTCOM

- **Kyrgyzstan Peacekeeping Operations**
  - USU's CGHE-sponsored health professional exchange with five Kyrgyzstan Ministry of Defense (MoD) physicians -December 2022
  - Discussed Level II Field Hospital requirements and a range of future exchange opportunities
  - Identify an action plan to assist Kyrgyzstan in attaining Level 1 UN preparedness for their Level 2 Field Hospital.
  - Includes MEM, Dept of Anesthesia, and Infectious Disease staff



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## USAFRICOM

- **APRRP (Ghana, Rwanda, Senegal, Uganda)**
  - APRRP Medical is a DoS program that built the capacity of African militaries to rapidly deploy peacekeepers
  - APRRP's USAFRICOM-led medical component assisted partner nations in achieving readiness for deployment of UN Level 1 and/or Level 2 MTFs
  - APRRP deployed field hospitals to South Sudan mission, as well as domestic COVID-19 response
  - Supported by USU GSN / MEM



### **African Partnership Outbreak Response Alliance (APORA)**

- Evaluation study which supports AFRICOM's efforts in developing sustainable health security alliances with APORA partner nations

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## QUESTIONS?

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# Backup Slides



Uniformed Services University

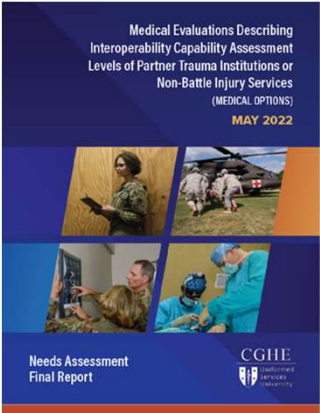
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21

## MEDICAL OPTIONS

**MEDICAL OPTIONS**

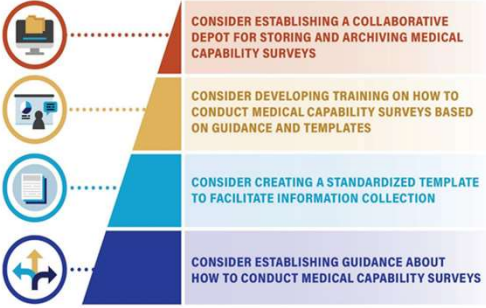
- (Medical Evaluations to Describe Interoperability Capability Assessment Levels Of Partner Trauma Institutions or Non-battle injury Services)
- Provides Strategic, Operational, Tactical and Global Health Engagement stakeholders a shared understanding of the health capabilities of our partners that supports planning, the delivery of care and health engagement activities




Medical Evaluations Describing Interoperability Capability Assessment Levels of Partner Trauma Institutions or Non-Battle Injury Services (MEDICAL OPTIONS) MAY 2022

Needs Assessment Final Report

CGHE  
Collaborative Global Health Engagement



- **CONSIDER ESTABLISHING A COLLABORATIVE DEPOT FOR STORING AND ARCHIVING MEDICAL CAPABILITY SURVEYS**
- **CONSIDER DEVELOPING TRAINING ON HOW TO CONDUCT MEDICAL CAPABILITY SURVEYS BASED ON GUIDANCE AND TEMPLATES**
- **CONSIDER CREATING A STANDARDIZED TEMPLATE TO FACILITATE INFORMATION COLLECTION**
- **CONSIDER ESTABLISHING GUIDANCE ABOUT HOW TO CONDUCT MEDICAL CAPABILITY SURVEYS**



Uniformed Services University

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# MEDICAL OPTIONS

## MEDICAL OPTIONS

- Information pulled from multiple data sources (ISOS, State Department, Tactical Units, Operational HQs)
- Hosted on .gov domain (Intelink.gov) to facilitate InterAgency collaboration behind CAC-firewall
- Will feed into MEDCOP; SIPR pending; developing Community of Practice on Health Facility Assessment
- <https://intelshare.intelink.gov/sites/medicalexoptions>

Country	Name	Type of Facility	Department/Endoring Body	Organization/Controlling Agency
United States	Center Hospital (Continental Air Transport Co)	Hospital	U.S. Department of State	Continental Air Transport Co
United States	Center Hospital (Continental Air Transport Co)	Hospital	U.S. Department of State	Continental Air Transport Co
Mexico	Centro Hospital de Kinkhawa, Democracia	Hospital	U.S. Department of State	Continental Air Transport Co
Democratic Republic of the Congo	Centre Hospital de Kinshasa, Democracia	Hospital	U.S. Department of State	Continental Air Transport Co

USAFRICOM MEDICAL CAPABILITY SURVEYS			
Countries in the USAFRICOM Area of Responsibility (listed alphabetically):			
Algeria	Ethiopia	Japan	
Angola	Ghana	Kenya	
Bahamas	Guinea	Madagascar	
Bahrain	Guinea-Bissau	Malawi	
Bangladesh	Guinea-Bissau	Malawi	
Burkina Faso	Guinea-Bissau	Malawi	
Burundi	Guinea-Bissau	Malawi	
Cameroon	Guinea-Bissau	Malawi	

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*Supplement*  
**TAB 6**

Graduate School of Nursing

**Board of Regents Brief**

**Submitted by:** Carol A. Romano, PhD, RN, FAAN

**Date:** May 4, 2023

**Title & School:** Dean, Graduate School of Nursing

**Phone:** 301-295-9004

**Purpose:** Information

**Action** \_\_\_\_\_

**Subject:** Dean's Report – Graduate School of Nursing

**GSN Education**

The 2023-2024 **national rankings** of Best Graduate Nursing School by U.S. News & World Report ranked the GSN's **doctor of nursing practice program (DNP) #23**. The masters of science in nursing program had very few graduates and was not ranked. The survey included 648 schools; 296 responded, and 169 qualified to be ranked on 15 distinct indicators. The GSN continues to be recognized in the **top 5%** of accredited graduate schools of nursing surveyed. Our nurse **anesthesia program remains ranked as #4** of over 120 programs.

This year the GSN celebrates the **20<sup>th</sup> Anniversary of the PhD Program** with 52 alumni whose research contributes to the Military and Federal Health Systems.

**New Child and Adolescent Mental Health Course**

The new psychiatric-mental health nurse practitioner course addresses the mental health needs of military children. Developed by **Air Force Lt. Col. Regina Owen**, program director, the course focuses on evidence-based treatments for common mental health disorders such as depression, anxiety, ADHD, and behavioral problems. It also covers how to deal with the psychological consequences of increased stressors and traumatic events, including COVID-19. The course provides healthcare providers with effective communication skills when engaging with children and adolescents and helps parents recognize their child's strengths.

**STEM Achievers Program**

The Assistant Dean for Student Affairs, **Dr. James Maiden**, is serving as the Director of the new Verizon STEM Achievers program at USU in partnership with the Henry Jackson Foundation. This Program is a **four-week summer immersion for 150 middle school students** from sixth to eighth grades and includes under-represented minority youth (June 20-July 14, 2023). The program aims to provide exposure to STEM careers, develop critical problem-solving and teamwork skills, and build confidence in becoming self-reliant, critical thinkers who can carry these skills into the real world. The program includes STEM mentors, social skills and college readiness workshops, field trips, STEM forums, and a recognition ceremony.

**Students**

### Graduating Class of 2023

This year the GSN will graduate 52 students: 19 family and women's health nurse practitioners (FNP & WHNP), 9 psychiatric mental health nurse practitioners (PMHNP), 20 nurse anesthetists (RNA), and 4 adult-gerontology clinical nurse specialists (AGCNS).

Service representation includes 37% Army, 34% Navy, and 29% Air Force. 10 students qualify to be dual certified as both an FNP and WHNP. **100% board certification first time pass rates were achieved by our FNP and PMHNP students**; and certification results will be officiated upon graduation. Other students will take their certification exams after graduation.

### Matriculating Class of 2026

The new Class of 2026 matriculated May 1, 2023 with 56 members in the class. This represents 12 family nurse practitioners (FNP), 3 women's health nurse practitioners (WHNP), 11 psychiatric mental health nurse practitioners (PMHNP), 24 nurse anesthetists (RNA), 2 adult-gerontology clinical nurse specialists (AGCNS), and 4 PhD students. This year we are matriculating **our first BSN to PhD student**. This class includes **4 direct accessions** in the anesthesia program; three Navy officers and one Air Force. Service representation for the class includes 27% Army, 37% Navy, and 36% Air Force. Eight students have prior enlisted experience and 33% are from underrepresented groups; 84% are married, and 73% have children.

### **Faculty**

**Jan Fall-Dickson, PhD, RN** has accepted the position of **GSN Associate Dean for Research** starting June 5, 2023. Dr. Dickson comes to us most recently from Georgetown University School of Nursing & Health Sciences where she served as the Assistant Chair of Research. Previously she served as Staff Scientist and Special Assistant to the NIH Scientific Director at the National Institute of Nursing Research, and Oncology Clinical Specialist and Research Coordinator at the Washington Hospital Center. Her research focuses on cancer survivorship, symptom science, hematopoietic stem cell transplant, testing novel treatments for oral mucositis & related symptoms, and associated inflammatory biomarkers. Dr. Fall-Dickson received a BSN from University of Maryland, an MSN from Yale & a PhD from Johns Hopkins.

