

# American Society for Dental Ethics

## **Mission Statement**

The American Society for Dental Ethics exists to support ethics as an integral value for the dental health care professions. The members of the Society are dedicated to the ongoing study of ethical issues and education to promote professional responsibility and conduct, thereby enhancing oral health care for those we serve.

## **Core Values of ASDE**

- Leadership
- Community
- Education
- Collegiality
- Scholarship
- Service
- Professional integrity

## **Officers**

President: Marilyn Lantz  
President Elect: Phyllis Beemsterboer  
Treasurer: Larry Jenson  
Past President: Lawrence Garetto  
Members at Large: Toni Roucka,  
Al Rosenblum and Anne Koerber  
Strategic Planning: Phyllis Beemsterboer,  
Laura Bishop, Muriel Bebeau and  
Don Patthoff  
Editors for Issues in Dental Ethics: Jim Rule  
and Dave Ozar  
Executive Director: Anika Ball

The ASDE officers are inviting all members to go to our website at [www.societyfordentaethics.org](http://www.societyfordentaethics.org)

## May 2009

## **ACD Integration Update**

At the ACD Spring Board of Regents Meeting, the Regents voted to continue the pilot integration between the College and ASDE. Further discussions between College and ASDE leadership will center on the timing for the integration and on the necessary changes to the organizations' by-laws to encompass the planned relationship. As mentioned in our integration planning documents, the purpose of this alliance is for *"combining the expertise and resources of both organizations to enable ASDE and ACD to enhance their scope, impact and visibility as leaders in advancing professional ethics in dentistry and dental education."* We will keep you informed as we progress with this integration. A final vote of the membership will be necessary to make this affiliation permanent.



## **Annual Business Meeting at ADEA**

ASDE held its annual business meeting during the ADEA annual session in Phoenix, Arizona. The group discussed several important issues. First, it considered the impact that moving forward with the integration with ACD might have on current members. The group was in favor of continuing with the alliance while preserving our values. There was also discussion about the ACD Professional Ethics Initiative project. Some of our members are part of this initiative and they provided an update on PEI projects. The group also discussed several upcoming learning opportunities, include the ACD-sponsored facilitator training workshop in Hawaii and ASDE workshop being held, for the first time, in conjunction with the Summer Board Meeting (at USC). The financial report and the annual calendar were also reviewed. A brief discussion was held regarding the date change for submission for the Ozar-Hasagawa Award.

### **ADEA Faculty Development Workshop**

On March 17, 2009 members of ASDE led by ACD Fellow Muriel Bebeau (University of Minnesota), conducted a Faculty Development Workshop at the 2009 Annual Session of the American Dental Education Association. The workshop held in Phoenix Arizona and entitled *Tools for Assessing the Outcomes of Professional Ethics Education in Dentistry*, was filled to capacity (45 participants). The workshop focused on assessing professional identity formation, moral reasoning/judgment, ethical sensitivity and ethical implementation. Other presenters included ASDE President-Elect Phyllis Beemsterboer (Oregon Health & Science University) and current ASDE President and ACD Fellow Marilyn Lantz (University of Michigan).

### **ASDE Board Members to Present Continuing Education Course at USC**

ASDE will be holding its Summer Board Meeting in Los Angeles on the campus of the University of Southern California August 13-16, 2009. Our faculty host, ASDE Board Member/ACD Fellow Al Rosenblum has organized a full day continuing education course on Saturday, August 15 to take advantage of presence of the ASDE Board during this time. The course, entitled *Challenging Problems: Artful, Ethical Solutions*, will feature a keynote address by Robert Veatch, Professor of Medical Ethics and former Director of the Kennedy Institute of Ethics at Georgetown University. In addition to Dr. Veatch's presentation, the group will present a series of scenarios to challenge the participants in applying their ethical reasoning skills. Registration for the course will be available through the USC Continuing Education Division website at [www.uscdentalce.org](http://www.uscdentalce.org)

### **Intensive Bioethics Course June 1-5, 2009 held at Kennedy Institute of Ethics**

The Joseph and Rose Kennedy Institute of Ethics is one of the world's premier institutes for research in bioethics. Situated on the historic campus of Georgetown University, overlooking the Potomac River, the Institute brings together leading scholars and the finest library dedicated to the field. A pioneer in bioethics education, the Kennedy Institute offers bioethics courses designed to address the most challenging topics in health care ethics. These courses provide the opportunity for participants from different fields and disciplines to come together for a few days to explore the theoretical framework and practical issues of bioethics with a distinguished faculty. In a unique structure, lectures and panel discussions are paired with small group discussions, allowing detailed exploration of issues and personal interaction with faculty and other course participants. The course is truly intensive; with much of the intellectual interchange taking place over shared meals and in extra discussions organized around participant's interests.

Specific aims and objectives for the course are to introduce participants to the philosophical underpinnings of bioethics and current major topics in the field, and to provide them with the skills to define and describe various principles and approaches to bioethics in medical practice, law and public policy. Participants will understand and be able to demonstrate bioethical principles within a solid framework of decision-making in clinical, research and policy settings. Online registration available at: <http://kennedyinstitute.georgetown.edu>

### **The Calendar Corner**



Meetings and Events of Note to ASDE Membership:

- June 1-5, 2009 at Kennedy Institute of Ethics. Intensive Bioethics Course

- August 15, 2009 at USC School of Dentistry. Challenging problems: Artful, Ethical Solutions.
- Sept. 30/Oct 1, 2009 at the ACD Annual Meeting in Hawaii.

