

PIC FELLOWS' EDUCATION/TRAINING SUMMARY

The purpose of the Fellowship's education and training for career growth through assistance and support for the development of a series of skills and knowledge. These skills and knowledge bases are primarily related to the Fellows' development as future clinical educators and leaders in primary care dentistry to develop, conduct, and champion:

- (a) primary care dental faculty development activities in community-based clinical primary care settings
- (b) the integration of oral health and primary care in training and practice
- (c) the teaching of how to provide oral health care across the life span as part of age-friendly health systems.

Over the course of the two-year Fellowship, trainees will be exposed to a variety of learning experiences related to their career development and advancement, pedagogical skills, issues of health care disparities, multi-level assessment strategies including National Provider Identifiers, telemedicine/dentistry, and integrated primary health care.

The Fellows will receive a:

1. Certificate in Health Professions Education that is achieved by the successful completion of 4 courses:
 - EDU497 Teaching and Learning in Higher Education and Health Care Settings
 - EDU58 Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods
 - EDU580 Foundations of Health Professions Education
 - ED520: Program Evaluation
2. Audit three Public Health courses:
 - PM 461 Program Evaluation
 - PM 426 Social and Behavioral Medicine
 - PM 438 Grantsmanship
3. Examples of potential on-line seminar series taken at Home Institutions (HI)

Scholarship such as journal writing, understanding: Essential methods in oral epidemiology, screening tools, systematic review seminars

An example of a systematic review seminar

- Clinical research and systematic review in dentistry: an overview
- Statistical analysis and sample size issues in clinical research: a clinician's perspective
- Studying a clinical study: critical appraisal of clinical research publications
- Case-control study design and critical appraisal
- Cohort study design and critical appraisal
- Clinical trial design and critical appraisal
- Systematic reviews: Methodology I
- Systematic reviews: Methodology II
- Topics for review: presentations and discussions (group 1- 2)
- Topics for review: presentations and discussions (group 3 to 5)
- Conducting Systematic reviews: the protocol (group 1- 2)

Formal seminars and seminar series will be conducted at the UR's Eastman Institute for Oral Health for the Fellows. Each year, three, one-week periods will be scheduled with a broad range of in-depth topics addressing the HRSA-21-018 NOFO goals and objectives in conjunction with the formal course program. There has been a broad enthusiasm across the University of Rochester's Colleges, and the Medical Center's Departments, Divisions and Offices, as well as the CTSI.

As such, some modifications of the core educational and training structure may be made. Each Fellow will have the opportunity to advance his/her educational skills and understand primary care across the lifespan as it particularly applies to populations experiencing health disparities and have complex multidimensional health and social conditions.

Integrated throughout the two-year Fellowship cycle, is the preparation for advancement within the Home Institution. The Center will strive to present skills that may support the Fellow in successfully championing primary care faculty development activities and primary care program development.

Examples of seminars during the annual, three, one-week training program at University of Rochester include:

CAREER DEVELOPMENT (12-13 HRs) (from the URMIC Clinical and Translational Sciences Institutes seminars from “Early Stage Faculty Boot Camp”)

- Strategic career planning/ Writing your academic development plan
- Mentoring: Being an effective mentor/ mentee
- Advancing your career as an educator
- Transforming your educational activities into scholarship
- Career development - P&T generalized
- Writing an effective CV
- Development of an educator’s portfolio
- Principles of Curriculum Development in Dental Education
- Self-directed learning
- Time management for the busy academician
- Leadership skills

TELEDENTISTRY/MEDICINE (15 hrs)

- Teledentistry in telemedicine overview
- Teledentistry: program report
- Teledentistry: population specific uses
- Teledentistry: The CHC perspective
- Teledentistry: Case observation
- tele-education -platforms
- tele-education -ZOOM
- tele-clinical simulation
- tele-clinical simulation demonstration

DEVELOPMENTAL DISABILITIES (6-8 hrs)

- Intro to LEND programs (Leadership Education in Neurodevelopmental Disabilities)
- The OR for adult developmental disabled

SPECIAL CARE PATIENTS (6 hrs)

- Bariatric
- Geriatric

COMPLEX CARE CENTER (15 hrs):

- 1- Review of the development, mission, vision, and space of the UR Complex Care Center and a tour of the space
- 2- The clinical operations and patient management within the UR Complex Care Center
- 3- Interprofessional communication – the highs and lows or our experience
- 4- The administration and financial management of an integrated clinical model running on silo-ed fiscal and administrative structures
- 5- Utilizing the interdisciplinary platform for unique and innovative research initiatives and creating space for that in a highly demanding clinical model

COMPREHENSIVE HANDS-ON CLINICAL HEAD & NECK EXAMINATION TRAINING

PRE-, PERINATAL ORAL HEALTH (6.5 hrs)

- Biology & pathology of pre-, peri, infant oral diseases
- Standards of Care/Results/findings of dissemination sessions
- Urgent care prenatal program, why, how, any results
- The Bellevue-NYUCD Obstetric-Oral health program
- integrating translational research in prenatal care

RURAL COMMUNITY HEALTH CENTERS: CHALLENGES & SOLUTIONS

NPI

- National Provider Identifiers (NPI);
- Assess short and long-term impact of primary care dentistry training programs with NPI
- NPI: assessment practicum

Addressing socio-determinants of health will include topics on

HEALTH LITERACY

CULTURAL COMPETENCY IN HEALTH CARE DELIVERY

URGENT CARE