

Uniformed Services University

of the Health Sciences



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

Board of Regents

Quarterly Meeting

August 23, 2022

BOARD OF REGENTS
UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES
213th MEETING

August 23, 2022 | 12:00 p.m. – 4:00 p.m.
Board of Regents Room D-3001
4301 Jones Bridge Rd, Bethesda, MD
and

Virtual by [Zoom](#)

Meeting ID: 846 0901 0988 | Passcode: 603244 | Audio Only: +1 301 715 8592

MEETING AGENDA

OPEN MEETING

12:00 p.m.:	Meeting Call to Order Designated Federal Officer	Ms. Annette Askins-Roberts
12:00 – 12:15 p.m.:	Opening Comments Chair, Board of Regents, Uniformed Services University of the Health Sciences (USU)	Dr. Nancy Dickey
12:15 – 12:45 p.m.:	Office of the USU President Report President, USU	HON Jonathan Woodson
12:45 – 1:15 p.m.:	School of Medicine Report Dean, SOM	Dr. Eric Elster
1:15 – 1:45 p.m.:	Graduate School of Nursing Report Dean, GSN	Dr. Diane Seibert
1:45 – 2:15 p.m.:	Postgraduate Dental College Report Dean, PDC	Dr. Drew Fallis
2:15 – 2:30 p.m.:	Break	
2:30 – 3:00 p.m.:	College of Allied Health Sciences Report Dean, CAHS	Dr. Lula Pelayo
3:00 – 3:30 p.m.:	Overview of Accreditation Assistant Vice President	Mr. Stephen Henske

3:30 – 3:55 pm.:

Discussion

Regents

3:55 – 4:00 pm.:

Closing Comments

Board Chair

Dr. Dickey

Adjourn

Designated Federal Officer

Ms. Annette Askins-Roberts

BOARD OF REGENTS
UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES
213th MEETING

August 23, 2022 | 12:00 p.m. – 4:00 p.m.

TABLE OF CONTENTS

Administrative Documents

- [TAB 1](#) ... Photo roster of members

Reports to the Board of Regents

- [TAB 2](#) ... Hébert School of Medicine (SOM)
[Tab 7](#) *SOM Supplemental*
- [TAB 3](#) ... Inouye Graduate School of Nursing (GSN)
[Tab 8](#) *GSN Supplemental*
- [TAB 4](#) ... Postgraduate Dental College
[Tab 9](#) *PDC Supplemental*
- [TAB 5](#) ... College of Allied Health Sciences (CAHS)
[Tab 10](#) *CAHS Supplemental*
- [TAB 6](#) ... USU Accreditation Overview

TAB 1

Photo roster of members



Uniformed Services University

Board of Regents



Chair
Nancy Dickey, M.D.
Texas A & M University



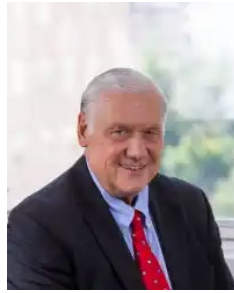
VADM (Ret.) Raquel Bono
Johns Hopkins Applied
Physics Lab



Julio Frenk, M.D.
University of Miami



Eric Holmboe, M.D.
University of Pennsylvania



Kenneth Kizer, M.D., M.P.H.
The Aegis Group



**General (Ret.)
Richard Myers**
Myers, LLC



HON James Peake, M.D.
CGI, Inc.



**MG (Ret.)
Patrick Sargent**
Cerner



Antonia Villarruel, Ph.D., R.N.
University of Pennsylvania



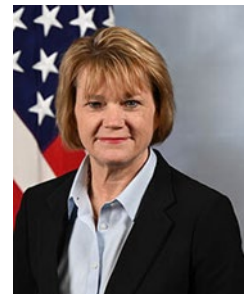
LTG R. Scott Dingle *
Surgeon General, U.S. Army



RADM Bruce Gillingham *
Surgeon General, U.S. Navy



Lt Gen Robert Miller *
Surgeon General, U.S. Air
Force & U.S. Space Force



Seileen Mullen *
Acting Assistant Secretary
of Defense, Health Affairs



VADM Vivek Murthy *
Surgeon General, U.S.
Public Health Service



LTG Ronald Place *
Director, Defense Health
Agency



HON Jonathan Woodson *
President, Uniformed
Services University

TAB 2

Hébert School of Medicine (SOM)







North Dr
National Institutes
of Health

Center Dr

Wilson Dr

Walter Reed National
Military Medical Center

Naval Support
Activity Bethesda

Uniformed
Services University
of the Health Sciences
Stone Lake

Lincoln Dr

Service Rd S

Rockville Pike

Palmer Rd

Stokes Rd

Jones Bridge Rd

Palmer Rd









Faculty and Staff,









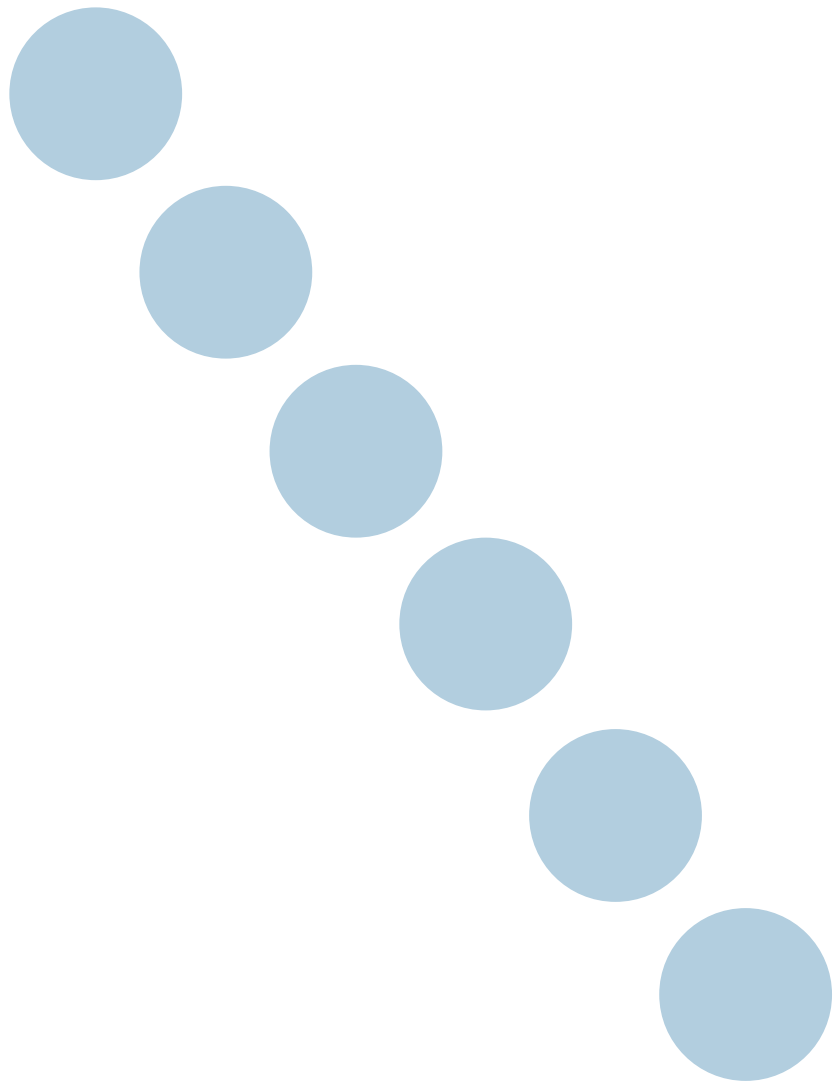






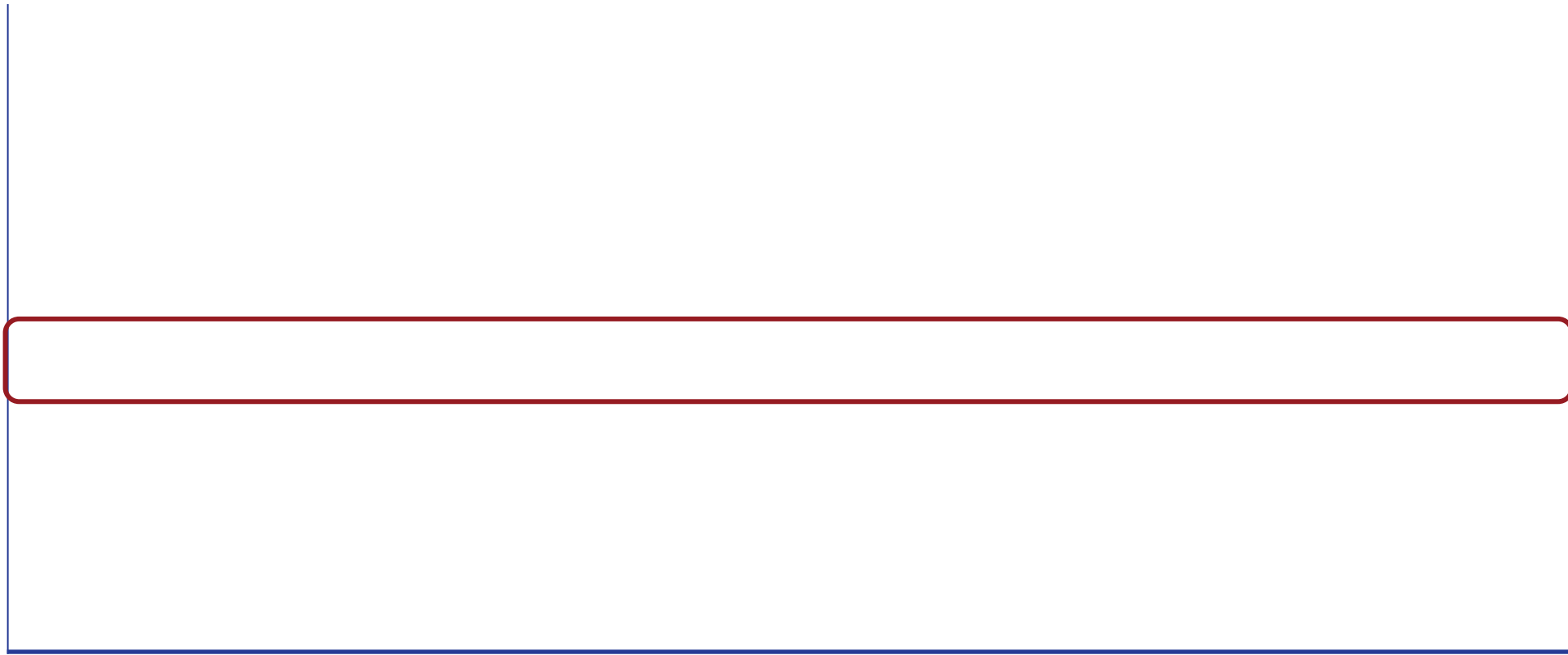
USU is a Major Pla







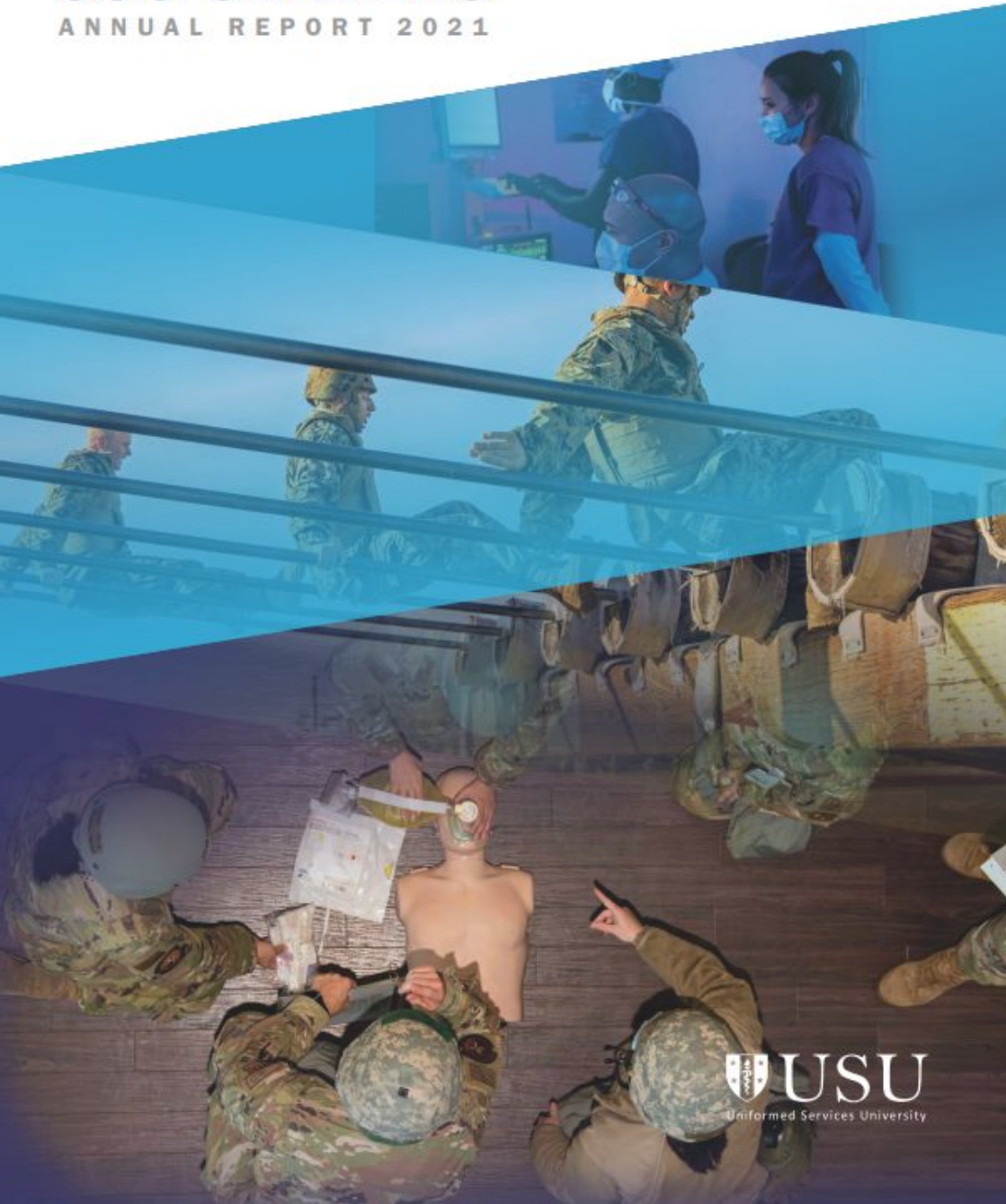
USU ranks among the top institutions for R&D funding





USU CENTERS

ANNUAL REPORT 2021







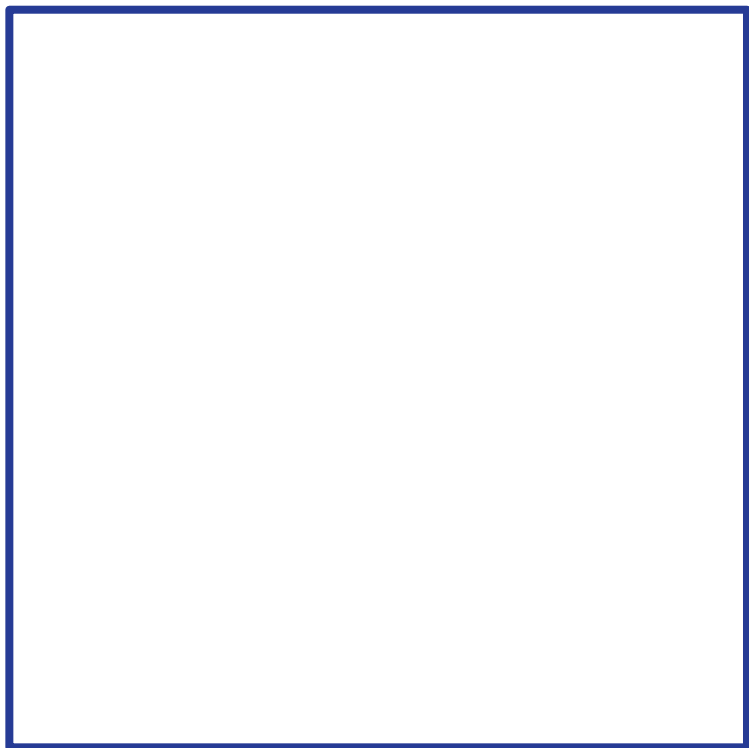
The MSK Anatomy Practical Exam:

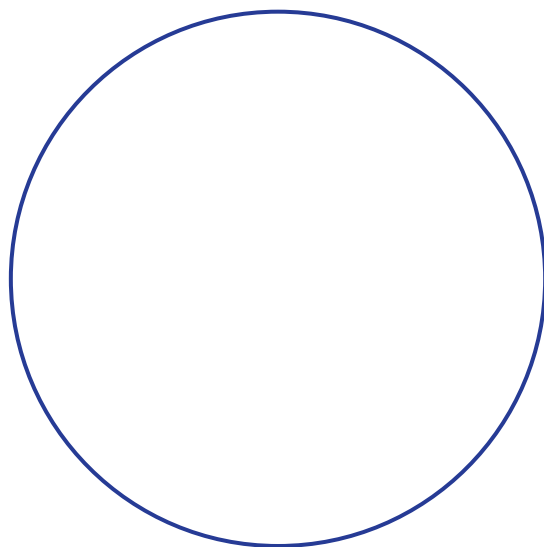
The Class of 2020 did well overall on the Practical Examination: The Class Avg was 84%.