**Dr. Marguerite Engler**, one of our tenured professors in the PhD program passed away after a short illness in March 2023. Dr. Engler's research focused on nutritional interventions for the prevention of coronary heart disease, specifically, the blood pressure lowering effect of omega-3 and -6 fatty acids in hypertension and its underlying mechanisms. Her research demonstrated that dietary docosahexaenoic acid prevents the cardiac and vascular pathology associated with hypertension. Her notable clinical trial, the EARLY (Endothelial Assessment of Risk from Lipids in Youth) Trial demonstrated that antioxidant vitamins C & E or docosahexaenoic acid improved vascular health in hyperlipidemic children at high risk for early coronary heart disease. She was also co-investigator on the first clinical trial to show the benefits of dark chocolate on vascular health. She was a seasoned educator and mentor who made valued contributions to our students and the mission of the GSN.

*Supplement*

**TAB 7**

Postgraduate Dental College

## **Army Postgraduate Dental School**

### **COMPREHENSIVE DENTISTRY – FORT BRAGG, NC**

**MAJ Patrick J. Arbuckle, DC, USA**

*"Identifying Risk Factors for Dental Emergency Visits in the US Army" (Addresses Gap I.A.1/V.B.4)*

**MAJ Frederick M. Dawson, DC, USA**

*Postgraduate Dental College Gap Analysis, II. Prevention and Safety, A. Disease Prevention: Employment of Anti-cariogenic Materials and Devices for Preventive Purposes*

**CPT Jessie E. Gregg, DC, USA**

*Evaluation of common point-of-use filters and the impact on fluoride concentration. Postgraduate Dental College Gap Analysis, II. Prevention and Safety, A. Disease Prevention: Possible removal of fluoride with devices for preventive purposes*

**CPT Joo H. Park, DC, USA**

*The Effect of Storage Condition in a Conex Box on the Properties of Dental Local Anesthesia for Field Use in the Army (Addresses Gap IV.D.2)*

**MAJ Harold D. Willis, DC, USA**

*The Effects of Monster Energy Drink on Surface Roughness of Glass Ionomer Restorations*

**CPT Luke S. Sandersfeld, DC, USA**

*Gap Analysis IV. Materials, Devices, and Techniques A. Restorative Materials, Techniques, and Procedures*

### **COMPREHENSIVE DENTISTRY – FORT HOOD, TX**

**CPT Matthew H. Firestone, DC, USA**

*Marginal Gap and Flexural Strength Comparison Using an Additive v. Reductive Technique to Produce Crowns*

**CPT Katelyn M. Sweet Groh, DC, USA**

*Comparing Shear Bond Strengths of Different Substrates When Cementing to Pekton*

**LTC Keane R. Lindblad, DC, USA**

*Fracture Strength of Endodontically Treated Teeth after Obturation with BC Sealer*

**CPT Nicholas S. Reese, DC, USA**

*Comparison of 3M Scotchbond Universal Plus to CAD/CAM Substrates in Contrast to Conventional Silane Preparation Method*

## **COMPREHENSIVE DENTISTRY – FORT HOOD, TX (cont'd)**

**MAJ Kaisha T. Calvin, DC, USA**

*Polyvinyl Siloxane Mixing Tip Size Effect on Material Characteristics*

**MAJ Gina B. Strifolino DC, USA**

*Force Values for Hand-Torqued Dental Implants-Comparing Healing Abutment Heights Effect on Provider Ability to Apply Insertion Torque*

**CPT Andrea N. Jeffery, DC, USA**

*Flexural Strength Comparison of Post-Sintered Zirconias*

## **COMPREHENSIVE DENTISTRY – SCHOFIELD BARRACKS, HI**

**MAJ Jessica L. Bondy-Carey, DC, USA**

*As Assessment of Army Dentists' Knowledge of Screening Methods and Treatment Options for Obstructive Sleep Apnea*

**MAJ Nicholas G. Ruana, DC, USA**

*Evaluating the Erosive Potential of Beverages Sold at the Schofield Barracks Dental Clinic and Some Possible Less Erosive Alternative Beverages Sold at the Schofield Barracks Commissary*

**CPT Robert K. Van Wagenen, DC, USA**

*Stress Testing of 3D Printed VarseoSmile Crown Plus Resin*

**MAJ Keith A. Smiley, DC, USA**

*Flexural Strength of 3D Printed Denture Acrylic Compared to Conventional and Milled Denture Acrylic*

## **ENDODONTICS – FORT BRAGG, NC**

**MAJ Matthew B. Kinstler, DC, USA**

*Use of CBCT to Determine Morphological Differences of Mandibular Incisor Canal Systems: A Modified Classification System*

**MAJ Rebekah G. Schott, DC, USA**

*Evaluating In Vitro Performance of Void Removal Completed After Continuous Wave Obturation in Replicated Resin Model of Mandibular Second Premolars*

**MAJ Ryan C. Trautmann, DC, USA**

*An In-Vitro Study to Examine the Effects of Location of File Curvature on Cyclic Fatigue Resistance of SS White DC Taper Rotary Nickel-Titanium Files*

## **ENDODONTICS – FORT GORDON, GA**

**CPT Jonathan J. Dismuke, DC, USA**

*Symptomatic Irreversible Pulpitis Managed with Dexamethasone During Delayed Endodontic Treatment: A Case Series*

**CPT Ian N. Prins, DC, USA**

*Full Pulpotomy Addresses Deep Carious Lesions in a Simulated Deployed Military Dental Setting*

**MAJ Brittany E. Bartenstein, DC, USA**

*Development and Evaluation of a Two-Chamber Model for the In Vitro Analysis of Bacterial Leakage Following Endodontic Therapy*

## **PERIODONTICS – FORT GORDON, GA**

**MAJ Rachel J. Duval, DC, USA**

*Influence of Repetition Rate on Cytokine Secretion in Peripheral Blood Mononuclear Cells Exposed to Pulsed Infrared Laser Radiation In Vitro*

**CPT Aaron N. Colamarino, DC, USA**

*Influence of Lactobacillus Reuteri, Bifidobacterium Animalis Subsp. Lactis, and Prebiotic Inulin on Dysbiotic Dental Biofilm Composition Ex Vivo*

**LTC Sergio Munoz, DC, USA**

*Implant Site Development Requirements in an Advanced Dental Education Program: A Series of 290 Cases*

**MAJ Joseph K. Retrum, DC, USA**

*Influence of Substrate Material on the Composition and Diversity of Bacterial Cultures Grow from Human Dental Biofilm Specimens Ex Vivo*

## **PROSTHODONTICS – FORT GORDON, GA**

**CPT Jimmy Chen, DC, USA**

*Effect of Different Color Anodization of Titanium on Resulting Shade of Lithium Disilicate*

**CPT Nathaniel Hoang, DC, USA**

*Biocompatibility of Human Gingival Epithelial Cells on Dental Restorative Material: Lithium Disilicate In Vitro*

**CPT Chang W. Jung, DC, USA**

*Color Stability of Stained and Glazed Monolithic Zirconia Following Thermocycling*



**Naval Postgraduate Dental School  
Navy Medical Leader and Professional Development Command  
Bethesda, MD**

**COMPREHENSIVE DENTISTRY**

**LCDR Michael C. DeFazio, DC, USN**

*Practitioner Knowledge of Dental Adhesive Manufacturer's Instructions for Use: A Survey-Based Study*

**LCDR Alexandra L. Doak, DC, USN**

*Assessment of pH Around Healthy and Questionable Titanium Dental Implants*

**LCDR Kyle W. Ragsdale, DC, USN**

*Coronal Microleakage of Endodontic Access Restorations in Zirconia Restorations*

**LCDR Stephanie L. Roadarmel, DC, USN**

*Effect of Polishing Techniques and the Resistance to Stain of Universal Dental Composites*

**LCDR Sabrina J. Sinceresombie, DC, USN**

*The Impact of Covid-19 on PPE's Carbon Footprint at NPDS*

**LT Dominique A. D'Anthony, DC, USN**

*The Effects of Therapy Dog Intervention on Distress in Adult Patients Undergoing Dental Procedures: A Pilot Study*

**LT Ilona Z. Nockles, DC, USN**

*Animated Video Effect on Hygiene and Dental IQ in Service Members*

**Maj Ian W. Robinson, USAF, DC**

*Quantification of Structure Loss from Diamond Burs Following Clinical Use*

**ENDODONTICS**

**LCDR Hiroya Ako, DC, USN**

*The Effect of Smear Layer Removal on Endodontic Outcomes*

**LCDR Anika Islam, DC, USN**

*The Role of Implant Dentistry in Endodontics: Education and Implementation*

**LCDR Austin B. McIntyre, DC, USN**

*Outcome of Endodontically Treated Cracked Teeth*

**LT Aaron M. Keith, DC, USN**

*Standardization of Variable Taper Files and Corresponding Gutta-Percha Cones Amongst Manufacturers*

## **ORAL PATHOLOGY**

**MAJ Trevor E. Miller DC, USA**

*The Impact of a Pandemic on a Military Oral and Maxillofacial Pathology Biopsy Service*

## **OROFACIAL PAIN**

**Lt. Col. Thomas B. Reynolds, USAF, DC**

*Forgiveness and Orofacial Pain*

**LCDR Matthew E. Simon, USN DC**

*3-Year Retrospective Comparison Between Sleep Disturbance and Orofacial Pain Patients.*

## **PERIODONTICS**

**LCDR Sean P. Farrell, DC, USN**

*Lanap: A 12-Month Outcome Study*

**LCDR Richard E. Sawaya, DC, USN**

*Utilization of Prognosis Assignment: A Cross-Sectional Survey of Military Periodontists*

**LCDR Meredith C. Swisher DC, USN**

*Volumetric Changes in Edentulous Alveolar Ridge Sites Using Reinforced PTFE Mesh*

## **PROSTHODONTICS**

**LCDR Ian P. Colling DC, USN**

*Comparison of Fit Accuracy of Castable Patterns Fabricated Through Additive vs. Subtractive CAD-CAM Technologies*