### **ACD Introductory Ethics Course in Hawaii – Sept. 30/Oct 1, 2009**

The American College of Dentists is planning a 7-hour introductory ethics course as part of the Annual Meeting and Convocation, Wednesday and Thursday morning, September 30–October 1, 2009, in Honolulu, Hawaii. Completion of the course is the first step toward a planned certification process in dental ethics (currently under development). This is a great opportunity for those who wish to increase their knowledge and understanding of dental ethics. The course is open to all dentists, dental students, educators, and hygienists. This course is separate from our LeaderSkills workshops and a small registration fee will apply. Online Registration Available at: <http://acd.org>

### **ASDE Consortium on Assessment of Ethical Development**

The following dental educators have joined a consortium to advance the assessment of professional ethical development in dentistry. Each educator is planning to use or has already used one or more of the five outcome measures (The Dental Ethical Sensitivity Test (DEST), The Defining Issues Test (DIT), The Dental Ethical Reasoning, and Judgment Test (DERJT), The Professional Role Orientation Inventory (PROI), and The Professional Identity Essay) presented at the ASDE sponsored faculty development workshop entitled: Tools for Assessing the Outcomes of Professional Ethics Education in Dentistry. The workshop, held at the ADEA meeting in Phoenix in March, provided participants with access to the various measure, data on the validity of each of the measures, and information on

ways to access available scoring services. Through the consortium ASDE's goal is to develop a database of normative information that dental educators can use in formative evaluations of their programs. Consortium Members: Phyllis Beemsterboer, Mickey Bebeau, Jane Casada, Frank Catalanotto, Dunn Cumby, Larry Garetto, Anne Koerber, Marilyn Lantz, Sam Nesbit, Shari Peterson, Al Rosenblum and Sandy Wilson.

### **Ozar- Hasegawa Award**

Ozar-Hasegawa Award submission date was extended to May 15, 2009. Results will be announced this summer.



### **President's Letter**

Dear ASDE members,

Greetings! I hope that all of you are enjoying the spring weather (we certainly are in Michigan!). I'm writing to encourage you to review the recommendations for changes to the current predoctoral accreditation standards made by the CODA Predoctoral Accreditation Standards Task Force. The recommendations can be accessed using the following link: [http://www.ada.org/prof/ed/accred/commission/news/predoc\\_apx2.pdf](http://www.ada.org/prof/ed/accred/commission/news/predoc_apx2.pdf)

In my view, the recommended changes place considerably more emphasis on demonstration of competencies and capacities related to ethics and professionalism than do the current standards. Not only do they focus on student performance and in some new ways on the effectiveness of educational programs, they also focus on the educational environment. Below, I've highlighted some of the changes that should be of particular interest to ASDE members. The report was released in July 2008, and the public comment period ended on May 1, 2009. A review committee will meet in mid-July to consider all of the feedback obtained, and vote whether to forward the

recommendations with or without changes to the Commission, or whether to reopen consideration of the changes.

Some of the proposed changes to the Standards that are noteworthy:

A new section that addresses the educational environment (pp. 9-12) has been included. Among other things, it calls for the use of a humanistic pedagogy and a humanistic learning environment in dental education and for the use of assessment strategies that measure not only knowledge and skills, but also values. This aspect of the educational environment is addressed in part, by creation of a new standard (1-3) that states, “*Dental education programs must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.*” The intent statement for the new standard 1-3 contains the following language: “*The program should also support and cultivate the development of professionalism and ethical behavior.*” It also provides examples of evidence that programs could use to demonstrate compliance, such as surveys and focus groups to “*Identify both positive and negative influences on professional attributes and develop strategies to improve and enhance the positive while mitigating the negative influences.*” This approach suggests that the Commission recognizes the role of the hidden curriculum (Hafferty, FW and Franks, R. 1994. The hidden curriculum, ethics, teaching, and the structure of medical education. Acad Med 69:861-571) in shaping professional behaviors and that it expects educational institutions to identify and mitigate the negative influences of the hidden curriculum.

The intent statement for standard 2-5 (“*The dental school must employ student evaluation methods that measure the defined competencies*”) has been enhanced to include the following: “*The education program should assess problem solving, clinical reasoning, professionalism, ethical decision-making and communication skills. Narrative descriptions of student performance and professionalism should be included as part of assessment in all courses where teacher-student interactions*

*permit this type of assessment.*” This statement suggests that the Commission recognizes the importance of providing students with written assessments of their professional behaviors along with other aspects of their performance in dental school, that it considers appropriate professional behavior to be an outcome of ethical competence, and also that it recognizes the integral role of professional behavior as an important dimension of professional competence.

Finally, the current standard that includes self-assessment (2-22) has been significantly expanded (new standard 2-10) to read: “*Graduates must be competent in self-assessment, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, life-long learning.*” Specific methods by which schools can demonstrate compliance are suggested and may include having students routinely assess their own progress toward overall competency and individual competencies as they progress through the curriculum; having students identify learning needs and create personal learning plans; and having students participate in the education of others, including fellow students, patients, and other health professionals, that involves critique and feedback.

I think that ASDE is in a unique position to assist dental education programs in meeting some of the new proposed and/or expanded standards that address ethics and professionalism, should they be adopted. Many of our members have developed dental ethics teaching and learning materials and methods, including formative and summative assessments to guide student learning and evaluate the effectiveness of educational programs. As we go forward, I encourage all of you to share your knowledge and expertise for the benefit of dental education and the profession, and to collaborate in the ASDE Consortium on Assessment of Ethical Development.

Sincerely,

Marilyn



*ASDE has decided to meet the demands of most of our members and transmit our newsletter electronically via email. If you would prefer to receive this mailing in paper form or have a problem in receiving it, please let Anika Ball know at [aball@llu.edu](mailto:aball@llu.edu).*