Recognition: 2LT John Sommerfeldt, US Army
2LT Ryan Sumpter, USAF

The MSK Anatomy Practical Exam:
The Class of 2020 did well overall on the Practical Examination: The Class Avg was 84%.
Recognition: 2LT John Sommerfeldt, US Army
2LT Ryan Sumpter, USAF







CHSR



Uniformed
Services
University



CDP



Uniformed
Services
University

CHPE



Uniformed
Services
University

CHAMP



Uniformed
Services
University

MCCRP



Uniformed
Services
University

Surgical Critical Care Initiative:

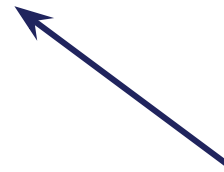
Bringing precision medicine to the critically ill

Military and civilian surgeons face critical and time-sensitive decisions. Confronted with a paucity of data, surgeons need better tools to enhance the fidelity of complex decision-making and improve clinical outcomes for the severely ill or injured. Clinical Decision Support Tools (CDSTs), leveraging both available medical data and advanced machine learning techniques, can meet this need.

Clinical Decision Support Tools (CDSTs)

CDSTs use evidence-based clinical data together with cutting-edge science to guide management of surgical care.

IMPROVE CLINICAL
OUTCOMES, ACCELERATE
RECOVERY, AND LOWER
THE COST OF CARE



DVCIPM



Uniformed
Services
University



CRSR



Uniformed
Services
University

IDCRP



Uniformed
Services
University

CMPH



Uniformed
Services
University

CNRM



Uniformed
Services
University

The V
Center a

TAB 3

Inouye Graduate School of Nursing (GSN)

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

**For Board of Regents August 2022
Carol A. Romano PhD, RN, FAAN Dean & Professor**

GSN Mission

The mission of the Daniel K. Inouye Graduate School of Nursing is to provide the nation with the highest quality advanced practice nurse clinicians, scientists, scholars and leaders ready to serve joint forces and global health engagements.

GSN Vision

Recognized as the Nation's leading nursing graduate school, focused on transforming military and federal health and readiness through innovative leadership, advanced practice and nursing science.

GSN Values

Teamwork

Respect

Integrity

Communications

Excellence

GSN Diversity, Equity, & Inclusion (DEI) Statement

- Commitment to Respectful learning environment
- Supportive of DEI & Sense of belonging
- Embrace Diversity of thoughts, perspectives, & experiences
- Ensure safe spaces where we include & empower one another

Degrees Offered

- Doctor of Philosophy in Nursing Science (PhD)
(Research Doctorate)
- Doctor of Nursing Practice (DNP)
(Clinical Doctorate)
- Master of Science in Nursing (MSN)

GSN Programs

Advanced Practice Nursing Programs

- Adult Gerontology Clinical Nurse Specialist (CNS)
- Nurse Anesthesia (RNA)
- Family Nurse Practitioner (FNP)
- Women's Health Nurse Practitioner (WHNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

PhD in Nursing Science

Academic Nursing in US

IOM/NAM Future of Nursing Report 2010

- Increase Baccalaureate Degree for RNs
- Increase number of Doctorally prepared nurses
- Expand opportunities to lead

NAM Future of Nursing Report 2020-30

- Achieve Health Equity
- Remove barriers to full scope of practice

Doctor of Nursing Practice Degree (Clinical Doctorate)

- Required for Board Certification for nurse anesthetists
- Recommended for other advance practice nurses (practitioners, specialists, midwives)

Academic Nursing: GSN

DNP Degree implemented in 2012

Leadership curriculum

- USU is the leadership academy for military health professionals
- GSN Alumni in leadership roles, including 3 flag officers

Health Equity in curriculum

- Curriculum mapped for health disparities issues and DEI for gap analysis
- DEI training for all faculty, staff & students

Prepared for full scope of military advanced practice nursing

Enrollments

- 196 students (~70 per year)
- 45-50% male (national average 13%)
- 20-49% military prior to entering nursing
- 30-40% underrepresented minorities



USU Leadership in MHS

Graduate School of Nursing

- ~50% of the Nurse Anesthetists in the MHS are USU alumni
- ~45% of FNP's in the MHS are USU alumni

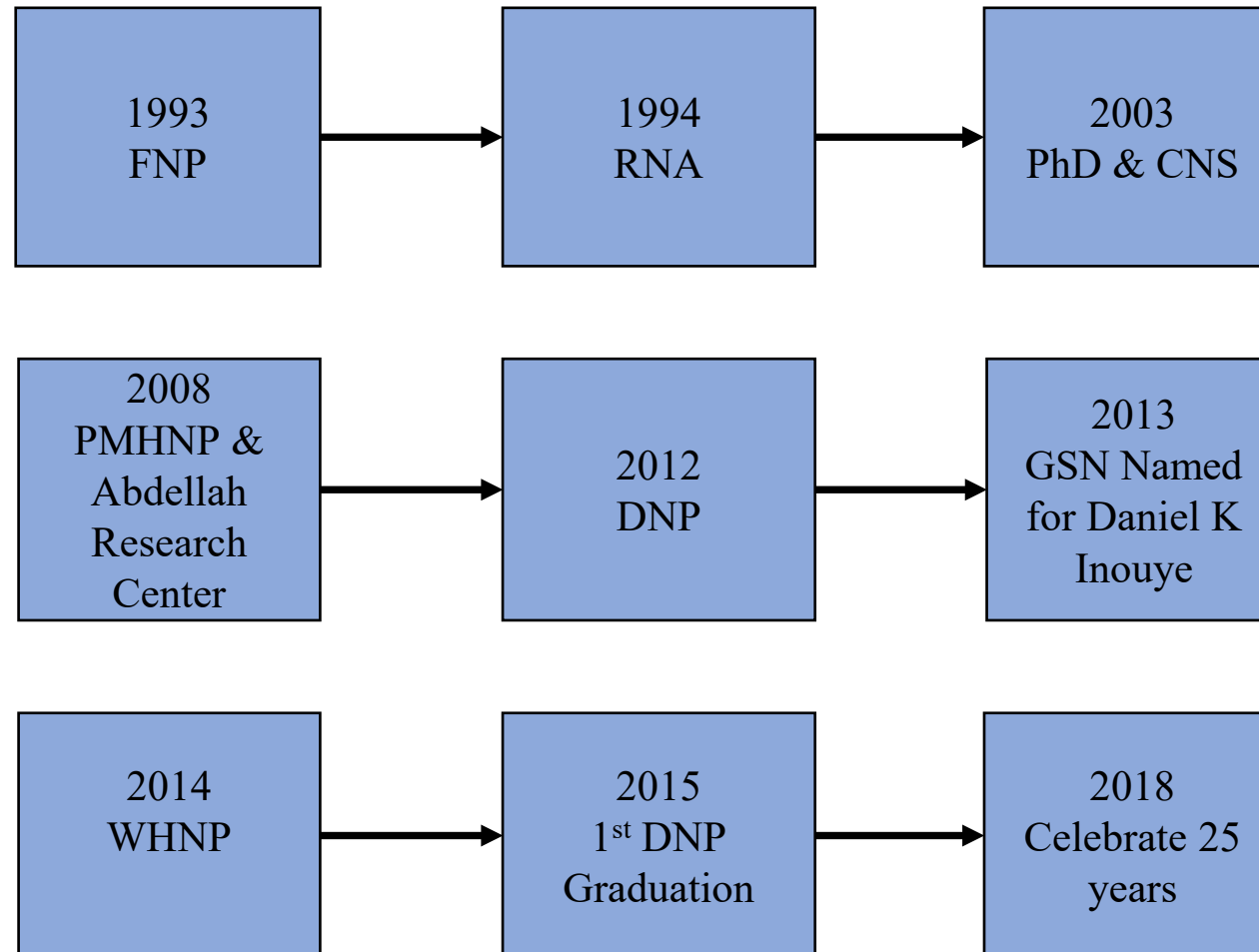
Military Services' School of Choice for Education of APRNs:

100% of Navy & AF; 20% Army Nurse Anesthetists

100% FNP & PMHNP all services

100% CNS perioperative all services

GSN Program Milestones



Accomplishments

- **TOP 5%** in US NEWS & WORLD REPORT
- **Center of Excellence National League for Nursing**
Enhancing Student Learning & Professional Development (2020-24)
Promoting Pedagogical Expertise of Faculty (2021-23)
- **100%** Board Certification pass rate-past 25 years
- **1074** Alumni as of 2022
 - 52 PhD
 - 328 DNP
 - 698 MSN

Accreditation

USU

- 2023 Middle States Association of Colleges and Schools

GSN *Continuous Maximum Accreditation*

- DNP & MSN 2029 Commission on Collegiate Nursing Education (CCNE)
- RNA: 2023 Council on Accreditation of Nurse Anesthesia Educational Programs
- PhD: American Association of Colleges of Nursing Quality Indicators for Research Doctoral Programs

GSN Leaders

Dean and Professor

Carol A. Romano,
PhD, RN, FAAN



Associate Dean Research

Vacant
(Recruiting)

Associate Dean Academic Affairs

Diane C. Seibert, PhD,
CRNP, FAANP, FAAN



Associate Dean Faculty Affairs

Lynette Hamlin, PhD,
CNM, FACNM, FAAN



Assistant Dean Student Affairs James L. Maiden, EdD

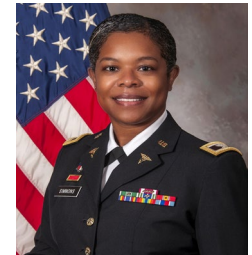
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available

Assistant Dean Administration & Finance

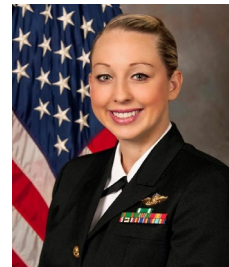
Patricia A. Kenney MS, RN
CAPT, NC, USN (Ret)



Commandant COL Angela Simmons, PhD, AN, USA



President GSN Faculty Council LCDR Lauren Suzan, DNP, CRNA, NC, USN



GRADUATE
NURSING



GSN Faculty

2022		
Military & Civilian	USU Onsite	35
	Phase II Sites	24

95% Have an earned doctoral degree
9 Fellows of American Academy of Nursing
6 Fellows of other Medical & Specialty Societies



Advanced Practice Nursing Program Options



GRADUATE
NURSING



DNP Degree

- 36 month full-time curriculum; over 70 clinical sites
- Phase I:
 - Didactic, simulation, short clinical rotations
- Phase II:
 - PCS to Clinical Site/Military Treatment Facility
 - Clinical practice, online coursework, electronic portfolio, and DNP Project
- DNP Projects:
 - 144 projects across 19 MTFs since 2012

APRN Nurse Practitioner

Family Nurse Practitioner

- 427 alumni (157 DNP)
- 100% first time certification pass rate

Women's Health Nurse Practitioner

- 1st class admitted in 2014; 12 DNP graduates
- Dual (FNP/WHNP) certification option

Psychiatric Mental Health Nurse Practitioner

- 90 alumni (68 DNP)
- 100% pass rate

APRN Anesthesia & CNS

Nurse Anesthesia

- 490 alumni (150 DNP)
- 100% overall pass rate
- Ranked #4 by US News & World Report

▪ **Adult-Gerontology Clinical Nurse Specialist (perioperative specialty)**

- 73 alumni
- 100% pass rate
- MSN & DNP options

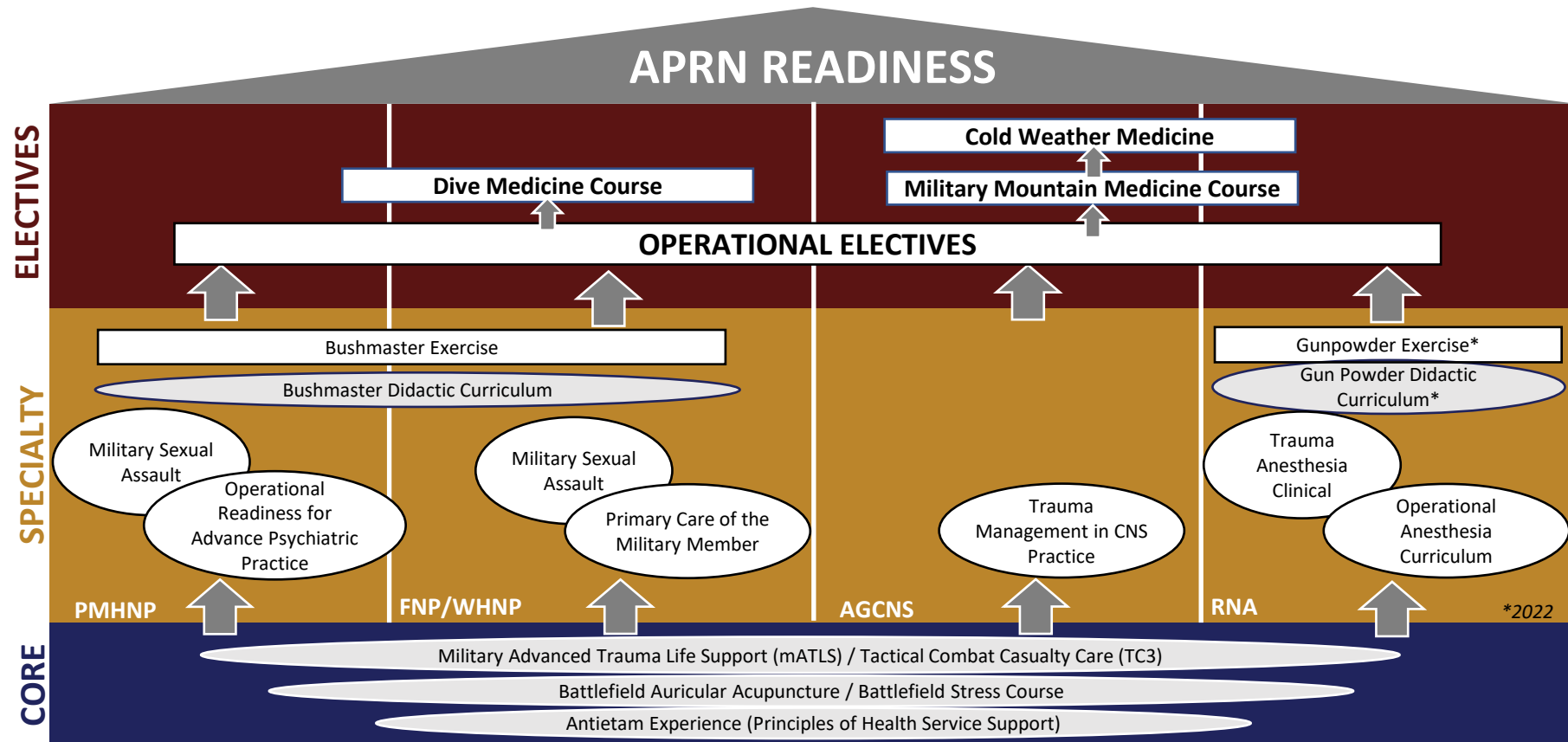
Unique Curriculum

- 1,700+ hours direct patient care
- Operational Curriculum
 - Military Contingency Medicine/Operation Bushmaster
 - Operational Behavioral Health
 - Advanced Trauma Life Support
 - Military sexual assault treatment course for providers
 - Battlefield auricular acupuncture
 - Bedside ultrasound
 - Reflective practice
- Specialty Curriculum
 - Primary care for the military member
 - Cognitive processing and exposure therapy

This is what makes us different!