**LT Renz T. Antonio, DC, USN**

*Time Dependent Dimensional Stability of Peri-Implant Soft Tissues During Impression Making*

**CPT Mary E. Rondeau, DC, USA**

*Milled vs 3D-Printed Occlusal Device Wear Characteristics Against Zirconia*

**Air Force Postgraduate Dental School  
59<sup>th</sup> Medical Wing  
Joint Base San Antonio, Lackland TX**

**COMPREHENSIVE DENTISTRY**

**LCDR Elise Andrews, DC, USN**

*Bond Strength of a Novel Universal Resin Cement to Dentin With or Without an Adhesive Bonding Agent*

**Maj Alexandra D. Okai (Egentowich) USAF, DC**

*Flexural Fatigue Behavior of Novel 3D Printed Crown Materials.*

**Maj Dwayne R. Gentry, USAF, DC**

*Clinical Performance of 3D-Printed Provisional Dental Crowns*

**Maj Siyong Kim, USAF, DC**

*Mechanical Properties of Denture-Base Resins Processed by Conventional and 3D Printing Methods*

**Capt Melissa N. Seibert USAF, DC**

*Ceramic Overlay Fracture Load With/Without Immediate-Dentin Sealing or Same-Day Delivery*

**Capt Vladimir Vader, USAF, DC**

*Evaluating the Diagnostic Efficacy of Tele-Dentistry for Evaluating Dental Emergencies*

**Maj Adam J. Wallum USAF, DC**

*Effect of Milling Speed on Surface Roughness, Marginal Adaptation, and Internal Gap of Zirconia Restorations*

**Maj Jill C. Watson USAF, DC**

*In Vitro Microleakage and Fracture Resistance of “Infinity Edge” and Cusp Reduction Preparation Designs for Moderate-Sized Class II Composites*

**ENDODONTICS**

**Maj Paul T. Pryor, USAF, DC**

*Targeted Endodontic Microsurgery: A Dimensional Analysis of Projected Osteotomy and Resection Pathways in Mandibular Molars*

**CDR Abby J. Shannon, USCG, DC**

*Accuracy of Cone-Beam Computed Tomography (CBCT) Systems in the Diagnosis of Mesiobuccal Canal Anatomy of Maxillary Molars*

## **ORTHODONTICS**

**Maj David C. Brockbank, USAF, DC**

*Correlation Between the Curve of Spee and Vertical Divergence in Skeletal Class III Relationships*

**LCDR Michael Cvelich, DC, USN**

*Comparison in Accuracy of Orthodontic Retainers Fabricated via Digital Printing Versus Thermoplastic Technique*

**MAJ Tyler P. Gregory, USA, DC**

*Assessing the Military Orthodontist's Role in Oral & Maxillofacial Surgeon Preparation for Battlefield Surgical Intervention*

**Maj Heather D. Norton, USAF, DC**

*An In Vitro Evaluation of Wear Rate of Bite Turbo Materials Commonly Used in Orthodontics*

**LCDR Mark D. Ryan, DC USN**

*Correlation Between the Curve of Spee and Vertical Divergence in Skeletal Class I Relationships*

**MAJ Jilian L. Schlenker, USA, DC**

*Effects of Autoclave Sterilization on the Force Properties of an Eruption Spring*

## **PERIODONTICS**

**Maj Brett Z. Jensen USAF, DC**

*Developing an In Vitro Model of Post-Extraction Bleeding and Evaluating the Feasibility of XSTAT for Dental Hemorrhage Control*

**Maj Loc V. Tran, USAF, DC**

*Mechanical Evaluation of 3D Manufactured Scaffolds for Alveolar Ridge Preservation*

## **PROSTHODONTICS**

**Capt Casey D. Goss, USAF, DC**

*An Assessment of Air Force Prosthodontic Practice Trends and Influencing Factors*

**Capt Daniel C. Lee, USAF, DC**

*Air Force Dental Laboratory Services: Survey of Current Capabilities and Anticipated Need*

# POSTGRADUATE DENTAL COLLEGE ANNUAL REPORT

2022



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	1. Enhance PDC Leadership Development	

## I Executive Summary



This report is written to summarize the activities, achievements, and new initiatives of the Postgraduate Dental College (PDC) and demonstrate the College's effectiveness in meeting the specific objectives and outcomes outlined in the PDC Strategic Framework for FY2022. Comprising the **largest portfolio (19) of MS degree-level advanced dental education programs in the US**, the PDC is uniquely structured to provide military mission-focused academic, research, leadership, and leader development that directly enhances the DoD's objectives to achieve and maintain medically-ready fighting forces and ready-medical healthcare teams.

The affiliations between the Uniformed Services University and the Army, Navy, and Air Force that established the PDC in 2010 have proven to be very effective and have continued to mature to now include all 26 military Post-Graduate Year-1 (PGY-1) advanced dental education programs. Including these PGY-1 programs under the PDC umbrella has resulted in the ability to conduct focused faculty development opportunities for military dental educators at the earliest possible career opportunity. As this report will highlight, new strategic initiatives were developed in 2022 to leverage the unique structure of the PDC to improve inter-Service collaborations, faculty development opportunities, and clinical research networks to achieve military-unique educational outcomes.

I have structured this report to align with USU's strategic domains of Education, Research, Leadership and Leader Development to demonstrate the high-level accomplishments that the talented PDC residents, faculty, and alumni achieved in FY2022.

Sincerely,

Drew W. Fallis, DDS, MS, MHPE

Col (Ret) USAF DC

Executive Dean and Professor, Postgraduate Dental College

## II PDC Overview

### APDS, NPDS, & AFPDS Locations



- 19 Dental Residencies in **MS in Oral Biology** degree program at 6 military MTFs/DTFs.
  - 7 ADA-recognized dental specialties.
 

Comprehensive Dentistry (2 yr)	Endodontics (2 yr)
Periodontics (3 yr)	Oral & Maxillofacial Pathology (2 yr)
Prosthodontics (3 or 3.5 yr)	Oral Facial Pain (2 or 3 yr)
Orthodontics (2 yr)	
- 490 non-billeted military officers hold PDC faculty appointments.
- 694 MS in Oral Biology degrees awarded since PDC inception in 2010.
- 26 Dental PGY-1 programs affiliated with PDC at 24 military MTFs/DTFs.
  - On average, 165 residents graduate from these PGY-1 programs annually.



### III Academic Outcomes

#### 1. Accreditation Update

Since 2010, all 19 advanced dental education programs within the MS in Oral Biology degree program have undergone successful accreditation site visits from the American Dental Association (ADA) Commission on Dental Accreditation (CODA). These residencies (**100%**) have earned the highest accreditation rating of “Approval, without reporting requirements” for full 7 year terms. Additionally, **100%** (26/26) of the Dental PGY-1 residency programs affiliated with USU have been fully accredited by the ADA CODA. These include both Advanced Education in General Dentistry-1 Yr (AEGD-1) and hospital-based General Practice Residency (GPR) 1-yr programs.

In 2022, ADA CODA completed successful accreditation site visits at:

- a. Schofield Barracks, HI – APDS Comprehensive Dentistry (2-year MS in Oral Biology)
- b. Fort Carson, CO – APDS Advanced Education in General Dentistry (1-year)
- c. Fort Bliss, TX – APDS Advanced Education in General Dentistry (1-year)
- d. Fort Jackson, SC – APDS Advanced Education in General Dentistry (1-year)
- e. Keesler AFB, MS – AFPDS Advanced Education in General Dentistry (1-year)

Note 1: Accreditation Rate is tracked as a strategic outcome measure and defined in the 2023-2027 PDC Strategic Plan (Target: 100%)

Note 2: ADA CODA approved Major Change submissions to transition first-year curricula in support of AFPDS Periodontics and Prosthodontics Programs from University of Texas Health Sciences Center to the AFPDS/USU (final PDC recapture of purchased curriculum from civilian university to USU).



## III Academic Outcomes

### 2. Graduation Rate (2012-2022) – Master of Science in Oral Biology Degrees earned

Graduation Year	# Admitted	# Withdrawals	# Graduates	Graduation %
2012	30	2	28	93
2013	48	5	43	90
2014	58	5	53	91
2015	64	7	57	89
2016	69	3	66	96
2017	73	3	70	96
2018	83	5	78	94
2019	80	6	74	93
2020	82	4	78	95
2021	78	3	75	96
2022	76	4	72	95
2023	76	5*	71*	
2024	83*			
<b>5 yr Average</b>	<b>78</b>	<b>4</b>	<b>75</b>	<b>95</b>
<b>Cumulative</b>	<b>741</b>	<b>47</b>	<b>694</b>	<b>94</b>

Note 1: Graduation Rate is tracked as a strategic outcome measure (Target:  $\geq 95\%$ )

Note 2: Of the 694 graduates of the PDC, only 5 have required additional time for program completion for a 99.3% on-time graduation rate. All 5 delayed graduates completed program requirements and earned their degree within 6 months of the scheduled program completion date (2 – 30 day delay, 1 – 70 day delay, 1 – 4 month delay, 1 – 5 month delay).

\* Numbers in red may change and/or are not included in cumulative totals.