GSN Operational Curriculum



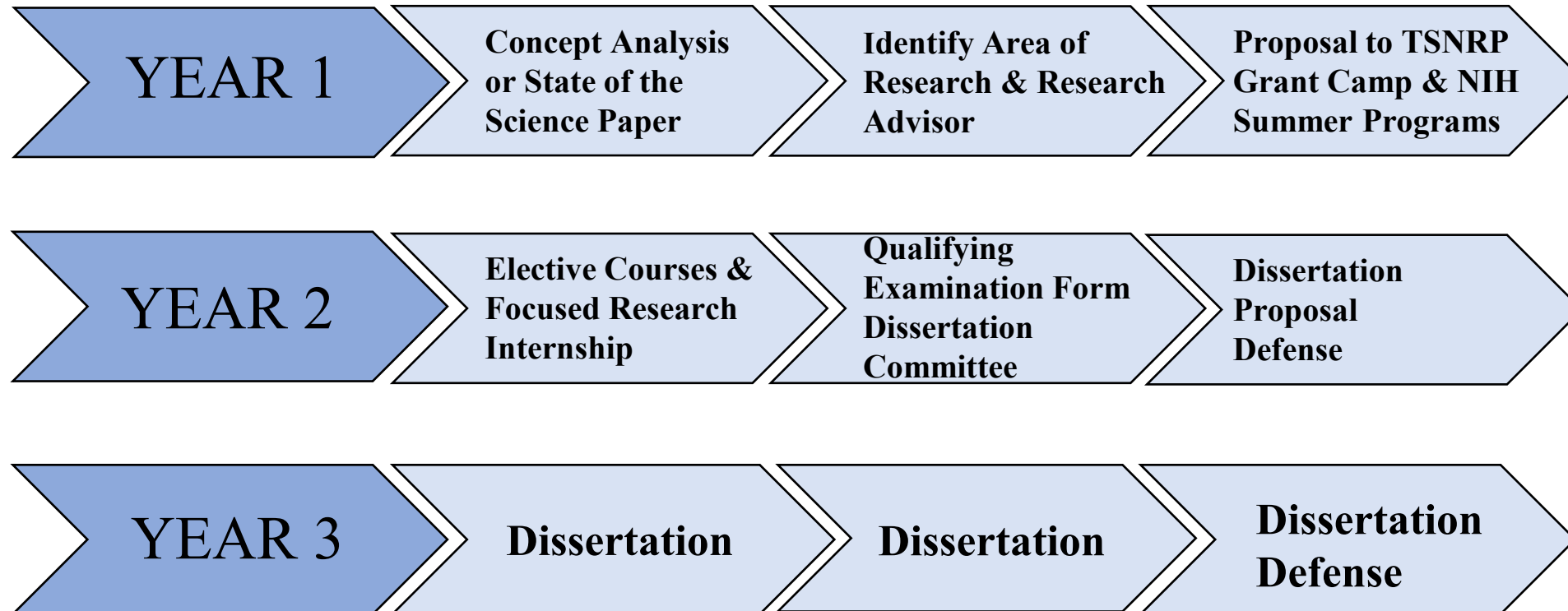
USUHS VALUES: Selfless Service • Integrity • Innovation • Compassion, Caring and Mutual Respect • Communication • Excellence in Scholarship • Collaboration and Teamwork • Leadership

UNIFORMED SERVICES UNIVERSITY OF THE HEALTH SCIENCES

Doctor of Philosophy in Nursing Science (PhD)



PhD Curriculum (Fulltime)



Curriculum Differences

PhD

Research-Focused

- Philosophy of Science
- Nursing Theory Development
- Quantitative and Qualitative Research Methods
- Statistics & Data Analysis
- Measurement in Research
- Health Policy
- Proposal Development / Grant Writing
- Professional Development / Leadership
- Disciplinary Science

Original Research

DNP

Clinical Practice-Focused

- Scientific Underpinnings for Practice
- Organizational & Systems Leadership
- Clinical Scholarship & Analytic Methods
- Information Systems Technology
- Health Care Policy / Ethics
- Interprofessional Collaboration
- Clinical Prevention / Population Health
- Advanced Nursing Practice
- Specialty-Focused Competencies – assessment, physiology, pharmacology

Implementation

Questions? Comments?



TAB 4

Postgraduate Dental College

Overview of the PDC

“Far More Than Teeth”

2022



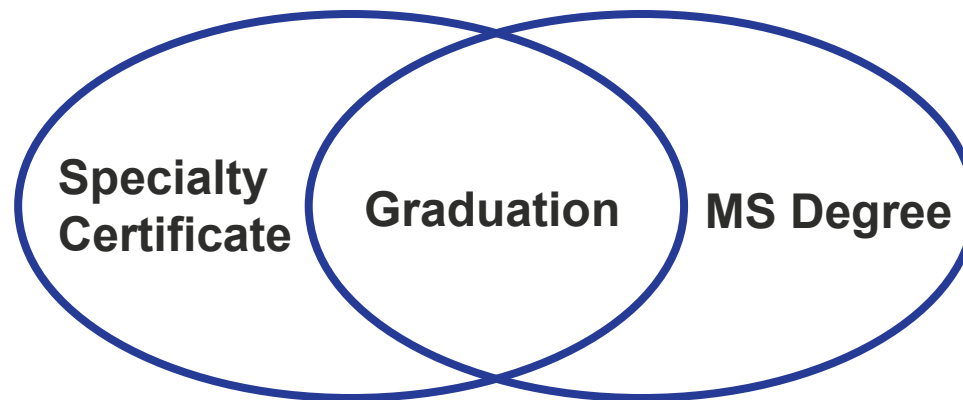
Drew W. Fallis, DDS, MS, MHPE

Executive Dean & Professor of Orthodontics



Original Rationale

- The PDC was originally established in 2010 to incorporate a **Master of Science in Oral Biology Degree** into existing military **Certificate** programs, enhance collaborative military-relevant research, and develop clinician-scholars for future military academic roles.
- For graduation, residents were required to complete all clinical and didactic requirements to earn an Advanced Dental Specialty Certificate and successfully develop a research thesis or publishable manuscript based on research in a military-centric focus area.



Original Rationale

- Currently the National Commission on Recognition of Dental Specialties and Certifying Boards and the American Dental Association recognize 12 Dental Specialties.
- **19** Army, Navy, and Air Force residencies in 7 of these 12 Specialty areas were added to the PDC from 2010 to 2015 and included:
 - Endodontics
 - Oral & Maxillofacial Pathology
 - Orofacial Pain
 - Orthodontics & Dentofacial Orthopedics
 - Periodontics
 - Prosthodontics
 - Comprehensive Dentistry

Rationale for Additional Affiliations

- From 2015 – 2018, all **26** military Dental Post-Graduate Year-1 (PGY-1) Certificate programs were sequentially added to the PDC to provide essential faculty development training to military dental educators who ultimately transition to teaching roles in the PDC's Master of Science in Oral Biology programs.

Mission

“To support the readiness of America’s Warfighter, as well as the health and well-being of the military community, by partnering with the Military Services to educate dental specialists that are ideally suited for practice in the Military and Public Health Systems in support of National Security and National Defense of the United States”.

Vision

“By the of CY 2023, the PDC will be recognized as the pre-eminent national educational institution for training uniformed service dental leaders who are prepared for careers of service to the nation. The PDC will be the focal point for the uniformed services in postgraduate dental education, research & scholarship, and leadership & leader development”.

Challenges for Dental Education

- In the 21st century, the practice of Dentistry has become much more complex and dependent upon emerging technologies; especially in the area of advanced restorative materials, 3D imaging, digital surface scanning, 3D printing, and digitally-targeted surgical techniques.
- It is challenging for dental schools to ensure high levels of competency in all aspects of Dentistry within a 4-year curriculum.
- The desire of Dental graduates to complete additional training is now increasing.

Challenges for Dental Education

- 1 year of additional residency training following completion of a DDS or DMD Degree (Dental PGY-1 Program completion) is now being incorporated into many State's licensing requirements.
- California, Colorado, Connecticut, Minnesota, New York, Ohio, Washington, and Delaware have instituted "Licensure by PGY-1" to ensure that Dentists are well prepared to address their State's dental needs.
- Although completion of a Dental PGY-1 Program is highly desirable, currently less than **25%** of dental school graduates complete a PGY-1 after graduation.

Avg dental student debt for Class of 2021 = \$301,583

Challenges for Dental Education

- Completion of a Dental PGY-1 Program upon entering military service is highly emphasized to ensure a high level of competency for more advanced dental procedures and to establish a more-standardized skill set available across all Dental Treatment Facilities.
- For 2022 military dental accessions:
 - Air Force: **94%** entered a PGY-1 Program
 - Army: **70%** entered a PGY-1 Program
 - Navy: **60%** entered a PGY-1 Program
 - Average of **75%** across all Services
- These PGY-1 graduates, with a 1-year performance record, comprise the main applicant pool for admission into the PDC MS in Oral Biology Degree Programs.

GDE's Relevance to Military Mission

1. Essential to achieve a **Medically Ready Force**
2. Essential to develop a **Ready Medical Force**
3. Essential for Wounded Warriors' **Quality of Life**



GDE's Relevance to Military Mission

1. Essential to achieve a **Medically Ready Force**
 - a. 23–50% of all military recruits enter active duty in Dental Readiness Class 3* and are **not eligible for worldwide deployment**.
 - b. Most common disqualifying dental conditions require an advanced dental skill set to treat: **Complex Restorative**, **Endodontics**, and **Oral Surgery**.
 - c. Military Advanced GDE Programs are embedded in operational DTFs/MTFs where Dental Specialists have operational and educational roles to provide **advanced dental care** and provide **advanced training for residents**.
 - d. This strategic advantage would be lost if military GDE programs were not maintained.

* DRC 3 – Existing dental condition that could result in a dental emergency within the next 6 months.

GDE's Relevance to Military Mission

2. Essential to develop a Ready Medical Force

a. Licensed dentists are accessed into the military, but lack advanced skill set upon graduation from civilian dental schools¹

b. 75% of military dentists attend a PGY-1 during their first year on active duty.

Advanced skills acquired during military PGY-1 include: Complex Restorative, Endodontics, and Oral Surgery (+/- IV Sedation).

c. Dental Emergencies account for the highest Disease Non-Battle Injury (DNBI) in deployed environments. 15-20% of all DNBI.

- Medical evacuation often required when no dentist is on the deployed team (est. \$133K per with force/manning degradation)

¹ 2020 American Dental Education Association (ADEA) Survey of Dental School Seniors

² ADEA Snapshot of Dental Education 2017-2018

³ <https://www.adea.org>; Class of 2021 data

GDE's Relevance to Military Mission

3. Essential for Wounded Warriors' **Quality of Life**

- a. 28% of evacuated military personnel have also sustained **Facial Injuries**.¹
- b. 45% demonstrate post-operative complications resulting in malocclusion/open bite. ²
- c. Maxillofacial reconstruction/regeneration and Dental restoration is essential.
- d. Military Advanced GDE platforms (*majority now affiliated with USU PDC*), embedded in operational DTFs/MTFs, provide clinical expertise required to meet reconstructive and restorative needs while also training future dental specialists.



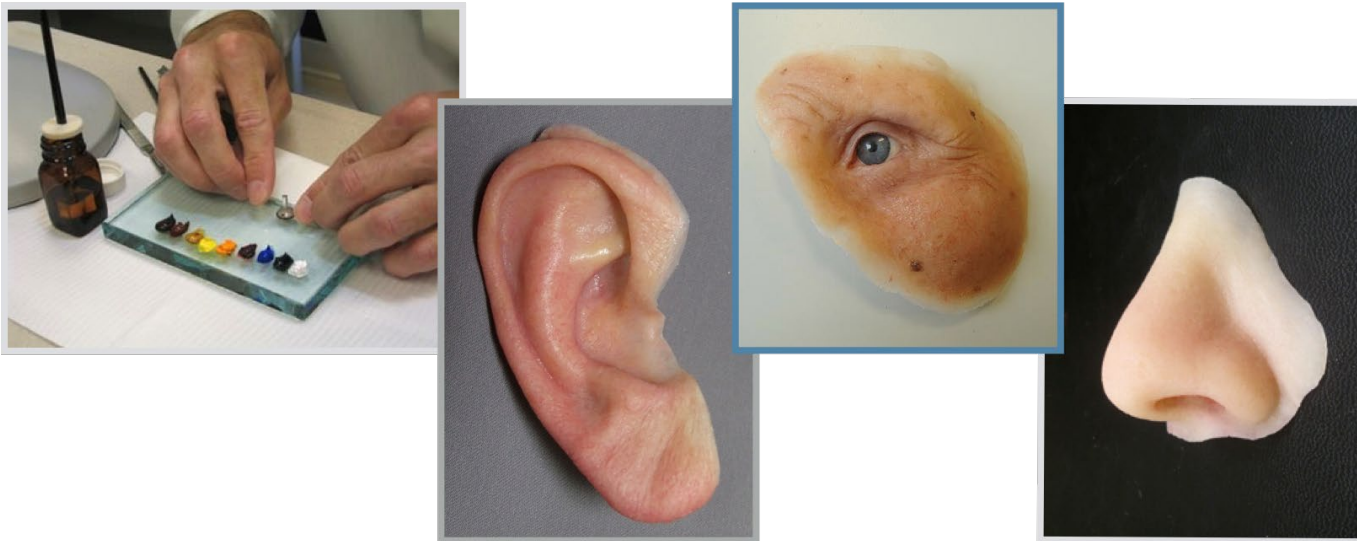
¹ Lanigan A, et al. The joint facial and invasive neck trauma (J-FAINT) project, Iraq and Afghanistan: 2011-2016. Otolaryngol Head Neck Surg 2017; 157(4): 602-7.

² Breeze J, et al. Combat facial fractures sustained during Resolute Support and Operation Freedom's Sentinel in Afghanistan. Military Medicine, 2020.

GDE's Relevance to Military Mission

Summary of Dental Relevance:

- **Soldiers, Sailors, and Airmen don't deploy without GDE,**
- **They don't stay deployed without GDE, and**
- **They can't resume a high quality of life after deployment without GDE.**



Scope of the PDC

- **19 Dental Residencies within the USU PDC MS in Oral Biology Program**
- **7 Dental Majors (Specialties) and 1 Concentration (Sub-Specialty)**
 - **Comprehensive Dentistry (AEGD-2Yr)**
 - **Endodontics**
 - **Periodontics**
 - **Prosthodontics**
 - **Orthodontics & Dentofacial Orthopedics**
 - **Orofacial Pain**
 - **Oral & Maxillofacial Pathology**
 - **Maxillofacial Prosthodontics (Sub-Specialty)**

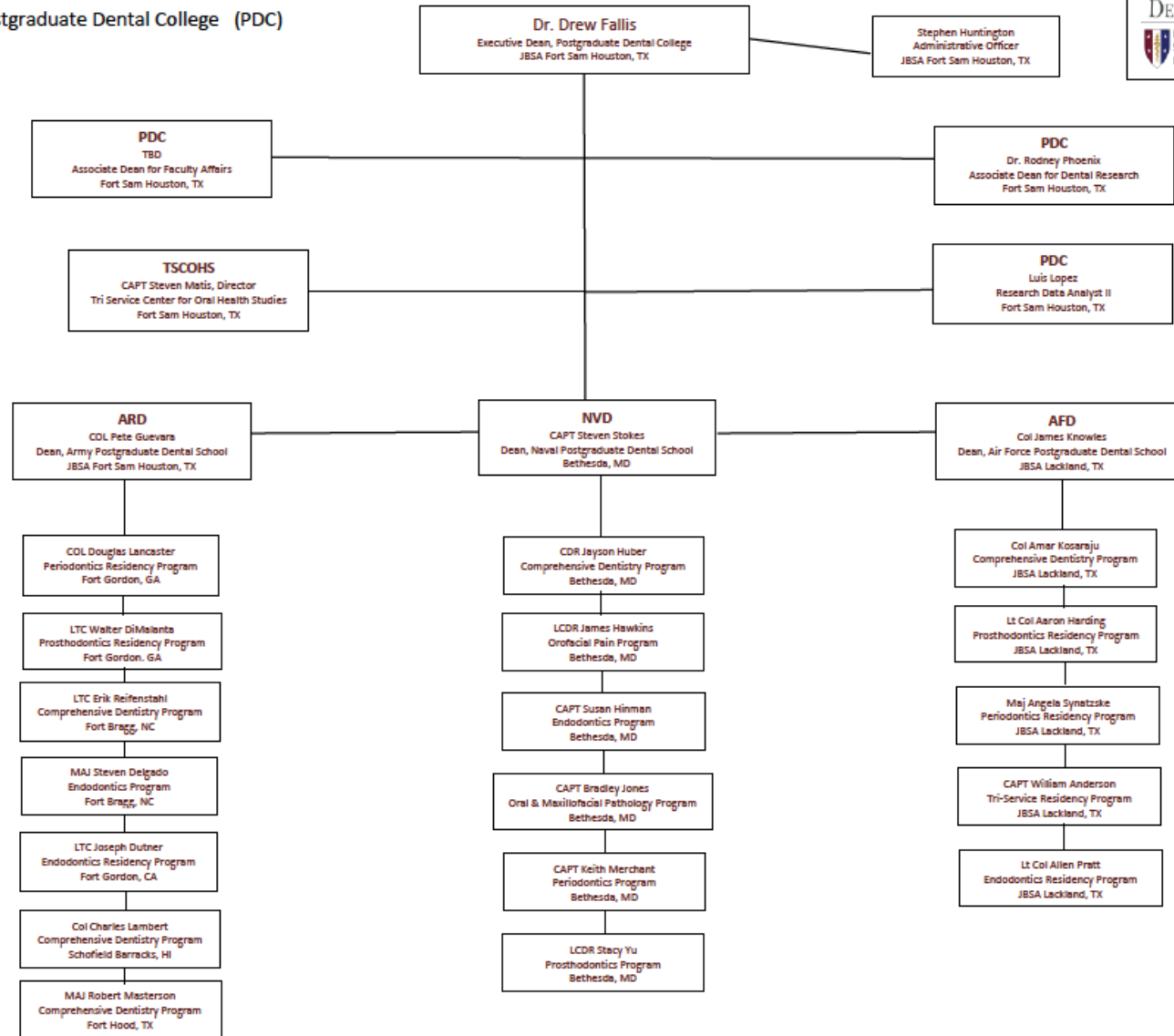
Scope of the PDC

- **26 PGY-1 Programs (AEGD-1 and GPR)**

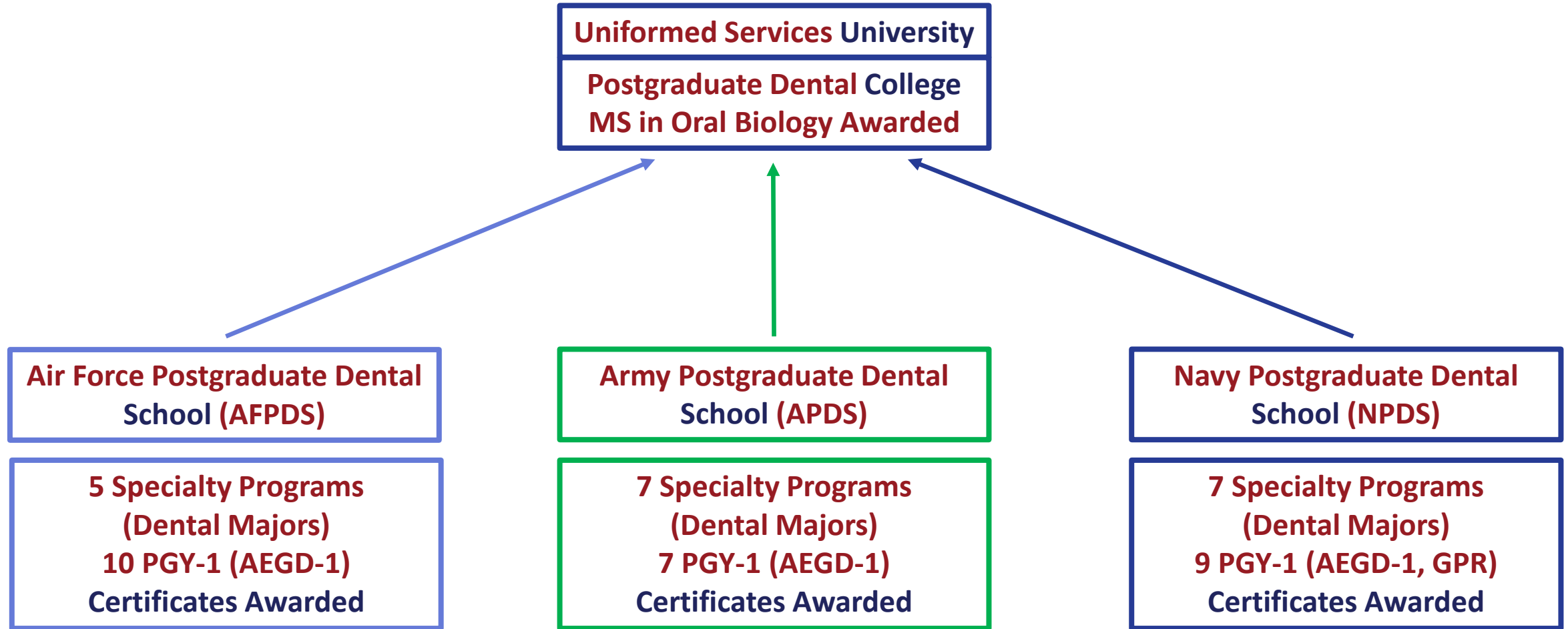
- Fort Carson, CO
- Fort Campbell, KY
- Fort Sill, OK
- JB Lewis-McChord, WA
- Fort Benning, GA
- Fort Jackson, SC
- Fort Bliss, TX
- Camp Lejeune, NC
- Portsmouth, VA
 - AEGD & GPR
- Great Lakes, IL
- Camp Pendleton, CA
 - AEGD and GPR
- San Diego, CA
 - AEGD and GPR
- Bethesda, MD
- Travis AFB, CA
- Eglin AFB, FL
- JB Andrews, MD
- Offutt AFB, NE
- Wright-Patterson AFB, OH
- USAF Academy, CO
- Barksdale AFB, LA
- Keesler AFB, MS
- Nellis AFB, NV
- JB Langley-Eustis, VA

Structure of the PDC

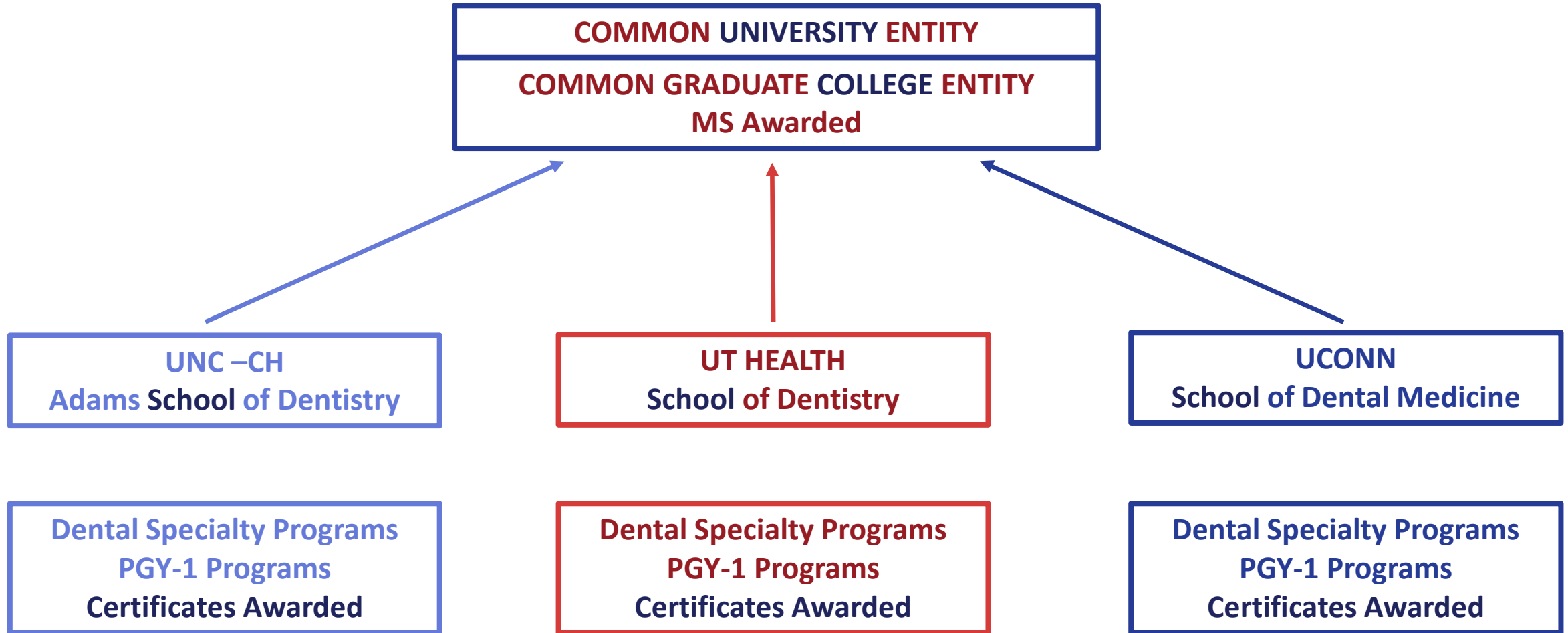
Postgraduate Dental College (PDC)



Structure of the PDC



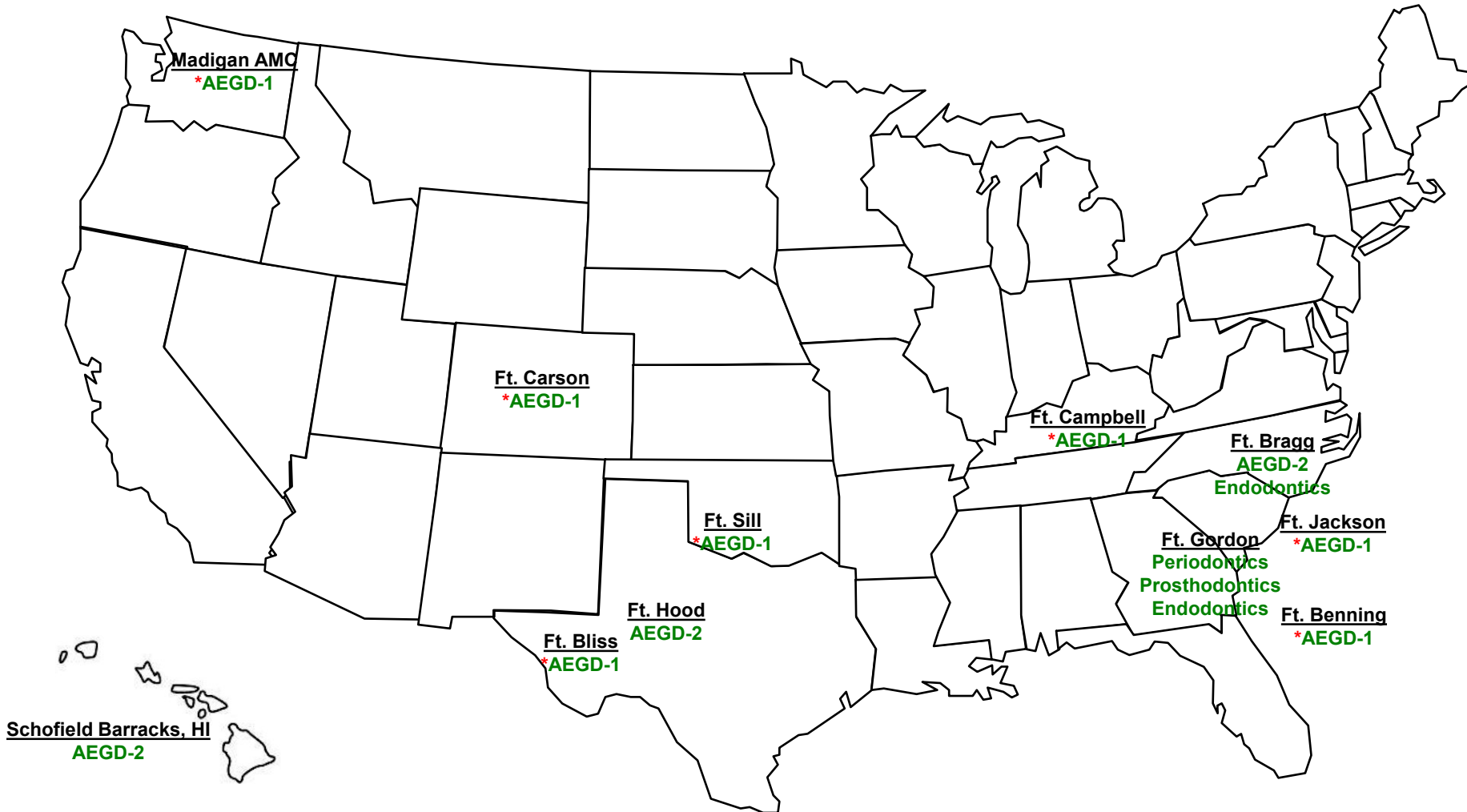
No Comparable Civilian Structure (Fictitious Example)



Serendipitous Benefits of Affiliation

- **Focused Dental Faculty Development** to support early teaching and education leadership roles in support of military PGY-1 platforms
- **Potential for Military Clinical Practice Research Network** linking all PGY-1 program locations
 - No comparable civilian network with integrated programs and comparable/similar faculty support

APDS Locations



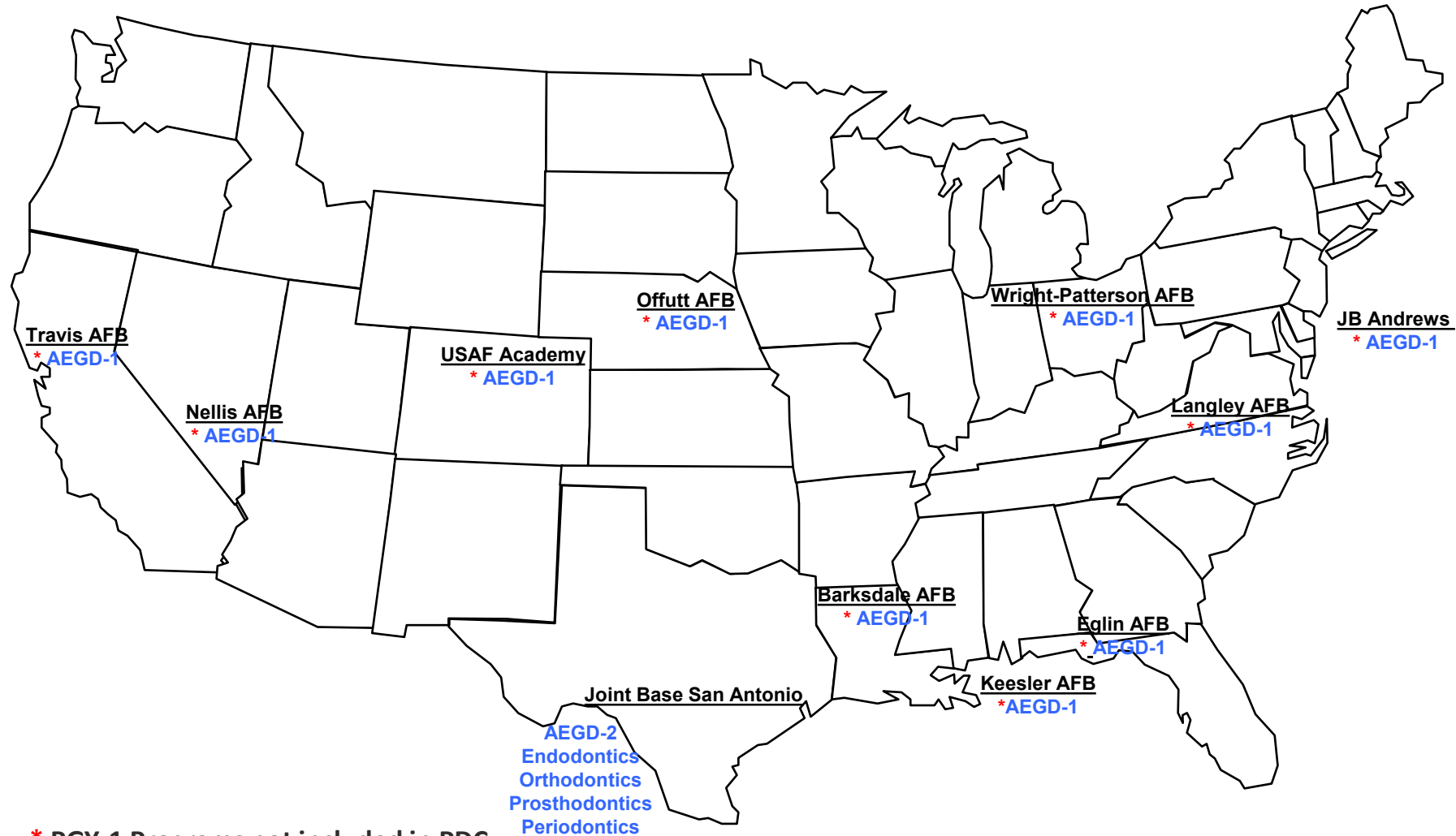
* PGY-1 Programs not included in PDC
MS in Oral Biology Degree Program

NPDS Locations



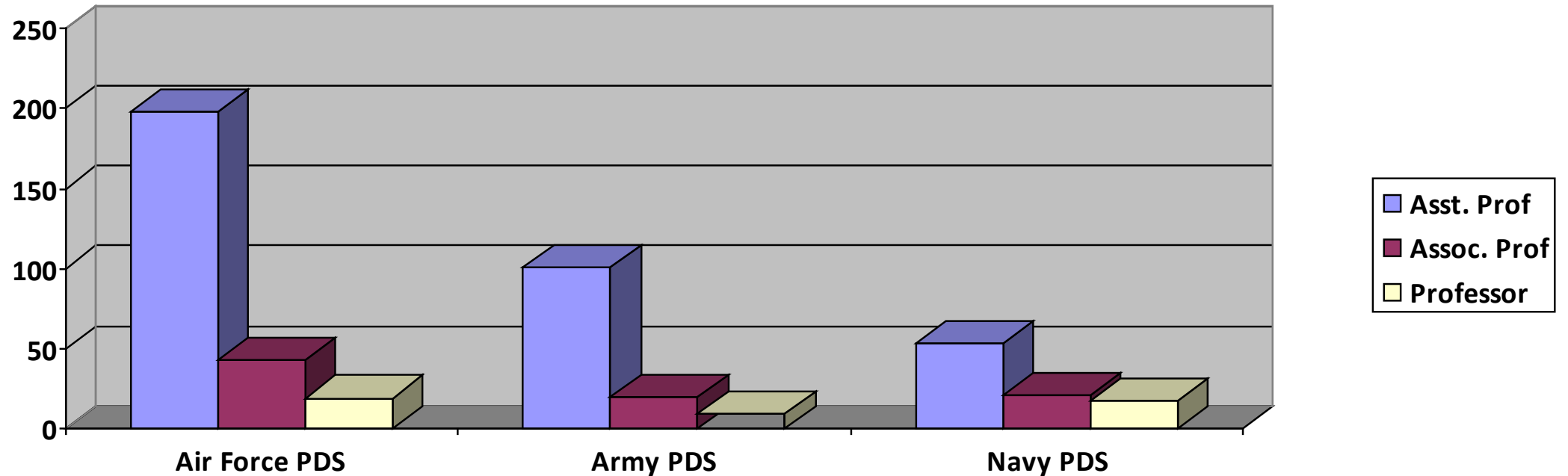
* PGY-1 Programs not included in PDC
MS in Oral Biology Degree Program