### III Academic Outcomes

#### 3. Written Board Certification Pass-Rate 2018-2022

Program	2018	2019	2020	2021	2022	5 Yr Cumulative
Comp Dentistry	24 of 28	25 of 28	30 of 35	27 of 32	35 of 37	141 of 160
Endodontics	17 of 17	16 of 16	16 of 16	9 of 9	6 of 6	64 of 64
Orthodontics	7 of 7	5 of 5	6 of 6	6 of 6	5 of 5	39 of 39
Orofacial Pain	NR	1 of 1	NR	1 of 1	2 of 2	3 of 3
Oral Pathology	NA	1 of 1	NR	2 of 2	2 of 2	4 of 4
Periodontics	3 of 3	4 of 4	4 of 4	4 of 4	10 of 10	25 of 25
Prosthodontics	6 of 6	9 of 9	4 of 4	12 of 12	14 of 14	45 of 45
Annual Total	57 of 61	61 of 64	60 of 65	61 of 66	74 of 76	313 of 332
Percentage	93%	95%	92%	92%	97%	94%

Note 1: Written Board Certification Rate is tracked as a strategic outcome measure (Target:  $\geq 90\%$ ).

Note 2: Results are reported for the written portion of board examinations taken while students are enrolled in their respective program. Not all program locations require their students to take this examination as an outcome measure.

\* NR indicates that results were not reported by the program.

\*\* NA indicates that there were no scheduled graduates from the program for that year.



## III Academic Outcomes

### 4. Graduate Competency Satisfaction Rate

The PDC utilizes a 1-year post-graduation survey to assess PDC graduates' rate of satisfaction with their residency training experience and their self-perception of competency 1 year following graduation.



#### 1 Year PDC Post-graduation Survey 2022

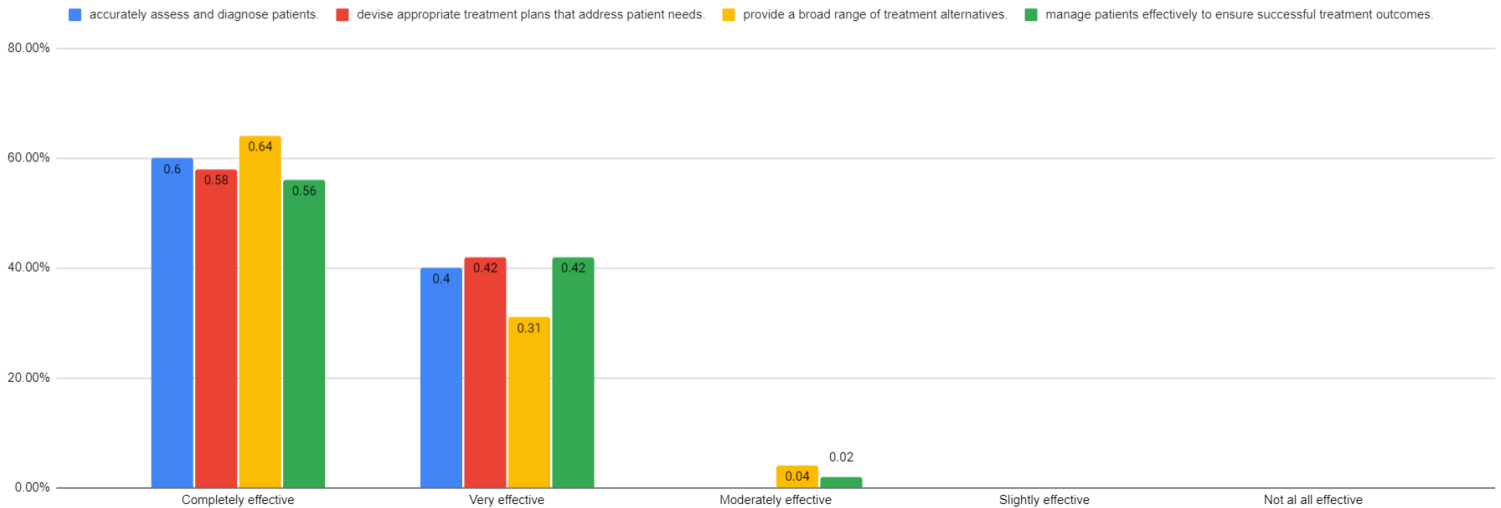
##### 1. Postgraduate Dental College

This survey was designed to evaluate the impact your dental training program had on your professional development and provide dental leadership with vital information for future program design. It will be completed approximately a year following graduation and focus on key areas validated for your development as a dental professional. To ensure anonymity of respondents, personal identifiers will be removed from survey results before forwarding information to Service leadership (Service Deans and Program Directors). The time required to complete this survey will vary depending upon your answers and the program you attended.

Question 15 on this survey is utilized to target the graduates' competency satisfaction ratings:

Having completed a residency program, please rate your perceived effectiveness to:

1 Year Graduates



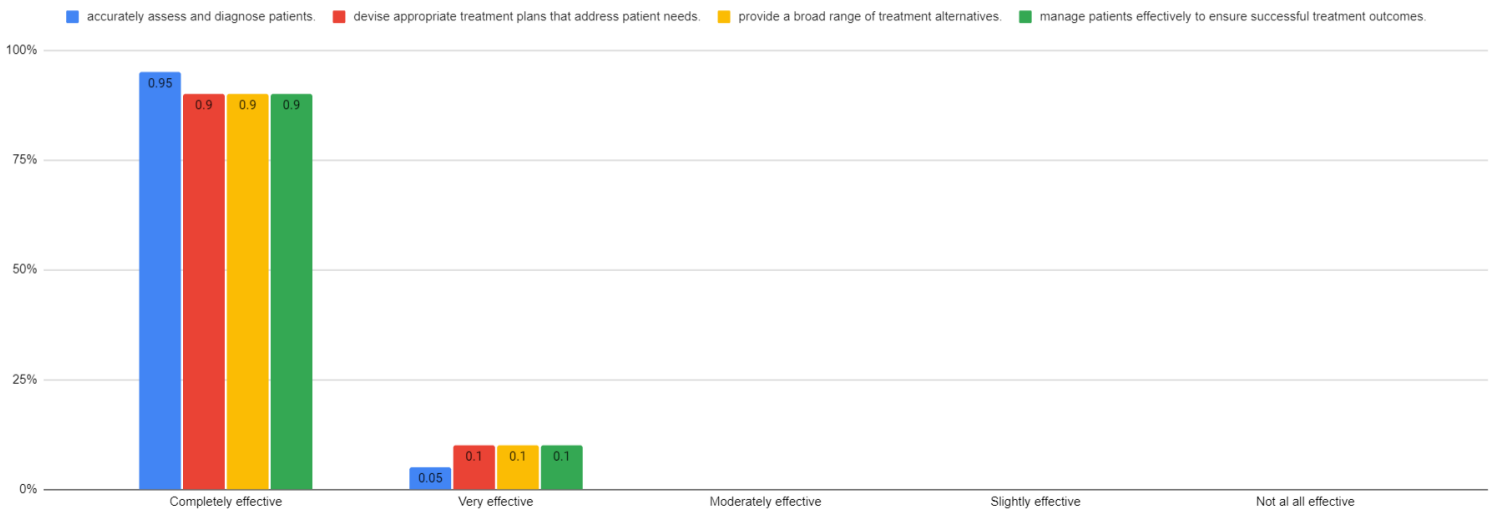
**Note 1:** Graduate competency satisfaction rate is tracked as a strategic outcome measure (Target:  $\geq 90\%$ . Completely or Very Effective).

## III Academic Outcomes

### 5. Supervisor Satisfaction Rate

The PDC utilizes a 1-year post-graduation survey sent to graduates' supervisors that mirrors the questions asked of the graduates. Question 14 on this Supervisor survey aligns with Question 15 on the Graduate survey and is used to quantify supervisors' satisfaction with the competency level of PDC graduates.

How effective is this graduate in the ability to:  
Supervisors



Note 1: Supervisor satisfaction rate is tracked as a strategic outcome measure (Target:  $\geq 90\%$ . Completely or Very Effective).

## IV Academic Initiatives

### 1. Standardized Readiness Curriculum

Following consultation with Dental Service and DHA J7 leadership, PDC faculty will initiate the development of a standardized, collaborative, curriculum that can be utilized across all PDC advanced dental education programs. This would include the use of selective online teaching modules and simulation exercises that would augment on-site, face-to-face activities directed toward readiness knowledge and skills development.



**Risk of Dental Disease Non-Battle Injuries and Severity of Dental Disease in Deployed U.S. Army Personnel**  
Barbara E. Wojcik, PhD; Wieslawa Szustal-Fedorowicz, PhD; Rebecca J. Humphrey, MA; LTC Paul Coltrane, DC USAF; Alicia C. Guerrero, MPH; John W. Simcock, DDS, MPH; Adam Fedorowicz, PhD; COL Steven Eisenberg, DC USAF; COL George G. Rogers, DC USAF; COL Philip DeNicolis, DC USAF

**ABSTRACT:** Dental Disease and Non-Battle Injuries (D-DNBI) continue to be a problem among U.S. Army active duty (AD) U.S. Army National Guard (ARNG), and U.S. Army Reserve (USAR) deployed soldiers in Operation Enduring Freedom/Operation New Dawn (OEF/OIF) personnel for AD, 15% for ARNG, and 14% for USAR. The objectives of this study were to describe D-DNBI incidence and to determine risk factors for dental readiness risk high severity diagnosis for deployed soldiers. The 78 diagnoses were classified into dental readiness risk high severity D-DNBI. In both categories, Reserve had a higher risk of D-DNBI than active duty (AD). The ARNG had a 1% increased risk over AD. Personnel had a higher risk of D-DNBI (D-DNBI) compared to males in both categories. High severity D-DNBI rate decreased over 20% in ARNG (D-DNBI) compared to males in both categories. High severity D-DNBI rate over AD 2.7% of all diagnoses. While Afghanistan, there was a 42% increased risk of high severity D-DNBI for each additional deployment month.

from their duty station because of dental problems can impact force in readiness mission success. Scaling care for a D-DNBI can also be a danger to the soldier and other personnel required to occur the emergency. One soldier experiencing a D-DNBI can require up to nine personnel and a variety of resources to evaluate the soldier to receive necessary care.

**INTRODUCTION**  
Ensuring a healthy and fit-to-fight force is paramount to the success of the U.S. Military. Oral diseases and conditions can cause severe pain and dysfunction, thus interfering with a soldier's ability to eat, communicate, sleep, or concentrate on the task at hand, and can sometimes, ultimately affect the ability of not treated dental emergencies, ultimately affect the ability of Dental Disease Non-Battle Injuries (D-DNBI), are defined as any untimely and/or avoidable dental condition that interferes with any individual and/or organizational mission by the soldier to be a problem, which causes them to seek the help or advice of a dental officer.<sup>1</sup> Soldiers removing themselves from their duty station because of dental problems can impact force in readiness mission success. Scaling care for a D-DNBI can also be a danger to the soldier and other personnel required to occur the emergency. One soldier experiencing a D-DNBI can require up to nine personnel and a variety of resources to evaluate the soldier to receive necessary care.

**ABSTRACT:** Dental Disease and Non-Battle Injuries (D-DNBI) continue to be a problem among U.S. Army active duty (AD) U.S. Army National Guard (ARNG), and U.S. Army Reserve (USAR) deployed soldiers in Operation Enduring Freedom/Operation New Dawn (OEF/OIF) personnel for AD, 15% for ARNG, and 14% for USAR. The objectives of this study were to describe D-DNBI incidence and to determine risk factors for dental readiness risk high severity diagnosis for deployed soldiers. The 78 diagnoses were classified into dental readiness risk high severity D-DNBI. In both categories, Reserve had a higher risk of D-DNBI than active duty (AD). The ARNG had a 1% increased risk over AD. Personnel had a higher risk of D-DNBI (D-DNBI) compared to males in both categories. High severity D-DNBI rate decreased over 20% in ARNG (D-DNBI) compared to males in both categories. High severity D-DNBI rate over AD 2.7% of all diagnoses. While Afghanistan, there was a 42% increased risk of high severity D-DNBI for each additional deployment month.

**INTRODUCTION**  
Ensuring a healthy and fit-to-fight force is paramount to the success of the U.S. Military. Oral diseases and conditions can cause severe pain and dysfunction, thus interfering with a soldier's ability to eat, communicate, sleep, or concentrate on the task at hand, and can sometimes, ultimately affect the ability of not treated dental emergencies, ultimately affect the ability of Dental Disease Non-Battle Injuries (D-DNBI), are defined as any untimely and/or avoidable dental condition that interferes with any individual and/or organizational mission by the soldier to be a problem, which causes them to seek the help or advice of a dental officer.<sup>1</sup> Soldiers removing themselves from their duty station because of dental problems can impact force in readiness mission success. Scaling care for a D-DNBI can also be a danger to the soldier and other personnel required to occur the emergency. One soldier experiencing a D-DNBI can require up to nine personnel and a variety of resources to evaluate the soldier to receive necessary care.

**ABSTRACT:** Dental Disease and Non-Battle Injuries (D-DNBI) continue to be a problem among U.S. Army active duty (AD) U.S. Army National Guard (ARNG), and U.S. Army Reserve (USAR) deployed soldiers in Operation Enduring Freedom/Operation New Dawn (OEF/OIF) personnel for AD, 15% for ARNG, and 14% for USAR. The objectives of this study were to describe D-DNBI incidence and to determine risk factors for dental readiness risk high severity diagnosis for deployed soldiers. The 78 diagnoses were classified into dental readiness risk high severity D-DNBI. In both categories, Reserve had a higher risk of D-DNBI than active duty (AD). The ARNG had a 1% increased risk over AD. Personnel had a higher risk of D-DNBI (D-DNBI) compared to males in both categories. High severity D-DNBI rate decreased over 20% in ARNG (D-DNBI) compared to males in both categories. High severity D-DNBI rate over AD 2.7% of all diagnoses. While Afghanistan, there was a 42% increased risk of high severity D-DNBI for each additional deployment month.

## V Research Summary & Awards Announcement



Research has been an integral component of the Postgraduate Dental College's focus since its inception in 2010. Initially, the Master of Science degree was awarded in two dental disciplines, but the current spectrum has expanded to include some seven content/specialty areas.

The research component of residency training is intended to augment the military's exceptional clinical dentistry platforms by providing improved understanding of common research processes and procedures. The resultant awareness allows graduates to more accurately evaluate the scientific literature, and to incorporate relevant information into clinical practice. This focus benefits both the US military community and the dental profession.

Since 2018, PDC research efforts have been focused upon five major areas deemed consequential to the Department of Defense, and delineated in the PDC's Operational Gap Analysis. The areas are: Health and Human Performance; Prevention and Safety; Pain; Dental Materials, Devices, and Techniques; and Technology and Innovation.

Investigative efforts are highlighted each year within the Tri-Service Dental Research Competition. This competition features the premier projects from Army, Navy, and Air Force Postgraduate Dental Programs, and culminates with the Board of Regents Patrick D. Sculley Research Award.

**The winner of the 2022 Patrick D. Sculley Award was MAJ Joshua A. Akers, US Army for "The effect of prebiotic inulin and probiotic optical density variations on *Lactobacillus reuteri* and *Bifidobacterium animalis* subsp. *Lactis* in an in vitro biofilm model."**

Sincerely,

Rodney D. Phoenix, DDS, MS

Col (Ret) USAF DC

Associate Dean for Dental Research, Postgraduate Dental College

## VI Research Outcomes

### 1. Published Manuscripts

#### **PUBLISHED MANUSCRIPTS (43)**

Note 1: The number of student and faculty publications in peer-reviewed professional journals is used as a strategic outcome measure of Research and Scholarship in alignment with the Postgraduate Dental College Strategic Plan (Target:  $\geq 20$  manuscripts)

Adams KR, Savett DA, Lien W, Raimondi C, Vandewalle KS. **Evaluation of a Novel “Quad” Wavelength Light Curing Unit.** J Clin Exp Dent. 2022;14(10):815-21.

Akers JA, Johnson TM, Wagner JC, Vargas SM, Colamarino AN, Jenzer AC, Lincicum AR, Hawie JB, Lancaster DD. **Dental implants at sites of focal high and mixed density osseous lesions: clinical practice guidelines.** [Online ahead of print 2 February 2022]. <https://doi.org/10.1002/cap.10192>.

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## VI Research Outcomes

Dickens, N., Niccolai, N., Justice, A. (2022) **Human Papillomavirus Associated Disease Burden in US Veterans Utilizing Veteran Affairs Medical Care** (Under Review) [Journal of the National Cancer

Dickens, N., Niccolai, L., Justice, A., Paltiel, A.D. (2022) **Comparative Analysis of Cases Averted and Quality Adjusted Life Years Gained from Four Human Papillomavirus Vaccination Strategies Implemented in the US Uniformed Armed Forces** (Under Review) [Vaccine]

Dickens, N., Niccolai, L., Justice, A., Paltiel, A.D. (2022) **Cost-effectiveness Analysis of Human Papillomavirus Vaccination Strategies in the United States Uniformed Armed Forces** (Under Review) [PLOS Medicine]

Ellis AW, Kosaraju A, Ruff RR, Miller CB, Francis JM, Vandewalle KS. **Dental Erosion as an Indicator of Gastroesophageal Reflux Disease**. Gen Dent. 2022 Nov-Dec; 71:46-51

Fallis DW, Irwin S, Cervero R, Durning S. **Frameworks to Guide Faculty Development for Health Professions Education: A Scoping Review**. J Contin Educ Health Prof. 2022 Jul;42(3):180-189..

Fricton J, Chen H, Shaefer J, Mackman J, Okeson J, Ohrbach R, Klasser G, Hawkins J, Hasel R, Heir G. (2022) **New curriculum standards for teaching temporomandibular disorders in dental schools: A commentary**. The Journal of the American Dental Association. 153(5), 395-398.

Gentz FI, Brooks DI, Liacouras PC, Petrich A, Hamlin CM, Ellert DO, Ye L. **Retentive Forces of Removable Partial Denture Clasp Assemblies Made from Polyaryletherketone and Cobalt-Chromium: A Comparative Study** J Prosthodont. 2022 Apr;31(4):299-304

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Hu E, and Miguel III R. (2021). **Prosthodontic and Endodontic Considerations for Treatment of Military Working Dogs**. Medical Journal (Fort Sam Houston, Tex.) PB 8-21-10/11/12: 27-32.

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## VI Research Outcomes

LT Wei Liu. **Effect of Ultrasonic Vibration on the Presence of Voids in Core Buildup Materials.** (Accepted for publication by General Dentistry Journal.)

Muñoz S, Johnson TM, Dutner JM, Lancaster DD, Lincicum AR, Stancoven BW. **Implant Site Development Requirements in an Advanced Dental Education Program: A Series of 290 Implants.** J Dent Educ. [Online ahead of print May 26, 2022]. <https://doi.org/10.1002/jdd.12952>.

Ochsner AR, Ross RD. **Epithelioid and Spindle Cell Rhabdomyosarcoma of the Oral Mucosa with FUS Rearrangement.** Head Neck Pathol. 2022 Mar 30.

Owen, M, Gray, B, Hack, N, Perez, L, Allard, RJ, Hawkins, J. (2022) **Impact of botulinum toxin injection into the masticatory muscles on mandibular bone: A systematic review.** Journal of Oral Rehabilitation. 49(6), 644-653.