AFPDS Locations



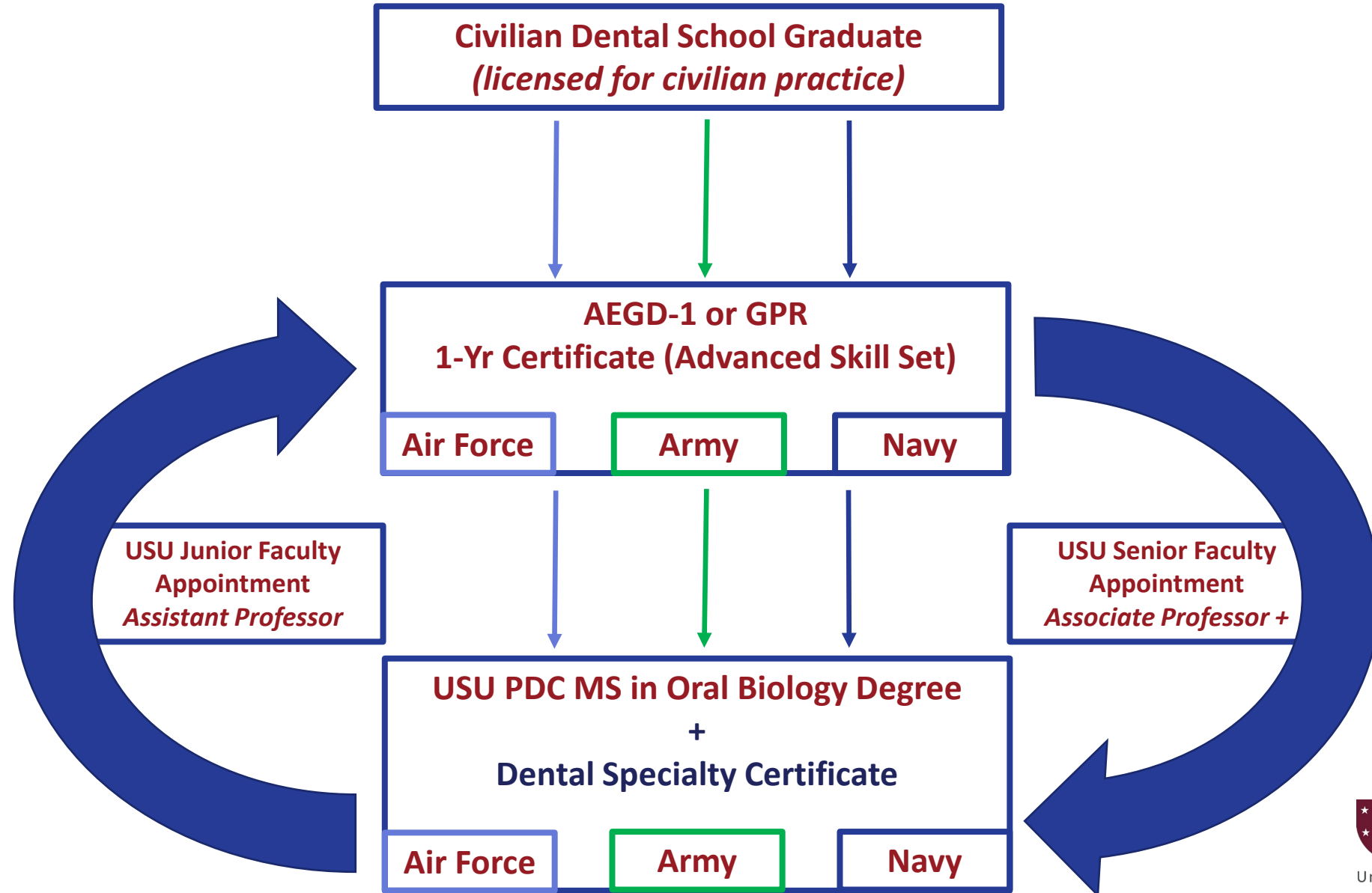
* PGY-1 Programs not included in PDC
MS in Oral Biology Degree Program

Scope of the PDC Faculty



- **524 faculty appointments in the PDC**
 - **383 Assistant Professors**
 - **94 Associate Professors**
 - **47 Professors**

Uniqueness of the PDC model



2022 Initiatives

1. **Dental-specific DL Faculty Development Certificate Program**
 - a. DFD I, II, and III integrated into USU CHPE Certificate and Degree programs
(Fall 2022 start)
2. **Dental Long-Term Career Outcome Study Database (D-LTCOS)**
 - a. Online 1-Yr Post-graduation Survey and Reports to Deans/PDs
 - b. Multiple Educational Research projects planned to track Students to Faculty to Leadership and Beyond.
3. **Expansion of Tri-Service Center for Oral Health Studies (TSCOHS) Scope**
 - a. Oversight for LTCOS and increased collaboration with Murtha Cancer Center
 - b. Establishment of Military Clinical Practice Research Network

TAB 5

College of Allied Health Sciences (CAHS)

Uniformed Services University Board of Regents

**College of Allied Health Sciences
Dr. Lula Westrup Pelayo, Dean
23 August 2022**



FORMATION AND CHARTER

The College of Allied Health Sciences of the Uniformed Services University

- **Chartered by Health Affairs in October 2016**
- **USU authorized by Congress for undergraduate studies in December 2016**
- **Constituted by Law via NDAA 2017, Sec 724**
- **Initial Operation Capability began April 2017**
- **Approved by the Middle States Commission on Higher Education 2017**

Exists to support the ever-increasing education and training requirements that are prerequisite to professional practice within the Military Health System of the Department of Defense.

MISSION AND VISION

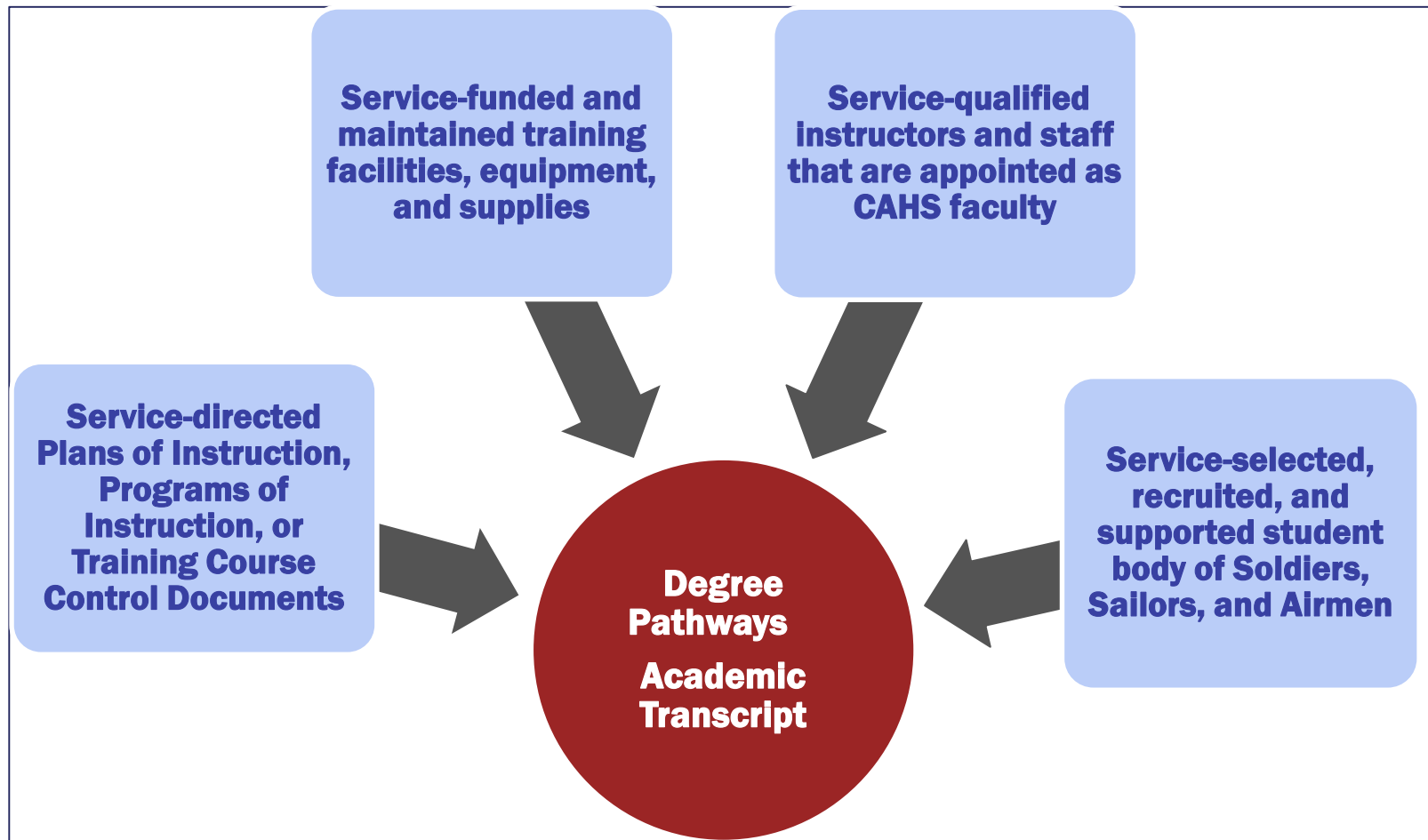
Mission:

The mission of the Uniformed Services University of the Health Sciences - College of Allied Health Sciences (CAHS) is to educate and train highly competent and ready allied health professionals who are dedicated to serving the needs of the uniformed services and providing operational support to units around the world.

Vision:

By the end of 2026, the CAHS will be DoD's focal organization for educating allied health professionals across all Services in order to enhance the health of the DoD community and medial readiness of the armed forces in support of the National Defense Strategy.

ACADEMIC SHARING MODEL



ACADEMIC SHARING MODEL

- **Delivers training required to reach academic goals.**
- **Helps students achieve academic residency.**
- **Greatly reduces the need for students to use tuition assistance to complete a degree.**
- **Does not interfere with the delivery of Service required training.**
- **Educational outcomes are equivalent or identical to those from main-stream academic institutions and meet accreditation requirements.**

Less Time

Less Cost

**Same
Standard
of Training**

**Same
Educational
Outcomes**

ACADEMIC PROGRAM AREAS

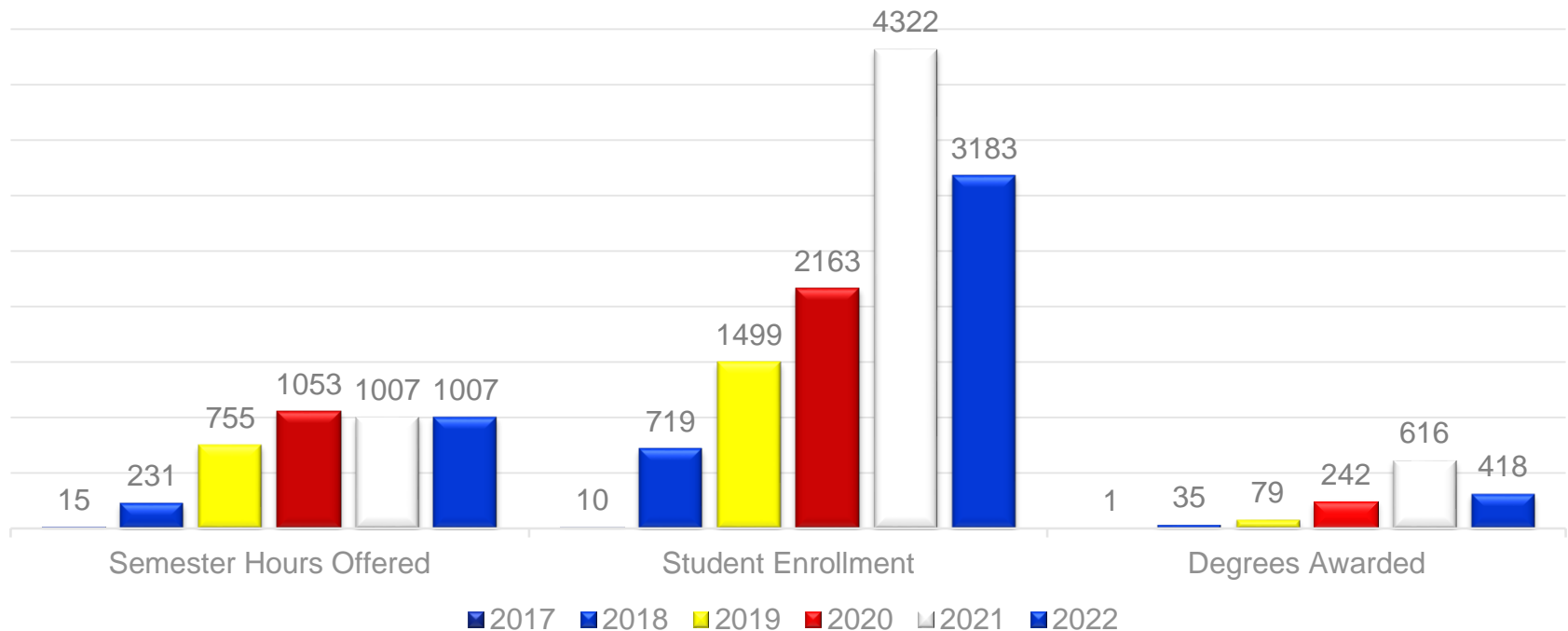
Provide support to Service requirements at multiple locations with six Academic Partners

- USU / CAHS catalogs 27 Program Areas and 1 Course of study
- Holds 12 Specialized Programmatic Accreditations (1 Additional Pending)
- 33 Additional Program areas pending METC transition Priority Lists
- 24 Additional Programs under various stages of review by Services for transition



STATUS UPDATE

Semester Hours Offered - Student Enrollment - Degrees Awarded



STATUS UPDATE

- **Average Daily Census for All Programs (January 2021 through April 2022): 2397**
- **Average Daily Census for METC (January 2021 through April 2022): 1849**

Since Inception:

- **Total Graduates (September 2017 through May 2022): 1391**
- **METC Graduates (September 2017 through May 2022): 1063**

CAHS Graduates by Branch of Service and Degree Level (2017 September through 2022 May)

Branch	ASHS	BSHS	Grand Total
AIR FORCE	137	16	153
ARMY	610	213	823
COAST GUARD	11		11
NAVY	289	115	404
Grand Total	1047	344	1391

DISCUSSION

TAB 6

USU Accreditation Overview

USU Accreditation Overview



Stephen J. Henske, MHA
Assistant Vice President

23 Aug 2022

Briefing Topics

- Provide Overview of all Accreditation programs affecting USU
- Highlight Key elements of the Middle States Commission on Higher Education (MSCHE) on Governance, Leadership and Administration Standard
- Render Status Report on Middle States Commission Reaccreditation Preparation (site visit March 23-26 2023)

List of University Accreditors

University wide: The Middle States Commission on Higher Education (MSCHE) – March 26-29, 2023

Programmatic Accreditations:

- School of Medicine (incl. GEO) - 6 different accreditors
- Graduate School of Nursing - 2 different accreditors
- Postgraduate Dental College - each program reviewed separately by the Commission on Dental Accreditation (CODA) (6 sites/22-Programs)
- College of Allied Health Sciences - *supports* 12 credit-bearing Programs that are nationally accredited through METC
- National Capital Consortium (GME) - 1 accreditor - ACGME
- Animal Research Programs - 2 accreditors
- Armed Force Radiobiological Research Institute (AFRRI) - licensed and certified by the Nuclear Regular Commission (NRC)

MSCHE Standards

MSCHE mandates that its member institutions meet rigorous and comprehensive standards:

Standard I – Mission & Goals

Standard II – Ethics & Integrity

Standard III – Design & Delivery of the Student Learning Experience

Standard IV – Support of the Student Experience

Standard V – Educational Effectiveness Assessment

Standard VI – Planning, Resources, & Institutional Improvement

Standard VII – Governance, Leadership, & Administration

In addition institutions must meet the fifteen ***Requirements of Affiliation*** before they can be accredited or reaccredited.