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Pfaff AS, Bumpers AP, Swenson DT, Ange BL, Wikesjö UME, Johnson TM. **Overlay analysis of cone-beam computed tomography volumes acquired before and after horizontal alveolar ridge augmentation.** Med J 2021;Oct-Dec:40-49. PMID: 34714921.

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Struthers M, Sierra D, Hoopes W, Arnason S, Vandewalle K. **Accuracy of Intraoral Camera Sleeves Based on Decontamination and Calibration.** J Dent Res 2022.

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Vargas SM, Dimalanta WG, Johnson TM. **Guided protocol for indirect fabrication of a custom provisional restoration prior to immediate implant surgery in the esthetic zone.** Clin Adv Periodontics. [Online ahead of print June 2022]. <https://doi.org/10.1002/cap.10215>.

Wagner JC, Johnson TM, Gilbert WA. **Should periodontists prescribe postoperative oral corticosteroids to control pain and swelling? A systematic review.** Clin Advances Periodontics 2022;12:134-142.

## VI Research Outcomes

Wirth NM, Henrichs LE, Savett D, Lien W, Crabtree M, Vandewalle KS. **Efficacy of various decontamination methods and sterilization on contaminated and inoculated diamond-coated burs.** Gen Dent. 2022 Jan-Feb;70(1):56-60.

Wu TH, Lian C, Lee S, Pastewait M, Piers C, Liu J, Wang F, Wang L, Chiu CY, Wang W, Jackson C, Chao WL, Shen D, Ko CC. **Two-Stage Mesh Deep Learning for Automated Tooth Segmentation and Landmark Localization on 3D Intraoral Scans.** IEEE Trans Med Imaging. 2022 Jun 6;PP. doi: 10.1109/TMI.2022.3180343. Epub ahead of print. PMID: 35666796.

Wu, TH, Lian C, Piers C, Pastewait M, Wang L, Shen D, Ko CC. (2021). **Machine (Deep) Learning for Orthodontic CAD/CAM Technologies.** In: Ko, CC., Shen, D., Wang, L. (eds) Machine Learning in Dentistry. Springer, Cham. [https://doi.org/10.1007/978-3-030-71881-7\\_10](https://doi.org/10.1007/978-3-030-71881-7_10).

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Wang X, Pastewait M, Wu TH, Lian C, Tejera B, Lee YT, Lin FC, Wang L, Shen D, Li S, Ko CC. **3D morphometric quantification of maxillae and defects for patients with unilateral cleft palate via deep learning-based CBCT image auto-segmentation.** Orthod Craniofac Res. 2021 Dec;24 Suppl 2(Suppl 2):108-116. doi: 10.1111/ocr.12482. Epub 2021 Mar 25. PMID: 33711187; PMCID: PMC8435046.

Wu TH, Lian C, Lee S, Pastewait M, Piers C, Liu J, Wang F, Wang L, Chiu CY, Wang W, Jackson C, Chao WL, Shen D, Ko CC. **Two-Stage Mesh Deep Learning for Automated Tooth Segmentation and Landmark Localization on 3D Intraoral Scans.** IEEE Trans Med Imaging. 2022 Jun 6;PP. doi: 10.1109/TMI.2022.3180343. Epub ahead of print. PMID: 35666796.

Chen S, Wu TJ, Wu TH, Pastewait M, Zheng A, Wang L, Wang X, Ko CC. (2021). **Machine (Deep) Learning for Characterization of Craniofacial Variations.** In: Ko, CC., Shen, D., Wang, L. (eds) Machine Learning in Dentistry. Springer, Cham. [https://doi.org/10.1007/978-3-030-71881-7\\_8](https://doi.org/10.1007/978-3-030-71881-7_8).

Wu, TH, Lian C, Piers C, Pastewait M, Wang L, Shen D, Ko CC. (2021). **Machine (Deep) Learning for Orthodontic CAD/CAM Technologies.** In: Ko, CC., Shen, D., Wang, L. (eds) Machine Learning in Dentistry. Springer, Cham. [https://doi.org/10.1007/978-3-030-71881-7\\_10](https://doi.org/10.1007/978-3-030-71881-7_10).

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Struthers M, Sierra D, Hoopes W, Arnason S, Vandewalle K. **Accuracy of Intraoral Camera Sleeves Based on Decontamination and Calibration.** J Dent Res 2022.

## VI Research Outcomes

### **2. Alignment of PDC resident research and scholarship with DoD priorities.**

2022 marks the first year in which the PDC achieved 100% alignment of graduate research topics with pre-established knowledge or capability gaps in the DoD or MHS.

Note 1: The percentage of active/ongoing PDC research projects associated with established knowledge and capability gaps is utilized as a strategic outcome measure and tracked on an annual basis. (Target:  $\geq 90\%$ )

### **3. Alignment of PDC-funded research projects with DoD priorities.**

For 2022, the PDC achieved 100% alignment of funded research projects with pre-established knowledge or capability gaps in the DoD or MHS.

Note 1: The percentage of active/ongoing PDC research projects associated with established knowledge and capability gaps is utilized as a strategic outcome measure and tracked on an annual basis. (Target: 100%)

## VII Research Initiatives

### 1. Expand research and scholarship efforts in collaboration with the Tri-Service Center on Oral Health Studies (TSCOHS).

To optimize the expertise within the TSCOHS, especially in the area of Dental Public Health research, an initiative was developed to integrate the newly-developed PDC Long-Term Career Outcome Study into TSCOHS and expand the scope of dental research efforts in support of PDC residents, faculty, and alumni.

### 2. Promote integrated research efforts within and across the Services to facilitate meaningful investigation addressing critical topics and/or needs.

This initiative was developed to leverage the PDC structure, especially the 26 PGY-1 locations (\* in image below), to develop a **Military Practice Based Research Network (MPBRN)** and initiate clinical investigations into a variety of dental public health issues deemed vital to the success of the DoD (sleep apnea diagnosis/treatment, oral & systemic health interactions, etc.).



## VIII Leadership & Leader Development Summary



PDC graduates and staff are military officers who are expected to provide the highest quality dental care to our nation's military both in-garrison and the operational environment. At times, the care and support requirements will extend beyond the traditional oral milieu to include meeting the demands of the wartime Ready Medic. Additionally, as military officers PDC graduates are expected to lead not only in the dental clinical realm, but also to be prepared to lead across the spectrum of military unique opportunities that will avail themselves in the current and future state Department of Defense.

We must assist PDC faculty members in developing skills related to the academic pillars of medicine (inclusive of dentistry). The domains include Teaching, Research and Service and the skills related to the roles of teacher and educator, researcher and scholar, and administrator and leader. Within health professions education, faculty development has been defined as the activities designed to improve the knowledge and skills as teachers, educators, leaders, managers, researchers, and scholars. The PDC recognizes developmental activities as those efforts directed toward growth in all scholarship domains (Research, Teaching, and Service).

With this in mind, it is imperative the USU PDC faculty members are provided with robust and rigorous faculty, leadership and lifelong learner development opportunities. These will enable them to keep pace with changes occurring in higher education and innovations in teaching and learning which are critical to advancing student success in and beyond the classroom. These enabled faculty will provide the launchpad needed to train and develop military dental officer professionals from residents to master clinicians and leaders with rigorous clinical, scientific and leadership educations to deliver the highest quality outcomes to our military members.

Sincerely,

Jay D. Graver, DMD, MS

Col (Ret) USAF DC

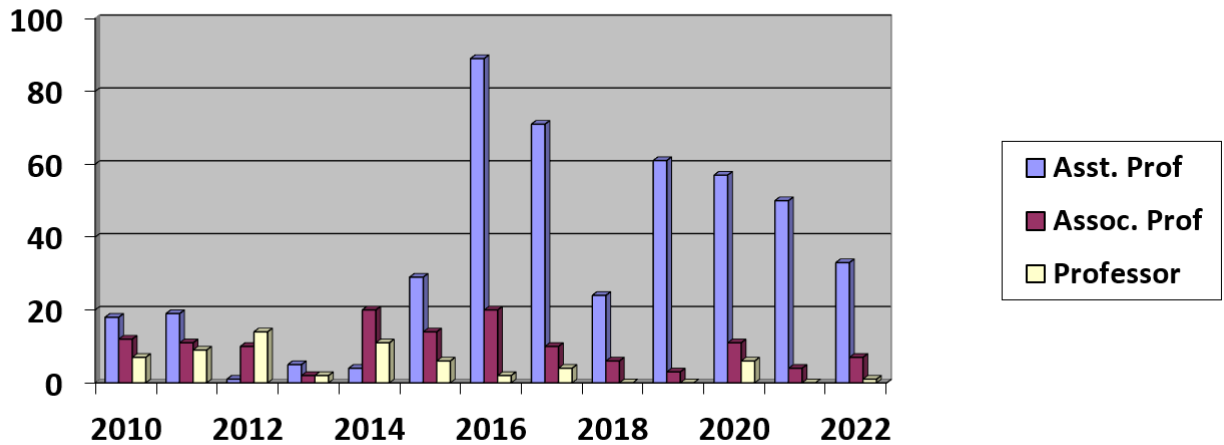
Associate Dean for Faculty Affairs, Postgraduate Dental College

## VIII Leadership & Leader Development Summary

### Faculty Development

Thirty-three new faculty were appointed in FY2022 and eight were promoted (seven to associate professor and one to professor) There are now 501 military dental educators holding USU faculty appointments within the PDC. The graph below illustrates the distribution of these faculty based on faculty rank and highlights the growth in Assistant Professorships that accompanied the addition of military PGY-1 programs (AEGD-1 & GPR) to the PDC.