MSCHE STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

“The institution is governed and administered in a manner that allows it **to realize its stated mission and goals** in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational systems, or other unaccredited organizations, the institution **has education as its primary purpose**, and it operates as an academic institution **with appropriate autonomy.**”

MSCHE STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

- Standard VII has 5 Criteria: 2-Governance; 1-Leadership; 2-Administration
 - Clearly articulated & transparent governance structure: roles/responsibilities and accountability for decision making by each constituency
 - Legally constituted:
 - Follows principles of good practice in Board governance
 - Sufficiently independent and serves public interest
 - Doesn't interfere in day-to-day operation
 - Oversees at policy level quality of teaching & learning
 - Supports the CEO in maintain the autonomy of the institution
 - Plays policy-making role in financial affairs
 - Establishes and compiles with written conflict of interest policy

MSCHE Reaccreditation Preparation Update

- The Self-Study document – now being consolidated into the MSCHE prescribed format
- Draft circulated to: Steering Committee> Cabinet> faculty> BOR>USU community for final review and input
- **Final Draft to Site Evaluation Team Chair** - 2 weeks before Oct 4 Preliminary Site Visit
- **Final Self-Study to MSCHE NLT 6 weeks prior to start of Site Visit**
- **October 4, 2022 - Team Chair Preliminary Site Visit** - Lt Gen Jay Silveria, USAF, Retired, will visit USU campus in preparation of the site visit.
- **March 26-29, 2023 - Evaluation Site Visit** - main campus site visit by MSCHE evaluation team. This will be preceded by a visit to other sites (TBD) about 1-2 weeks beforehand.

Reaccreditation: Important Dates

October 4

PRELIMINARY SITE VISIT

- MSCHE Evaluation Team
Chair, Lt Gen (Ret) Jay
Silveria visits USU campus
- Preparation for 2023 Site
Visit

Early March

OTHER LOCATIONS

- Evaluation Team will visit other
USU sites prior to the Main
Campus visit
- Likely to include Southern
Region / CAHS

March 26-29

SITE EVALUATION VISIT

- MSCHE Site Visit Evaluation
Team will visit the USU Main
Campus
- Meetings with students,
faculty, staff, Board Reps

BACK UP SLIDES

List of University Accreditation

The University:

- The Middle States Commission on Higher Education (MSCHE) –
March 26-29, **2023**

The F. Edward Hébert School of Medicine educational programs are accredited by:

- The Liaison Committee on Medical Education (LCME)-**2024**
- The American Psychological Association Commission on Accreditation (CoA)-**2023**
- The Council on Education for Public Health (CEPH)-**2028**
- The Accreditation Board for Engineering and Technology (ABET)-**2022**
- Commission on Accreditation in Healthcare Management (CAHME)-
2027
- American College of Surgeons (ACS)-**2022**

The Graduate School of Nursing educational programs are accredited by:

- The Council on Accreditation of Nurse Anesthesia Programs (COA)-**2023**
- The American Association of Colleges of Nursing Commission on Collegiate Nursing Education (AACN/CCNE)-**2028**

The Postgraduate Dental College program is accredited by:

- The Commission on Dental Accreditation (CODA)
- **(Six Separate Sites, Bethesda, MD-2025; Ft Bragg, NC-2025; Ft Gordon, GA-2021; Ft Hood, TX-2025; Lackland AFB, TX 2025; Schofield Barracks, HI-2021)**

The National Capital Consortium and its residency programs are accredited by:

- The Accreditation Council for Graduate Medical Education (ACGME) -**2024**

University Animal Research Programs are accredited by:

- Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC) **(Two)-2021**

The University Facilities programs are certified by:

- The Nuclear Regulatory Commission (NRC) **(Two)-2022**

Office of Accreditation & Organizational Assessment

Mission Statement

Provide oversight for accreditation programs, Privacy Act compliance, strategy management and integration, and adherence to Federal regulations, DoD policies and University policies and procedures necessary to enhance the University's ability to continue its mission to educate, train, conduct research, and other scholarly work.

Duties & Responsibilities

Accreditation

- Oversees accreditation and regulatory requirements from thirteen nationally recognized organizations to assure the University's school and departments remain up-to-date, in good standing and in compliance with applicable standards and requirements.
- Advises and guides University leadership, schools, institutes, and departments preparing for accreditation or certification.
- Monitors and maintains the accreditation and certification status for twenty-two University programs.

Duties & Responsibilities –Cont'd.

Strategy Management & Integration

- Ensures the USU Strategic Plan address the mission to educate, train, and comprehensively prepare uniformed services health professionals, scientists, and leaders to support the Military and Public Health Systems, the National Security and National Defense Strategies of the United States, and the readiness of our Uniformed Services.

Duties & Responsibilities – Cont'd.

USU Privacy Program

- Maintain compliance with the DoD Privacy Program (DoD 5400.11) and develop, coordinate, and implement policies and procedures; investigate and notify the DoD of any compromise of personally identifiable information (PII), to include protected health information (PHI); and manage the Privacy Act training program.

Organizational Assessment

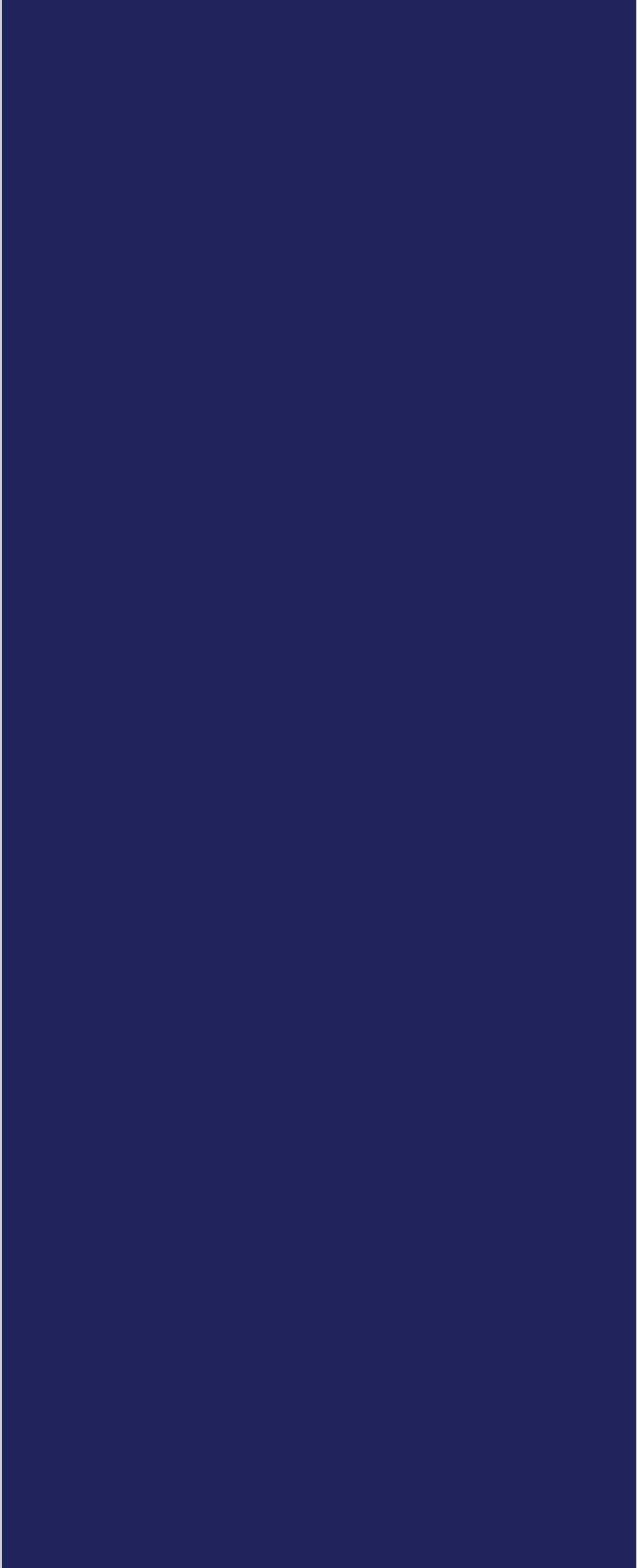
- Performs independent accountability and effectiveness assessments and program reviews at the direction of the Office of the University President.
- Operates the University Managers' Internal Control Program (MICP) for maintaining controls to achieve the objectives of efficient and effective operations, reliable financial reporting, and compliance with applicable laws and regulations.
- Complete the Annual Statement of Assurance (SOA) as required by the Federal Managers Financial Integrity Act of 1982 and the Office of Management and Budget Circular A123, which asserts that significant weaknesses in the design or operation of the University, if detected, are corrected in a timely manner.

-

Supplement

TAB 7

Hébert School of Medicine (SOM)