**PDC Faculty Appointments**



PDC faculty have continued to take advantage of faculty development opportunities available via the School of Medicine (SOM) Faculty Development Certificate Program, the USU Center for Health Professions Education (CHPE) certificate and degree programs, and PDC-sponsored developmental opportunities through the American Dental Education Association (ADEA) Academy of Academic Leadership Institute for Teaching & Learning (AAL-ITL). During FY2022, 32 PDC faculty earned SOM certificates in either Teaching, Academic Leadership, or Advanced Teaching bringing the total number of SOM certificates earned by PDC Faculty to 104, since the program was re-structured in 2015. During FY 2022, 12 PDC faculty were actively pursuing completion of either a certificate (Introduction to Foundations in Health Professions Education or Foundations in Health Professions Education), Master of Education (MEd-HPE) or Master of Health Professions Education (MHPE) program offered by the USU CHPE. During FY2022, 2 faculty members attended the PDC-sponsored faculty development course along with their civilian dental faculty colleagues at the ADEA AAL-ITL.

## VIII Leadership & Leader Development Summary

### 2022 Academy for Academic Leadership (AAL) Institute for Teaching and Learning (ITL)

Col Brian Stancoven (AFPDS, Associate Professor of Comprehensive Dentistry)  
LTC(P) Adam Lincicum (APDS, Assistant Professor of Periodontics)

### USU School of Medicine Faculty Development Teaching Certificate Recipients

CAPT Richard Adcook (NPDS, Associate Professor of Comprehensive Dentistry)  
CDR Peter Cervenka, (NPDS, Dept of Oral & Maxillofacial Surgery)  
Clayton Cheung (NPDS, Dept of Comprehensive Dentistry)  
Maj Hannah Colburn (AFPDS, Assistant Professor of Prosthodontics)  
LCDR Diana Cole (NPDS, Assistant Professor of Prosthodontics)  
LT Katiana Cruet (NPDS, Dept of Comprehensive Dentistry)  
Lt Col Preston Duffin (AFPDS, Assistant Professor of Orofacial Pain)  
CDR Kristi Erickson (NPDS, Assistant Professor of Comprehensive Dentistry)  
LCDR Gregory Gittleman (NPDS, Dept of Orthodontics)  
LCDR Marina Hernandez-Feldpausch (NPDS, Assistant Professor of Comp Dentistry)  
LCDR Andrew Knofczynski (NPDS, Assistant Professor of Comprehensive Dentistry)  
CAPT Chad Lee (NPDS, Dept of Comprehensive Dentistry)  
Lt Col Allen Pratt (AFPDS, Assistant Professor of Endodontics)  
Lt Col David Schindler (AFPDS, Assistant Professor of Comprehensive Dentistry)  
Maj Sae-Eun Schlottke (AFPDS, Assistant Professor of Prosthodontics)  
Lt Col Jelena Seibold (AFPDS, Assistant Professor of Endodontics)  
Maj Casey Slack (AFPDS, Assistant Professor of Comprehensive Dentistry)  
Maj Kimberly Tong (AFPDS, Assistant Professor of Oral and Maxillofacial Pathology)  
Col Thomas Weber (AFPDS, Assistant Professor of Orofacial Pain)  
LCDR Allison Weinberg (NPDS, Dept of Comprehensive Dentistry)  
Lt Col Saiprasad Zemse (AFPDS, Assistant Professor of Periodontics)

### USU School of Medicine Faculty Development Advanced Teaching Certificate Recipients

Lt Col Nicholas Duvall (AFPDS, Professor of Comprehensive Dentistry)  
Lt Col Emily Ibarra (AFPDS, Assistant Professor of Comprehensive Dentistry)  
COL Peter Guevara (APDS, Professor of Comprehensive Dentistry)  
Col David Klingman (AFPDS, Professor of Oral Pathology)

### USU Academic Leadership Course Graduates and Certificate Recipients

CDR Eric Bischoff (NPDS, Dept of Oral & Maxillofacial Surgery)  
LCDR Preston Criddle (NPDS, Assistant Professor of Orofacial Pain)  
CDR Nicholas Hamlin (NPDS, Professor of Comprehensive Dentistry)  
Lt Col Wyeth Hoopes (AFPDS, Associate Professor of Comprehensive Dentistry)  
MAJ Robert Masterson (APDS, Assistant Professor of Comprehensive Dentistry)



## VIII Leadership & Leader Development Summary

Maj Terrell Mitchell (AFPDS, Assistant Professor of Comprehensive Dentistry)  
Lt Col Allen Pratt (AFPDS, Assistant Professor of Endodontics)

### USU Certificate or Degree Track within the Center for Health Professions Education

COL Lisa Yarbrough (APDS, Master in HPE)  
Lt Col Joseph Dutner (APDS, Master in HPE)  
LCDR James Hawkins (NPDS, MEd in HPE)  
Dr. Jeff Kim (NPDS, Master in HPE)  
Col Scott Irwin (AFPDS, Master in HPE)  
LCDR Michael Hoffman (NPDS, Foundations in HPE)  
Maj Evan Roberts (AFPDS, Foundations in HPE)  
LTC Walter Dimalanta (APDS, Foundations in HPE)  
LTC Erik Reifensahl (APDS, MEd in HPE)  
LCDR Rachel Dulebohn (NPDS, Foundations in HPE)  
COL Thomas Johnson (APDS, Foundations in HPE)  
LCDR Caitlin Darcey (NPDS, Master in HPE)



## IX Leadership & Leader Development Outcomes

### 1. PDC students, faculty, or alumni promoted to the military rank of 0-6.

To meet the strategic objective of providing sought-after leadership and service throughout the uniformed services and across the US Government in support of national security, the PDC tracks the promotion of graduates &/or faculty to the rank of 0-6.

Note 1: This metric is expressed as a percentage of the total dental promotions to the rank of 0-6 (Target:  $\geq 30\%$ ).

	Army	Navy	Air Force	Total
2019	9/15	8/18	10/18	27/51 (53%)
2020	5/20	7/16	8/14	20/50 (40%)
2021	5/23	6/16	9/14	20/53 (38%)
2022	10/26	15/24	15/19	40/69 (58%)

### 2. Provide leadership support to the Joint Staff, COCOMS, component commands, and other elements of the uniformed services.

To meet the strategic objective the PDC tracks the number of alumni or faculty serving in academic of leadership positions. Academic leadership positions are defined as earning SOM Academic Leadership Certificate, enrolled in or earning Health Professions Education Certificates or Degrees, Chairing USU institutional-level Committees or serving as Program Director, Department Chair/Head, Associate Dean, Dean. Military leadership positions defined as Surgeon General Consultant or Senior Staff Positions to include DHA/SG Staff, Commander, Corps Chief, etc.

Note 1: This metric is tracked as a strategic outcome measure (Target:  $\geq 25$  academic/leadership positions on an annual basis).

Surgeon General Consultants/Specialty Leaders (47)

#### USAF

Col Erin Speier (AFPDS, Assistant Professor) – Chief Consultant  
 Col Casey Campbell (AFPDS, Adjunct Assistant Professor) – Clinical Dentistry, Periodontics  
 Col Wen Lien (AFPDS, Assistant Professor) – Biomaterials  
 Col Angela Montellano (AFPDS, Assistant Professor) – Endodontics  
 Col Wen Lien (AFPDS, Associate Professor) – Biomaterials  
 Lt Col Mitzi Palazzolo (AFPDS, Associate Professor) – Forensic Dentistry  
 Col James Knowles (AFPDS, Associate Professor) – General Dentistry; Graduate & Continuing Education  
 Lt Col Fred Krey (AFPDS, Associate Professor) – Hospital Dentistry

## IX Leadership & Leader Development Outcomes

Col Ketu Lincoln (AFPDS, Assistant Professor) – Maxillofacial Prosthetics  
 Col David Klingman (AFPDS, Associate Professor) – Oral and Maxillofacial Pathology  
 Col Teresa Reeves (AFPDS, Associate Professor) – Oral and Maxillofacial Radiology  
 Col Carl Labella (AFPDS, Assistant Professor) – Oral and Maxillofacial Surgery  
 Col Richard Townsend (AFPDS, Associate Professor) – Orofacial Pain  
 Col Erin Speier (AFPDS, Assistant Professor) – Orthodontics  
 Col Stephen Gasparovich (AFPDS, Assistant Professor) – Pediatric Dentistry  
 Col Cade Salmon (AFPDS, Assistant Professor) - Prosthodontics  
 Lt Col Scott Irwin (AFPDS, Assistant Professor) – Dental Public Health  
 Dr. Kraig Vandewalle (AFPDS, Professor) – Dental Research  
 Col Michael Webb (AFPDS, Associate Professor) – AEGD1