SCHOOL OF MEDICINE

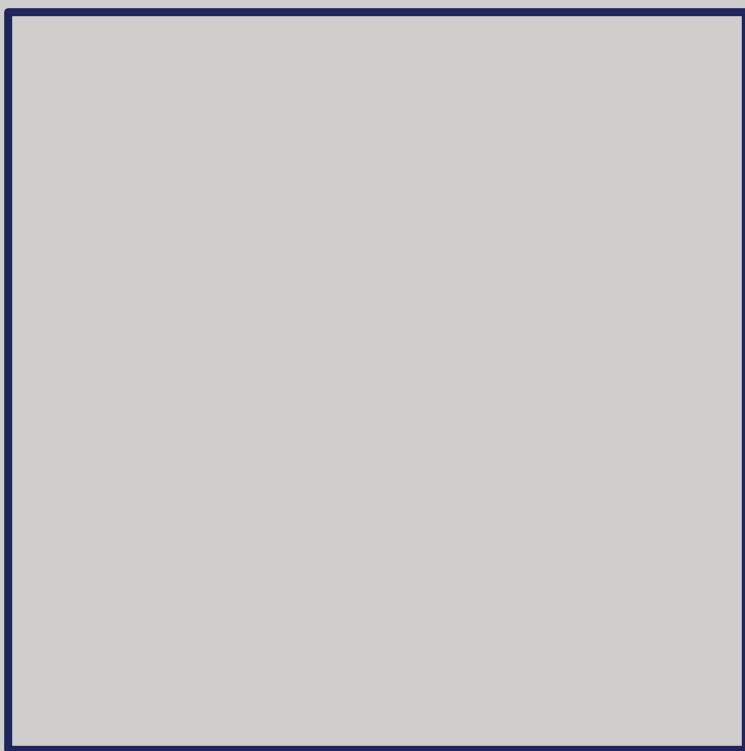
F. Edward Hébert School of Medicine

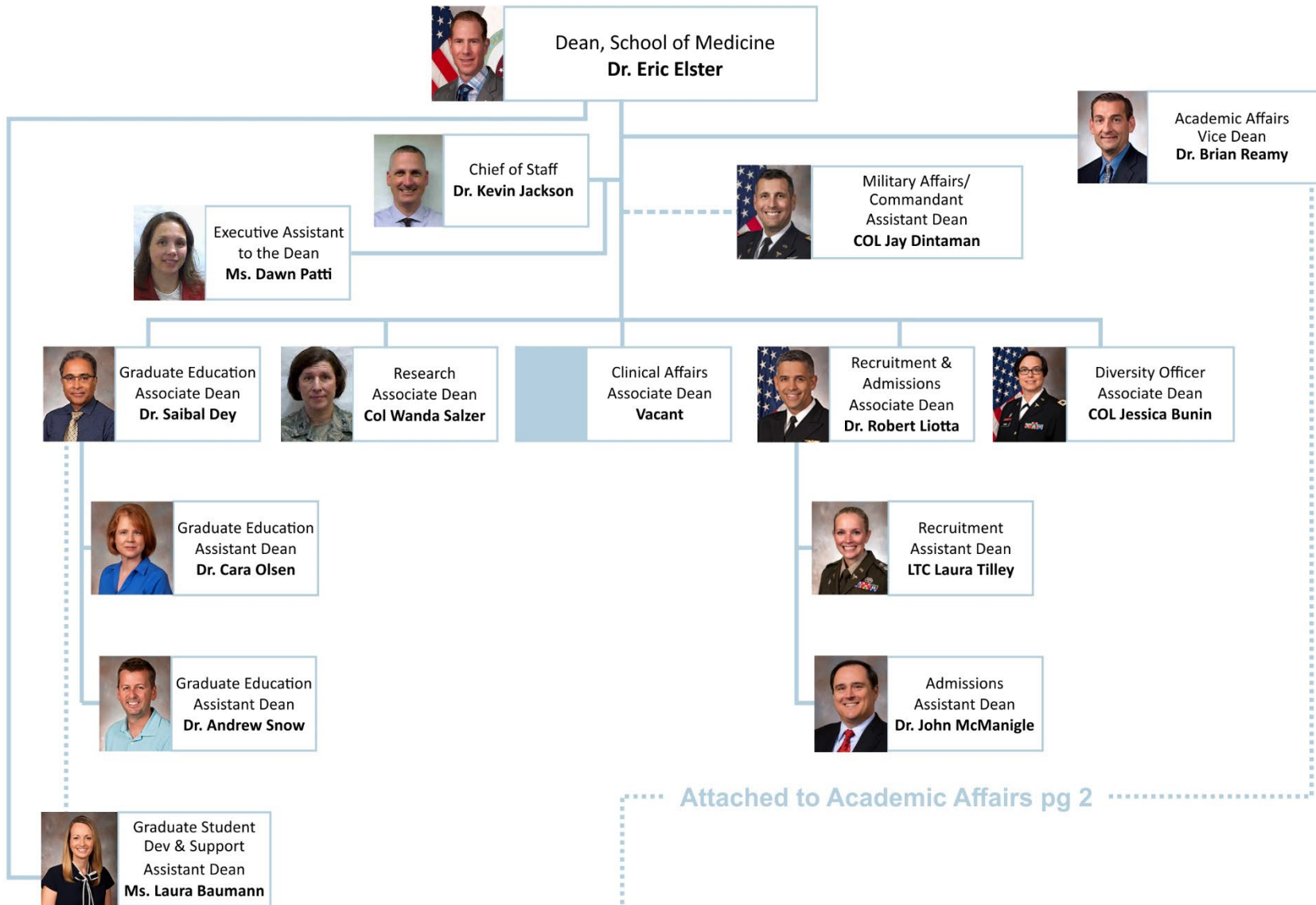


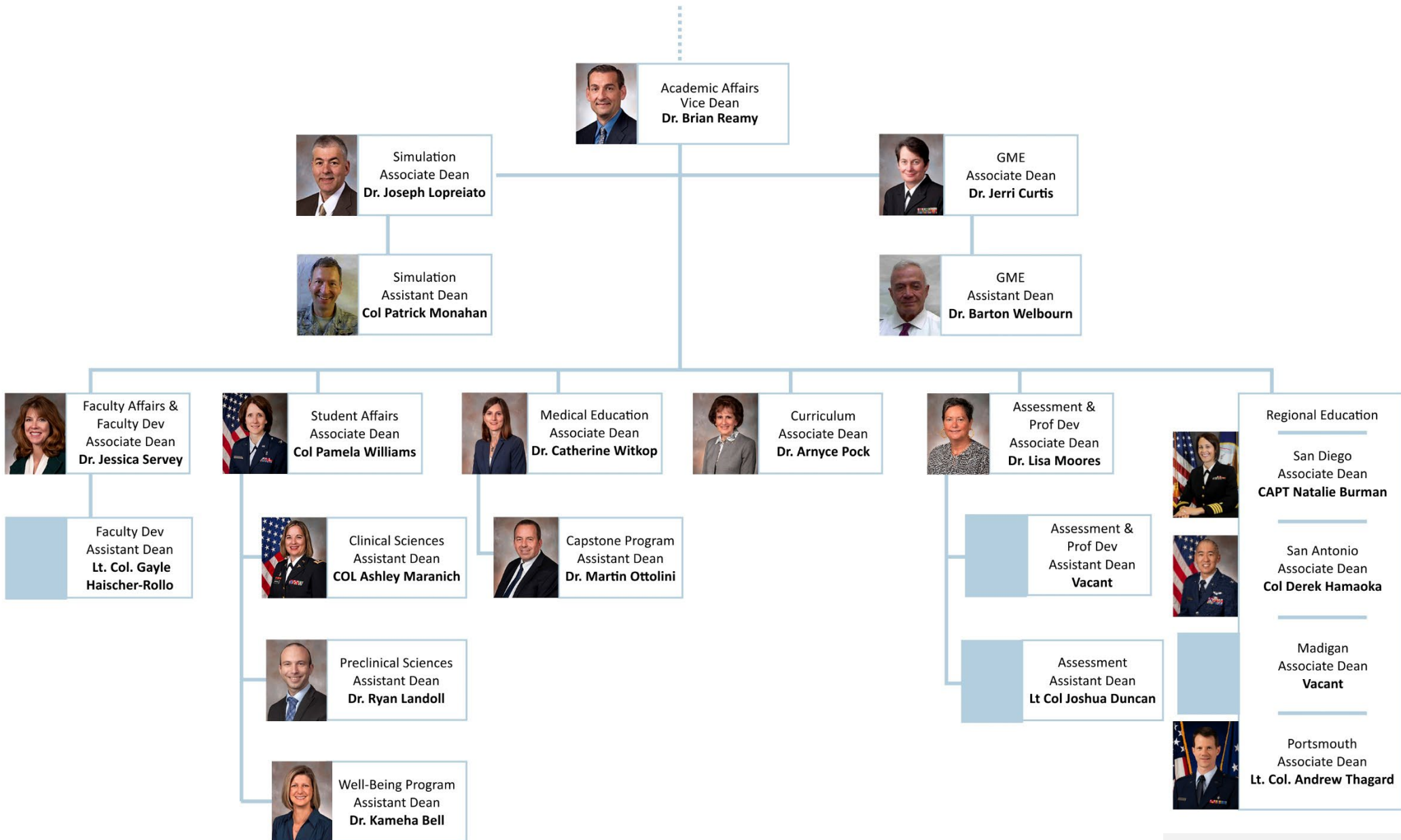














Dean, School of Medicine
Dr. Eric Elster



Dept. Chair
Anesthesiology
CAPT Arlene Hudson
ANE



Dept. Chair Anatomy,
Physiology & Genetics
Dr. Regina Armstrong
APG



Dept. Chair
Biochemistry
Dr. Teresa Dunn-Giroux
BIO



Dept. Chair
Dermatology
Dr. Thomas Darling
DER



Dept. Chair
Family Medicine
COL Dana Nguyen
FAM



Dept. Chair Gynecologic
Surgery and Obstetrics
CDR Monica Lutgendorf
GSO



Interim Dept. Chair
Medicine
Dr. Paige Waterman
MED



Dept. Chair Military
& Emergency Medicine
CAPT Sherri Rudinsky
MEM



Dept. Chair
Microbiology and
Immunology
Dr. Christopher Broder
MIC



Dept. Chair Medical
and Clinical Psychology
Dr. David Riggs
MPS



Dept. Chair
Neurology
LTC Brett Theeler
NEU



Dept. Chair
Pathology
Dr. Stephen Dumler
PAT



Dept. Chair
Pediatrics
COL Patrick Hickey
PED



Dept. Chair
Pharmacology
Dr. Irwin Lucki
PHA



Dept. Chair
Preventive Med.
& Biostatistics
COL James Mancuso
PMB



Dept. Chair Physical
Medicine & Rehabilitation
Dr. Paul Pasquina
PMR



Dept. Chair
Psychiatry
Dr. David Benedek
PSY



Dept. Chair Radiology
& Radiological Sciences
Dr. Vincent Ho
RAD



Dept. Chair
Surgery
COL Benjamin "Kyle" Potter
SUR



Dean, School of Medicine
Dr. Eric Elster



Center for
Deployment Psychology
Dr. David Riggs
CDP



Center for Neuroscience
and Regenerative Medicine
LTC Brad Dengler
CNRM - mTBI2



Infectious Disease Clinical
Research Program
COL Rob O'Connell
IDCRP



Consortium for Health
And Military Performance
Dr. Patricia Deuster
CHAMP



Center for Rehabilitation
Sciences Research
Dr. Paul Pasquina
CRSR



Murtha Cancer Center
Research Program
Dr. Craig Shriver
MCCRP



Center for
Health Professions Education
Dr. Steven Durning
CHPE



Center for the Study
of Traumatic Stress
Dr. Robert Ursano
CSTS



Surgical Critical Care
Initiative
Dr. Eric Elster
SC2i



Center for
Health Services Research
Dr. Tracey Koehlmoos
CHSR



Defense and Veterans Center for
Integrative Pain Management
Dr. Harold Gelfand
DVCIPM

MFP 202: “
Oc ober 2021



Supplement

TAB 8

Inouye Graduate School of Nursing (GSN)

Board of Regents Brief

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

Date: August 23, 2022

Title & School: Dean, Graduate School of Nursing

Phone: 301-295-9004

Purpose: Information

Action _____

Subject: Dean's Report – Graduate School of Nursing

Education

- The GSN continues its designation as a **Center of Excellence™** by the National League for Nursing (NLN) for excellence in the categories of **“Promoting the Pedagogical Expertise of Faculty” (2021-2025)** and **“Enhancing Student Learning and Professional Development” (2020-2024)**. There are fewer than 70 nursing schools across the country that have achieved the NLN Center of Excellence designation in any category and only 5 schools (including USU) have been recognized for excellence in more than 1 category.
- US News & World Report **2023 Best Graduate Nursing School rankings** listed the GSN Doctor of Nursing Practice Program (#21), in the top 5% of the 604 accredited schools surveyed. This annual survey involves review using 14 quality indicators, including peer review. GSN's nurse anesthesia program continues its rank of #4 of 112 accredited graduate programs. The GSN has nearly 200 enrolled nurses in its student body, and approximately 1,100 nurse alumni to date.
- For Class of 2022 graduating students **99% passed their national board certification** examinations—pending reports from 3 students. Twelve students completed dual certification in both family nurse practitioner and women's health nurse practitioner specialties. The RNA certification average first time pass rate over 3 years is 92%, in compliance with accreditation standards.

Class of 2021 nurse practitioner graduates' scores surpassed national averages in all areas on the Board Certification Exams from the American Academy of Nurse Practitioners Certification Board (AANPCB)

- Twenty-five (25) DNP scholarly projects were completed by the Class of 2022 and addressed multiple categories of health and system improvement. Projects were conducted at 16 different military treatment facilities. Since the implementation of the DNP degree in 2012, 144 projects have been completed by students, thus contributing to the military health system.

- Major **curriculum reform** is underway to comply with evolving professional standards. Implementation of new 2022 American Association of Colleges of Nursing (AACN) Graduate Essentials and competencies is in process. Curriculum is being mapped for new Essentials, for diversity, equity and inclusion (DEI) content, and for Military operational readiness KSAs.
- The **Battlefield Acupuncture (BFA)** course trains advanced practice nurses to provide BFA to patients for pain management and is a standing part of the GSN signature curriculum. Over 500 clinicians, faculty and staff have been educated in BFA. Faculty recently extended this training to military officers at Joint Base Lewis McChord.
- **Inter-professional education** partnership with the School of Medicine continues to bring together students in reflective practice sessions to discuss a range of political, ethical, economic, population health and social issues. Four combined sessions totaling eleven hours offers opportunity to learn with, from and about one another.
- Clinical **rotation sites** for students have expanded through partnership with the Indian Health Service and with exploration of OCONUS sites post pandemic in Lani, Guam and Okinawa.
- CDR Ken Radford and LCDR Quinn Leeper participated as Trauma Nursing subject matter experts and instructors for Ghana military nurses at the **African Peacekeeping Rapid Response Partnership (APRRP) Trauma Nursing Course**, in Accra, Ghana in January with follow up evaluation in May 2022. The APRRP program is supported by the USU Center for Global Health Engagement under the U.S. Africa Command (USAFRICOM) and funded by the Department of State to prepare strategic regional partners to carry out UN missions within the AFRICOM Area of Operation (AOR).

GSN Response to COVID

- Students & Faculty are vaccinated. Consistent with Health Force Protection Navy base status, less than 50% of GSN are on campus at any time. Classes continue in person and as hybrid virtually as appropriate to the content. Physical distancing and safety precautions remain in place and are continually reinforced.

Operational Readiness

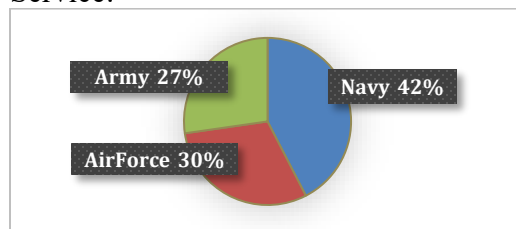
- Senior registered nurse anesthesia (RNA) students completed a Trauma Culmex training exercise held in conjunction with the FBI's elite Hostage Rescue Team in Quantico, Va. The Trauma Culmex exercise was developed to fulfill the RNA student **Trauma Simulation curriculum** requirement in their last semester of clinical education. Exercises focused on providing care in any operational and austere environment for both injured service members and injured military canine in the field. Students provided care of simulated patients with minimal equipment,

transporting patients by litter, managing lack of supplies, working in loud environments with simulated gunfire, blasts, and helicopter noise. The students also learned to intubate a patient from within the confined space of a helicopter.

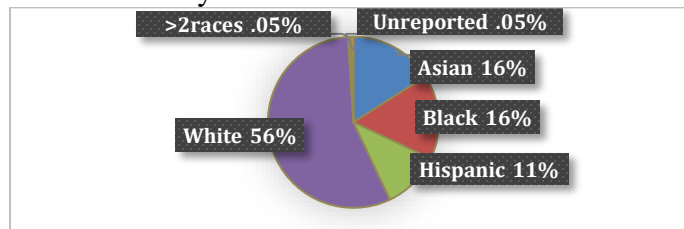
- Twelve students completed the rigorous training for the **German Armed Forces Field Proficiency Badge (GAFPB)**. This proficiency includes completing challenges in swimming, first aid, pistol qualification, nuclear, biological, chemical (NBC) Mission Oriented Protective Posture (MOPP) training and basic fitness. The GFAPB is one of the few approved foreign awards, and it is one of the most sought after awards to achieve.
- Twenty-eight students completed operational readiness education in a field experience in mountain medicine in Washington State.

Diversity, Equity and Inclusion

- A new diversity, equity and inclusion (DEI) statement was developed and endorsed by faculty and staff. The GSN implemented required DEI training requirements for all members of the GSN Search Committee and the GSN Admissions Committee. Required unconscious bias training is provided to all new faculty and students, as well as annual DEI education for all faculty & staff.
- Profile of Class of 2025, Sixty-nine (69) students matriculated in May 2022
 - Gender: 46% male; 54% female
 - 79% married; 73% have 1 or more dependents
 - 20% Prior Enlisted Service
 - Service:



- Ethnic diversity



Faculty Scholarship

- In 2021 GSN had \$8.6 Million in active grant funding with \$1.9million in new grant dollars. Nine faculty were members on 20 journal editorial boards; 26 faculty served as reviewers for 65 professional journals; and 102 faculty publications/presentation/posters disseminated GSN scholarship.
- CAPT Michele Kane was selected as a Fellow in the prestigious **American Academy of Nursing** that recognizes leadership for nurses who make a significant impact to health. The Academy represents less than 0.1% of nursing in the US. Eleven GSN faculty currently hold Fellow status in the Academy.

2022 Publications

- Bradley, D. F., Jr, & Rodriguez, J. A. (2022). Using Adenosine Triphosphate Bioluminescence-Based Technology to Verify Cleanliness of Perioperative High-Touch Surfaces. *AORN journal*, 115(4), 347–351. <https://doi.org/10.1002/aorn.13644>
- Cruthirds, D.F., Bader-Larsen, K., Hamwey, M., & Varpio, L. (2021). Situational awareness: Forecasting successful military medical teams. *Military Medicine*. 186:3, p. 35 - 41. <https://doi.org/10.1093/milmed/usab236>
- Currie, T.L., Engler, M.M., Olsen, C. H., Krauthamer, V., Scott, J.M., Deuster, P.A., Flagg, T. P. The Effects of Berry Extracts on Oxidative Stress in Cultured Cardiomyocytes and Microglial Cells: A Potential Cardioprotective and Neuroprotective Mechanism. *Molecules* 2022;27:2789.
- D’Angelo, M., St. Rose, T., Johnson, H.L., Owen, R., Radford, K., Taylor, L., & Seibert, D. (2022). Using drug cards to teach generalized pharmacology for APRNs – a pilot. *Nurse Educator*, 47(4)
- D’Angelo, M. (2022). When the Butcher’s Bill Lies: How Modern Military Medicine Distorts the Cost of War. The Modern War Institute at West Point. <https://mwi.usma.edu/when-the-butchers-bill-lies-how-modern-military-medicine-distorts-the-costs-of-war/#:~:text=in%20Cyberspace%20Project-,When%20the%20Butcher's%20Bill%20Lies%3A%20How%20Modern%20Military,Distorts%20the%20Costs%20of%20War&text=The%20United%20States%20has%20been,conflict%20in%20the%20nation's%20history.>
- Diehl, A., McCants, K. M., & DeLeon, P. H. (May, 2022 in press). It’s all the same – Seeing through the lens of the patient. *Social Innovations Journal*.
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- Gutierrez, J.I., Vlahov, D., Dubov, A. et al. Preferences for Long-Acting and Alternative Modalities for PrEP among Military Men Who Have Sex with Men: Segmentation Results of an Adaptive Choice-Based Conjoint Analysis Study. *J Urban Health* (2022). <https://doi.org/10.1007/s11524-022-00615-9>
- Hamilton, W., Bradley, D., Backus, C., Zenteno, J., Block, W., Landt, C., Demotica, R., Samorsorn, A., & Dickinson, C. (2022). Aromatherapy: Use of Essential Oils to Decrease Pain, Anxiety, and Nausea in Acute Care. *MEDSURG Nursing*, 31 (2), 110-113.
- Heuer, B. & Seibert, D. (2022). Understanding the nomenclature of mitochondrial DNA mutations through examples of two specific disease entities: Mitochondrial encephalopathy with lactic acidosis and

- stroke-like episodes and Leber hereditary optic neuropathy, *Journal of the American Association of Nurse Practitioners*, 34(2), 217-219
- Honig, A., Galassi, M., Ogungbe, O., Uranga, T., & Cuevas, D. (2022) Implementation of aromatherapy, a non-pharmacological intervention, to reduce anxiety during the preoperative period *Journal of PeriAnesthesia Nursing JOPAN-D-22-00058R1*
- Mooney, AC., Koehlmoos, T, Banaag, A., Mooney, AC., Koehlmoos, T, Banaag, A., Hamlin, L. (2022 Feb 28). Severe Maternal Morbidity and 30-Day Postpartum Readmission in the Military Health System. *Journal of Women's Health*. doi: 10.1089/jwh.2021.0427. Epub ahead of print. PMID: 35230195.
- Radford, K., Berman, R., Jaiswal, S., Kim, S., Zhang, M., Spencer, H. & Choi, K. (2022). Altered fear memories and brain glucose utilization following intravenous ketamine infusion in female Sprague-dawley rats. *Int. J of Molecular Science*, 23, 1922.
- Raps S.J., Chen D., Bakken S., Caban J., Engler MB. Baseline eHealth Behaviors of Service Members: A Retrospective, Cross-Sectional Analysis of Patient Portal Use Before the Pandemic. *Military Medicine* (In Press).
- Rodriguez-Menendez, G., Shelton, S., Steinman, J., Barr, M., Cunningham, A., Glaser, D., Masson, T., McGrath, B., Nealon, M., Bray, J.H., DeLeon, P. H., Moore, B. A., & Rom-Rymer, B. N (2021, September 30). Toward a new predoctoral model: Education and training in clinical psychopharmacology. *Experimental and Clinical Psychopharmacology*. Advance online publication, <https://dx.doi.org/10.1037/pha0000514>.
- Schramm, J. F., Dominicci, F. C., Binder, M. M., & DeLeon, P. H. (2023). Telehealth. In K. R. Tusaie & J. J. Fitzpatrick (Eds.). *Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches across the life span*. 3rd Edition (pp. 619-624). New York: Springer.
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- Seibert, D & McBride, S. (2022) *Genomics and Implications for Health Information Technology Chapter 25 in Nursing Informatics for the Advanced Practice Nurse: Patient Safety, Quality, Outcomes and Interprofessionalism*, 3rd Edition. New York, NY, Springer Publishing Company
- Taylor, L "Using the RIME Framework to Level Curriculum & Clinical Expectations across DNP Nurse Practitioner Curriculum" (In Press) *Nurse Educator*
- Uribe-Leitz T, Matsas B, Dalton MK, Lutgendorf MA, Moberg E, Schoenfeld AJ, Goralnick E, Weissman JS, Hamlin L, Cooper Z, Koehlmoos TP, Jarman MP. (2022). Geospatial Analysis of Access to Emergency Cesarean Delivery for Military and Civilian Populations in the US. *JAMA Network Open*. 5(1); e2142835. doi:10.1001/jamanetworkopen.2021.42835
- Wheat, J., Khan, M., Banaag, A., Vaccaro, C., Greer, JA, Koehlmoos, TP, Hamlin, L. (In Press). Prevalence of pelvic floor disorders in United States Active-Duty Service Women. *Female Pelvic Medicine & Reconstructive Surgery*.

Manpower

- A career development ladder for program support staff has been fully implemented.
- Dr. James L. Maiden was recruited to the new position of Assistant Dean for Student Affairs starting in August.
- GSN is currently recruiting for a new Associate Dean for Research, tenure track position.

Supplement

TAB 9

Postgraduate Dental College (PDC)

Uniformed Services University of the Health Sciences Board of Regents

Board Brief

Submitted by: Drew W. Fallis, DDS, MS, MHPE Date: 23 Aug 2022

Title & Department: Exec Dean, Postgraduate Dental College Phone: 210-299-8509

Purpose: Information X Action

Subject: Orientation to the PDC

PDC Mission

“To support the readiness of America’s Warfighter, as well as the health and well-being of the military community, by partnering with the Military Services to educate dental specialists that are ideally suited for practice in the Military and Public Health Systems in support of National Security and National Defense of the United States.”

PDC Vision

“By the end of CY 2023, the PDC will be recognized as the pre-eminent national educational institution for training uniformed service dental leaders who are prepared for careers of service to the nation. The PDC will be the focal point for the uniformed services in postgraduate dental education, research and scholarship, and leadership/leader development.”

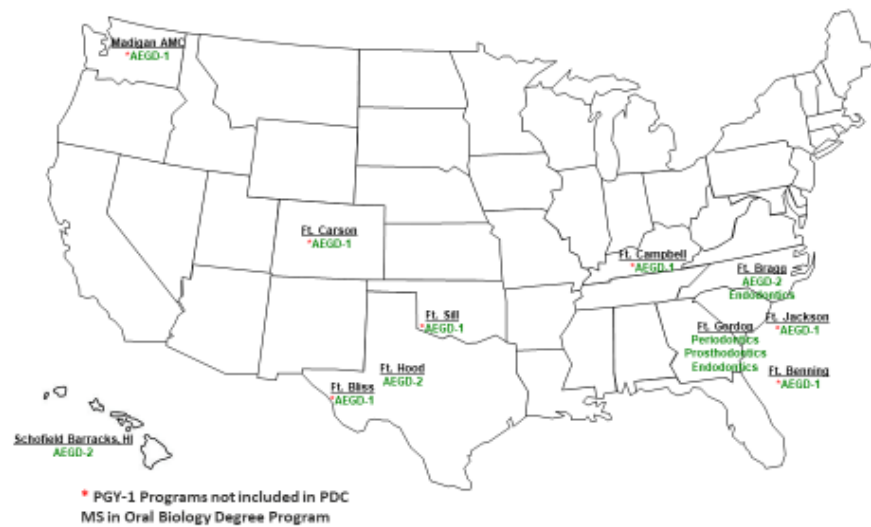
Scope of the PDC

The PDC consists of **19** Advanced Dental Education Specialty Residencies in the Army, Navy, and Air Force Postgraduate Dental Schools that comprise the USU PDC’s **MS in Oral Biology Degree Program**. Dental Residency training is offered in seven (7) mission-essential dental specialties at six (6) geographically separated military locations. These dental specialties include:

Endodontics	Periodontics	Prosthodontics
Oral & Maxillofacial Pathology	Comprehensive Dentistry	Orofacial Pain
Orthodontics & Dentofacial Orthopedics		

The PDC includes affiliation with **26 Post-Graduate Year-1 (PGY-1) Certificate Programs** that include both Advanced Education in General Dentistry 1-Year (AEGD-1) and General Practice Residency (GPR) Programs. These programs are located at 23 geographically-separated military dental treatment facilities across the U.S.

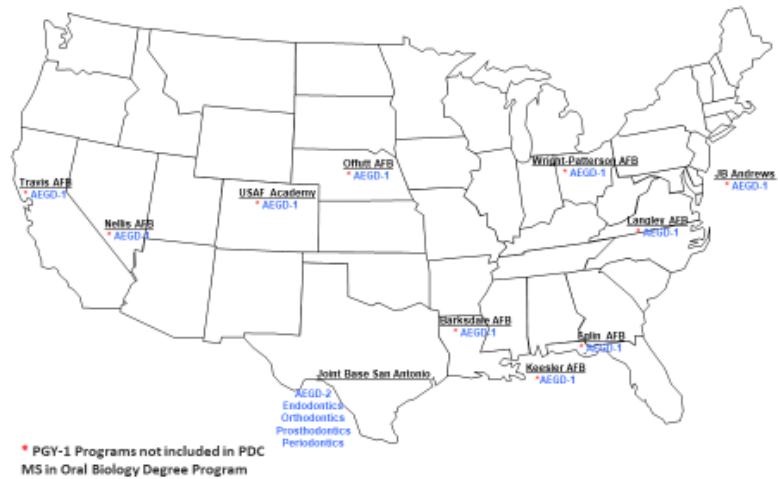
APDS Locations



NPDS Locations



AFPDS Locations



Organization Structure

The PDC is led by an Executive Dean, who provides administrative oversight to the three military Service Deans who lead the Army, Navy, and Air Force Postgraduate Dental Schools (APDS, NPDS, and AFPDS). The APDS Dean resides at Ft. Sam Houston, TX, the NPDS Dean resides at Bethesda, MD, and the AFPDS Dean resides at JBSA Lackland AFB, TX. The Executive Dean also provides supervisory oversight to the PDC's Associate Dean for Dental Research, Associate Dean for Faculty Affairs, and the Director of the Tri-Service Center for Oral Health Studies (TSCOHS).

Faculty Appointments and Development

There are currently **524** military dental educators who hold academic appointments in the PDC. These educators are primarily on active duty, non-billeted to USU, and primarily hold junior faculty appointments at the Assistant Professor level. Typically, these junior faculty have their first clinical teaching experience at one of the 26 Dental PGY-1 programs, take advantage of USU faculty development resources, progress in their academic careers with teaching experience and scholarship accomplishments, and are then considered for academic promotion. As these faculty advance in their academic careers, they will typically transition to higher level teaching opportunities at one of the 19 Advanced Dental Education Specialty Residencies that comprise the MS in Oral Biology Program.

Research Focus

The research focus of MS in Oral Biology Program is intended to yield talented Clinician-Scholars who are discerning consumers of the professional literature. This is accomplished by standardizing the research curricula across PDC programs to familiarize residents with basic research terminology, principles of research design, protocol development, sample-size determination, statistical methods and analyses, assessment and approval processes (IRBs, funding entities, etc.), data collection, assessment of results, and publication and/or presentation of findings. All PDC research is designed to align with pre-established capability gaps that exist within the DoD, to support the application of new knowledge to the benefit of military mission and warfighter. Therefore, PDC research projects are designed to align with the topic areas of Health & Human Performance, Prevention & Safety, Pain Management, Materials, Devices, & Techniques, and Technology & Innovation.

Snapshot of Strategic Outcomes

The PDC's Strategic Plan is aligned with that of the USU and includes objectives with associated outcome metrics. These outcome metrics are continuously tracked, reported annually, and reside with the strategic domains of Education, Research & Scholarship, and Leadership & Leader Development.

Education:

- 100% Program American Dental Association Commission on Dental Accreditation (ADA COD) rate maintained since establishment of the PDC.
- 98% Program Fill-Rate (Average since 2010)
- 694 MS in Oral Biology Degrees awarded since 2012 with a 95% Program Completion Rate.
- 94% Cumulative Written Board Certification Rate for all graduates.

Research & Scholarship:

- 95 professional manuscripts accepted for publication in peer-reviewed journals in FY2021.
- 99% research topic alignment with mission-essential Operational Gaps

Leadership & Leader Development:

- 27 PDC faculty earned USU Academic Leadership Certificates in 2021
- 42 PDC faculty currently hold leadership positions as Consultants to the Surgeon General or serve as Dental Specialty Leaders within their Service.
- 3 NPDS faculty serve on the Presidential Support Team providing dental care to White House Leadership, the POTUS, and the First Family.

Strategic Initiatives

Due to the unique structure and resources available in the PDC, the following strategic initiatives have been developed and are ongoing:

- Development of a Dental-specific Distance Learning based Faculty Development Certificate Program. This initiative was undertaken in collaboration with the USU Center for Health Professions Education (CHPE) to build upon previous PDC Faculty Development Coursework developed on a DL platform. New Dental Faculty Development 1 (DFD 1) will consist of basic faculty orientation and introductory teaching concepts that will target junior faculty or even dental resident in their final training year. DFD 2 will align with the current **CHPE Introduction to Foundations in HPE Certificate** program and faculty will receive transcribed credit that can be applied toward higher certificate and degree programs as faculty progress in their academic careers.
- Establishment of a Dental Long-Term Career Outcome Study (D-LTCOS) to provide career development data on PDC students, faculty, and alumni for future educational research.
- Expansion of the Tri-Service Center for Oral Health Studies (TSCOHS), with publication of a newly revised MOU with the 3 military Services. An expanded focus will be placed on increased collaboration with the Murtha Cancer Center to build upon previous research on Smokeless Tobacco use and other military Dental Public Health topics.
- Development of a Military Clinical Practice Research Network to link the 26 Tri-Service Dental PGY-1 Program Locations and faculty for future research.

Board Action Requested: NA / Informational Only

Supplement

TAB 10

College of Allied Health Sciences (CAHS)

Uniformed Services University of the Health Sciences
Board of Regents

Board Brief

Submitted By: Lula Westrup Pelayo, Ph.D., RN, FAAN

Date: August 23, 2022

Title and Department: Dean, College of Allied Health Sciences **Phone:** (210) 299-8527

Purpose: **Information** **X** **Action:**

Subject: College of Allied Health Sciences Update

INTRODUCTION

The College of Allied Health Sciences (CAHS) was chartered by the Assistant Secretary of Defense for Health Affairs in October of 2016 after receiving the endorsement of the USU Board of Regents. Congress authorized undergraduate study at USU in section 724 of the 2017 National Defense Authorization Act, which was signed by the President of the United States in December of 2016. The CAHS commenced initial operations on April 24th, 2017. The CAHS exists to serve the ever-increasing education and training requirements that are prerequisite to professional practice within the Military Health System (MHS) of the Department of Defense (DoD). An added benefit of meeting these requirements is that these competencies and credentials translate directly to the civilian sector.

The USU provides oversight of the CAHS consistent with the advisement of the USU Board of Regents in the form of governance and administrative support just as it does for the other schools and colleges of the University. The DoD Instruction 5105.45, Subject: Uniformed Services University defines the governance, organization, and management of the USU, allows leadership to strategically identify evolving educational requirements, and clarifies their university's position within the DoD. The USU provides administrative oversight of the CAHS from its well-established southern office at Joint Base San Antonio (JBSA) Fort Sam Houston, Texas.

The mission of the USU CAHS is to educate and train highly competent personnel qualified and dedicated to serving the needs of the uniformed services and the United States. The

CAHS places a high priority on the special training needs of military medical personnel in contingency, Defense Support to Civil Authorities, combat, and deployment healthcare, as well as peacetime healthcare. The CAHS will fulfill the mission established by the Department of Defense and will meet the standards established by the relevant programmatic accreditation bodies for accreditation of respective educational programs for all degree programs, as required and requested by the Services. In the vision of the USU CAHS Dean, CAHS students train exceptionally well for the mission of the DoD and the CAHS students achieve education for a lifetime of service to the nation long after leaving military service within the communities they call home. By the end of 2026, the CAHS will be DoD's focal organization for educating allied health professionals across all Services in order to enhance the health of the DoD community and medial readiness of the armed forces in support of the National Defense Strategy.

ACADEMIC SHARING MODEL

The CAHS utilizes an Academic Sharing Model in which our enlisted Military Service member's educational achievements are recognized and captured in degrees pathway and documented in academic transcripts provided by the Uniformed Services University. The CAHS works with our Academic Partners, our Military Services, in the creation of these degree plans. Service-directed Plans of Instruction, Programs of Instruction, or Training Course Control Documents are reviewed and analyzed to determine course development, college semester hour credits, and course syllabi in each degree plan. Educational outcomes are asses to be equivalent or identical to those from main-stream academic institutions and meet accreditation requirements. Service-funded and maintained training facilities, equipment, and supplies are evaluated for feasibility and sufficiency in meeting the requirements for educational programs. Service-supported and qualified instructors in each program area must meet requirements set by programmatic accreditors and the University and are appointed as CAHS faculty. Soldiers, Sailors, and Airmen students are recruited, selected, and supported by their respective Services.

In doing so, the college supports the delivery of instruction required to reach academic goals while on the service –member is on academic duty. This achievement while in Service greatly reduces the need for students to use tuition assistance to complete a degree. Importantly, this not interfere with the delivery of Service required training.



ACADEMIC PROGRAM AREAS

The CAHS provides support to Service requirements at multiple locations with six Academic Partners; Medical Education and Training Campus, US Army Medical Center of Excellence, US Army Special Operations Center of Excellence, Navy Medical Forces Support Command, US Airforce School of Aerospace Medicine, and the Special Warfare Training Wing.

- We catalog 27 Program Areas and 1 Course of study
- Our programs hold 12 Specialized Programmatic Accreditations with one other pending
- There are currently 33 additional Program areas pending METC transition Priority Lists
- An additional 24 Programs under various stages of review by Services for transition





MEDICAL EDUCATION AND TRAINING CAMPUS

16 PROGRAMS

- **Respiratory Care Practitioner *** **
- **Cardiovascular Technician***
- **Histology Technician***
- **Medical Laboratory Technician***
- **Neurodiagnostic Technologist***
- **Occupational Therapy Assistant*** **
- **Ophthalmic Technician***
- **Pharmacy Technician***
- **Radiologic Technologist***
- **Respiratory Therapy Assistant*** **

- **Hospital Corpsman Basic**
- **Nuclear Medicine Technologist**
- **Nutrition Science**
- **Preventive Medicine**
- **Urology Technician**
- **Education and Training Administration and Leadership**



- * **10 Nationally Accredited**
- ** **3 Degree Conferal On Completion Of Training (ASHS)**



US ARMY MEDICAL CENTER OF EXCELLENCE

- **Combat Paramedic Program #**
- **Health Physics Program**
- **Practical Nursing Program *****
- **Food Inspection Specialist *****



- # **1 Pending National Accreditation**
- *** **Red Type Indicates Two Programs Pending Development**



US ARMY SPECIAL OPERATIONS CENTER OF EXCELLENCE

- **Special Operations Combat Medic ***
- **Special Forces Medical Sergeant**
- **Civil Affairs Medical Sergeant *****



- * **1 Nationally Accredited**
- *** **Red Type Indicates One Program Pending Development**

NAVY MEDICAL FORCES SUPPORT COMMAND

- **Navy Surface Warfare Medical Institute**
Surface Independent Duty Corpsman
- **Naval Undersea Medical Institute**
Submarine Independent Duty Corpsman
Submarine Independent Duty Corpsman Alt
Radiation Health Technician
- **Tri-Service Optician School - 1 Program**
Opticianry *
- **Naval Aerospace Medical Institute**
Aerospace Medical Technician
Aerospace Physiology Technician



* **Nationally Accredited**

US AIR FORCE SCHOOL OF AEROSPACE MEDICINE

- **Critical Care Air Transport**



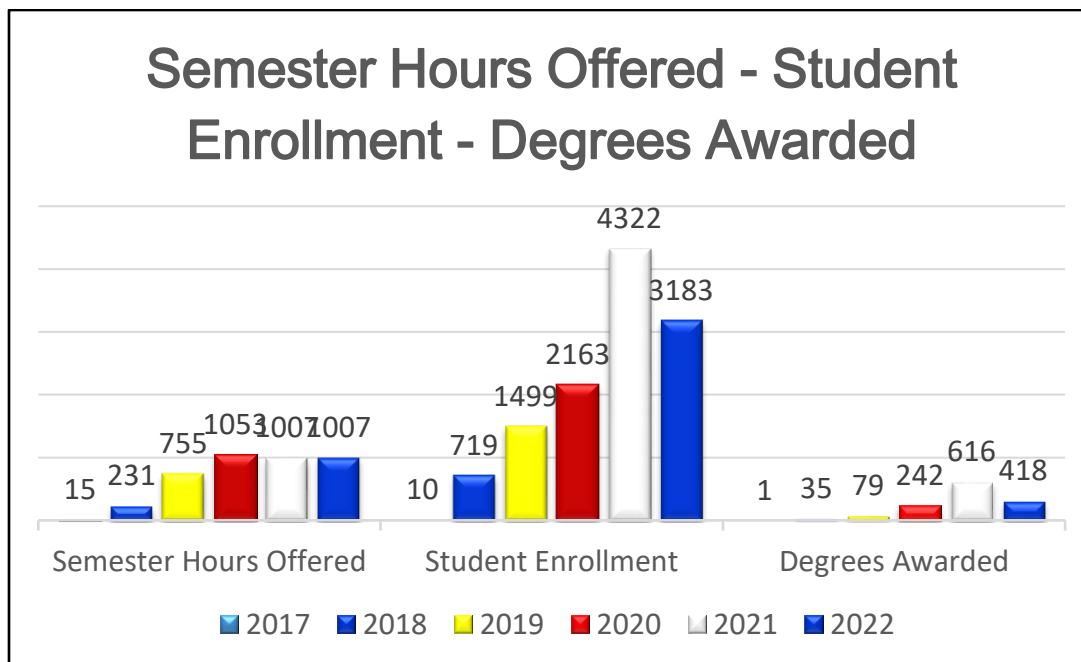
SPECIAL WARFARE TRAINING WING

- **Pararescue Technician (EMT Paramedic) *****



*** **Red Type Indicates One Program Pending Development**

STATUS UPDATE



Average Daily Census for All Programs (January 2021 through April 2022): 2397

Average Daily Census for METC (January 2021 through April 2022): 1849

SINCE INCEPTION:

- Total Graduates (September 2017 through May 2022): 1391**
- METC Graduates (September 2017 through May 2022): 1063**

The College of Allied Health Sciences has proved proof of concept and as such stands ready to continue its efforts to enhance the health of the DoD community and medial readiness of the armed forces in support of the National Defense Strategy.