### USN

CAPT Marc Stokes (NPDS, Associate Professor) – Dental Professional Education  
 CDR Laleh Abdolazadeh (NPDS, Associate Professor) – Prosthodontics  
 CDR Trey Harper (NPDS, Assistant Professor) – Advanced Restorative Digital Dentistry  
 CAPT Lewis Carpenter (NPDS, Assistant Professor) – Maxillofacial Prosthetics and Dental Implants  
 CAPT Richard Adcock (NPDS, Associate Professor) – Operative Dentistry  
 LCDR Andrew Knofczynski (NPDS, Assistant Professor) – Clinical Restorative Digital Dentistry  
 LCDR James Hawkins (NPDS, Assistant Professor) – Orofacial Pain  
 CDR Daniel Honl (NPDS, Assistant Professor) – Oral and Maxillofacial Surgery and ACP Exodontia  
 CAPT Sabina Yun (NPDS, Assistant Professor) – Pediatric Dentistry  
 CDR Barak Wray (NPDS, Assistant Professor) – Laser Dentistry  
 CDR Nicholas Hamlin (NPDS, Professor) – Dental Research  
 CDR Jayson Huber (NPDS, Adj Assistant Professor) – Comprehensive Dentistry & ACP General Dentistry  
 CAPT Nancy Osborne (NPDS, Adjunct Assistant Professor) – Endodontics  
 CAPT Bradley Jones (NPDS, Associate Professor) – Oral & Maxillofacial Pathology & Forensic Odontology  
 CDR Gregory Ringler (NPDS, Assistant Professor) – Oral & Maxillofacial Radiology  
 CAPT Casey Burns (NPDS, Assistant Professor) – Orthodontics  
 CAPT Keith Merchant (NPDS, Assistant Professor) – Periodontics  
 CDR Katherine Cheng (NPDS, Assistant Professor) – PGY1 Programs

### USA

COL David Tucker (APDS, Professor) – Dental Education  
 LTC Christa Goodwin (APDS, Appointment Pending) – Dental Public Health  
 LTC Joe Dutner (APDS Associate Professor) – Endodontics  
 COL Lisa Franklin (APDS, Assistant Professor) – Oral Pathology

## IX Leadership & Leader Development Outcomes

COL Diana Weber (APDS, Assistant Professor) – Orthodontics  
COL Lisa Yarbrough (APDS Associate Professor) – General Dentistry – Comprehensive  
LTC Alex Smith (APDS Assistant Professor) – Orofacial Pain  
COL Thomas Stark (APDS Associate Professor) – Pediatric Dentistry  
COL Thomas Johnson (APDS Associate Professor) – Periodontics  
LTC Stephen Cherrington (APDS Assistant Professor) – Prosthodontics

### Command Assignments

COL Peter Guevara (APDS, Associate Professor) – Commander, USA Dental Health Activity  
Fort Carson  
Col Stephen Gasparovich (AFPDS, Assistant Professor) – 59 Dental Training Squadron  
Commander  
Lt Col Michael Silverman (AFPDS, Assistant Professor) – 59 Dental Support Squadron  
Commander  
Col Brian Penton (AFPDS, Assistant Professor) – 59 Dental Squadron Commander  
COL Diana Weber (APDS, Assistant Professor) – Commander, USA Dental Health Activity Fort  
Gordon  
LTC(P) Adam Lincicum (APDS, Assistant Professor) – OIC, Tingay Dental Clinic, Fort Gordon

### USU Committee Service

COL Lisa Yarbrough (APDS Associate Professor): Faculty Senator,  
Member, USU Faculty Assembly,  
Past Chair, Faculty Senate Diversity and Inclusion *Ad hoc* Committee.

COL Pete Guevara (APDS, Associate Professor), USU Faculty Senator  
Member, USU Faculty Assembly,  
Member, Nominations & Elections Committee,  
Member, Diversity, Equity, and Inclusion Committee.  
Member, USU PDC Faculty Development Committee

Lt Col Angela Synatzske, USU Faculty Senator  
Member, USU Faculty Assembly,  
Member, Education Committee

Dr. Jeffrey J. Kim, USUHS Faculty Senator,  
Member, USU Faculty Assembly,  
Member, 1100 Committee  
Member, Education Committees

LCDR James Hawkins, USU Faculty Senator  
Member, USU Faculty Assembly,  
Member 1100 Committee

## IX Leadership & Leader Development Outcomes

CAPT Susan Hinman, Member USU HARMC (Human Anatomical Review Committee).

LCDR Matthew Simon USUHS Presidential Search Committee

LTC Thomas Johnson (APDS, Professor of Periodontics) Chair, PDC Committee on Appointments and Promotions; Member, PDC 1100D Committee.

CAPT Sean Meehan (NPDS Professor of Oral Medicine): Member, PDC Committee on Appointments & Promotions.

Lt Col Nicholas Duvall (AFPDS, Professor of Comprehensive Dentistry): Member, PDC Committee on Appointments and Promotions.

LTC Joseph Dutner (APDS, Associate Professor of Endodontics): Member, PDC Curriculum Committee.

Col James Knowles (Dean AFPDS, Associate Professor of Comprehensive Dentistry): Member, PDC Curriculum Committee.

## X Leadership & Leader Development Initiatives

 WELCOME

Welcome

Scholarship &  
Academic Planning

Ethics &amp; Professionalism



Copyright &amp; Fair Use

Optimizing your  
Learning EnvironmentDeveloping PowerPoint  
& Presentation SkillsDesigning Instruction for  
Success in Canvas Orientation

Wrapping Up this Course

### 1. Enhance PDC leadership development

This initiative was established to develop standardized leadership curriculum for all PDC residency programs that is focused on the development of military-unique requirements.

To better support the professional academic leadership development of PDC educators, the Dental Faculty Development Series of online courses is currently under development in alignment with certificate and degree requirements currently offered through the USU Center for Health Professions Education (CHPE).

**DFD- 1**, Faculty Orientation & Introduction to Graduate Teaching was released in Dec 2022, and includes five key competency areas for teaching at the graduate level.

**DFD-2**, Foundations in Health Professions Education Certificate, is planned for release in 2023 and is designed to incorporate dental-focused content that aligns with the existing certificate program in the CHPE.

# Uniformed Services University of the Health Sciences Board of Regents

## Board Brief

Submitted by: Drew W. Fallis, DDS, MS, MHPE Date: 19 May 2023

Title/Department: Executive Dean, Postgraduate Dental College (PDC) Phone: 210-299-8509

Purpose: Information X Action \_\_\_\_\_

Subject: PDC Dean's Report

### Significant Issues:

#### 1. PDC Students:

- Seventy-one Army (30), Navy (21), Air Force (19), and US Coast Guard (1) students at the six PDC-affiliated training locations are projected to earn Master of Science in Oral Biology degrees in 2023. Graduates will receive diplomas, pending completion of all degree requirements and approval by the President, USU. At the completion of this academic year, USU will have awarded a total of 765 Masters of Science degrees to program graduates.

- Seventy-six Army (33), Navy (20), Air Force (20), Coast Guard (1), and Canadian (2) students have been matriculated into the MS in Oral Biology Program and will start their specialty residency programs on 1 July 2023.

#### 2. Research activities: Dr. Rodney Phoenix, Associate Dean for Dental Research (ADDR)

- 75 project entries from 19 master's degree postgraduate dental residency programs were submitted to the annual Tri-Service Dental Research Competition. The Army, Navy and Air Force Postgraduate Dental Schools then identified one research project to compete for the Dental Research Award. A panel of USU senior researchers representing the Postgraduate Dental College, School of Medicine, and Graduate School of Nursing selected the top project and oral presentations were conducted on 18 May 2023 during Research Days on the main USU campus, Bethesda to highlight these outstanding dental researchers. MAJ Jae Lim (2022 graduate of the US Army Comprehensive Dentistry residency at Fort Hood, Texas) was selected as the 2023 winner for his research project entitled "Comparing the shade matching effectiveness of OMNICHROMA and Filtek Supreme Ultra composites using a spectrophotometer and human evaluators".

Dr. Kim was presented with the 2023 Board of Regents Patrick D. Sculley, DDS Award following his presentation at Research Days in honor of his achievement.

3. Faculty activities: Dr. Jay Graver, Associate Dean for Faculty Affairs (ADFA)
  - The ADFA organized and conducted the 2023 Federal Services Dental Educators Workshop on the main USU campus, Bethesda, 18-20 April 2023. 80 military dental educators, representing 45 graduate dental education programs across the US were in attendance to share best practices and develop collaborative initiatives.
  
4. Tri-Service Center for Oral Health Studies (TSCOHS) activities/initiative:
  - The TSCOHS MOU is currently being revised to clarify the resources, organization, focus, and breadth of future research activities. A current initiative is the development of a military practice-based research network to optimize multi-site dental public health research across PDC residency program locations utilizing USU faculty.
  
  - The TSCOHS Director (LTC Christa Goodwin) is currently developing a research protocol for IRB approval to conduct a Tri-Service assessment of oral appliance therapy for treatment of Sleep Apnea in military treatment facilities.
  
5. PDC Leadership Positions:
  - COL Thomas Stark will succeed COL David Tucker as the next Dean of the Army Postgraduate Dental School (APDS). COL Stark currently holds an appointment as Professor of Pediatric Dentistry within the Army Postgraduate Dental School and serves as the Consultant for Pediatric Dentistry to the Army Surgeon General. He is currently the Scientific Lead for the Pain and Sensory Trauma Care Research Team within the US Army Institute for Surgical Research.
  
  - Col Casey Campbell will succeed Col James Knowles as the next Dean of Graduate Dental Education for the Air Force. In accordance with the current USAF-USU MOU, he will also be appointed as Acting Dean of the Air Force Postgraduate Dental School (AFPDS). Faculty Development is now a requirement for a senior faculty appointment in the PDC. Therefore, Col Campbell will meet a future PDC Committee on Appointments and Promotions following faculty development completion. He is returning to academic leadership following multiple assignments in operational leadership roles that have included Group Commands and senior positions in the Defense Health Headquarters. He currently serves as the Consultant for Clinical Dentistry and Periodontics to the Air Force Surgeon General.

**Current & Future Concerns:** None, at this time.

**Funding/Budget Estimate/Fiscal Impact:** None

**Staffing Impact:** None

**Board Action Requested:** None

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