

Members Present: Drs. DC Holmes (Chair), Sandra Guzman-Armstrong, David A. Jones, Tad Mabry, Leonardo Marchini, Natalia Restrepo-Kennedy, Michael Murrell, Maged M.E. Abdelaal, Darren Hoffmann, Lily T. Garcia, Nidhi Handoo, Sherry R. Timmons, Ms. Michelle Krupp, Layton Fritsch (D2), Carl Reitz (D3) and Andrew Richter (D4)

Absent: Drs. Paula Weistroffer, Fabricio Teixeira and Brian Howe

Guest: N/A

Meeting called to order 12:06 p.m.

- I. **Approval of December 6, 2017 Minutes:** – Dr. DC Holmes
MOTION: to approve the minutes as submitted and seconded.
MOTION APPROVED.

- II. **Department Curriculum Review – Pediatric Dentistry** – Dr. Sandra Guzman-Armstrong (See Attachment)
 - A. Dr. Sandra Guzman-Armstrong presented the Pediatric Dentistry Curriculum Review to the committee. Please see the attachment for the report. The workgroup consisted of Drs. Sandra Guzman-Armstrong (Lead), David Jones and Carl Reitz (D3). They met with Drs. Karin Weber-Gasparoni and Tad Mabry to clarify the questions about the review.
 - B. Comments and questions from the committee included the following:
 - Interceptive orthodontic treatment is defined for DS level as having the first premolars extracted followed by use of a space maintainer by the patient.
 - Who provides the interceptive orthodontic treatment? Drs. Tad Mabry and David Jones replied that it depends on the treatment. If the treatment includes the actual movement of teeth, then it is referred to either orthodontic or pediatric dentistry residents. A D3 student can experience space maintenance with an orthodontic student, depending on the patient.
 - C. The Department of Pediatric Dentistry is currently understaffed although three dental assistants will begin work soon. Students do not assist provide dental assistance for each other due to the need for an experienced dental assistant and patient safety reasons. Dental students can observe the residents as time and patients allow. Operative dentistry experiences are not limited by patient availability but rather by insufficient dental assistant staffing concerns.
 - D. After the department review process, which the department of pediatric dentistry curriculum review represents completion of a full cycle of departmental curriculum reviews, the Committee discussed the importance of having students involved in the departmental review process. Students who have rotated through the department, particularly in the D3 year, have more insight. . Additionally, it was noted that the departmental review workgroups should meet with both the DEO and clerkship director for more insight.

ACTION ITEM: Dr. Lily T. Garcia to forward committee concerns to Dental Administration regarding educational impact of staffing concerns in the Department of Pediatric Dentistry.

- III. **TMD Curriculum Proposal** – Dr. Lily T. Garcia
- A. Dr. Hong Chen, recent faculty member with advanced education in temporomandibular disorders, is exploring the educational thread of TMD in the CoD curriculum. Dr. Chen has reviewed the current TMD curriculum and spoke to those faculty members who are involved.
- B. One topic brought to the groups' attention was regarding assignment of content within the predoctoral curriculum, i.e. in a department by virtue of the faculty assignment or by management of curriculum content. For example, when a faculty member is in a specific department, where should the course be assigned? It may be the best route to embed TMD into the current education thread and not create a new course. If new hours are needed, what information will be removed and whose curriculum time will be impacted?
- C. Drs. John Hellstein, Dan Caplan, Lily T. Garcia, Hong Chen and those involved in teaching TMD will meet to find the best route to take. Dr. Garcia requested that the curriculum committee begin to think about broad impact of curriculum and seeks advice from the collective discussions. She will update the committee as progress is made.
- D. Andrew Richter (D4) suggested to better organize/highlight TMD in the curriculum since content exists but often is not recognized as solely TMD information.
- E. Comments:
- Other discussion related to this topic included how a new course was designed: clinical vs. lecture course, what are the course learning objectives, will students be required to treat patients or just be familiar with the TMD topic TMD?
 - Students should be able to recognize the patient's issue and determine the next step, whether it be referral, treatment, etc. Clear course design is key as well as alignment to the collegiate competencies.

- IV. **Office for Education Update** – Ms. Michelle Krupp and Dr. Lily T. Garcia
- A. AEFIS Update – mandatory use as the Collegiate syllabus
- Use of the AEFIS syllabus. Faculty were trained spring 2017 and offered a refresher for the fall 2017; the new syllabus has been in use for a full semester.
 - Some course directors might use the AEFIS/collegiate syllabus in an addition to a previous version of their current syllabus. The message needs to be communicated broadly that there is only one collegiate syllabus in use, the AEFIS template.
 - Office for Education needs to improve communications and remind faculty to use the AEFIS syllabus template.
 - D4 students are not familiar with the new template; however, D3 and D2 Students are familiar with the new syllabus template. Students can access their syllabus via ICON navigation bar or if the course director posts a PDF of the syllabus in an ICON module.
- B. Accreditation
- The accreditation mock site visit will be January 16-18 led by Drs. Karen West and Steve Stefanac. Drs. Garcia, Holmes and Ms. Michelle Krupp will meet with class presidents this Friday, to update the student leadership about the upcoming accreditation and what it means for the students.
 - Dr. Garcia requested for students on the curriculum committee please encourage fellow students to attend the open sessions for both the mock and actual site visits. If there are student concerns, please address the issues with Deans Garcia or Timmons prior to the mock and/or actual site visit.

V. **Round Table Comments** – Committee

- **See attachments**: new course request from Dr. Caplan – committee members are asked to review the documentation submitted prior to the next curriculum committee meeting.
- Discussion is needed by the committee to help define what constitutes a course. Should an activity constitute a course? What is the educational value? Do all students have the same opportunities? What is defined as an extramural rotation vs. a trip such as a mission trip, i.e. Dr. Aquilino's trip to Guatemala? What are the financial implications and when is/should financial aid be available?
- Additions to the predoctoral curriculum involves course learning outcomes, alignment with collegiate competencies. At times, creating a formal course has more regulations and oversight, versus having flexibility with an activity. Many activities are highly valued by our dental students and faculty but not all activities are considered formal curriculum.
ACTION ITEM: Dr. Garcia will take the proposal back and get more information.
- Dr. David A Jones mentioned that it is a huge thing that CoD has students on the curriculum committee and that they should really take their student evaluations seriously to better their education and the education of the classes following them.
- Dr. Garcia extended her appreciation to committee members for their hard work during 2017.

Next Meeting: Wednesday, February 7, 2018

Minutes recorded: Ms. Lauren Moniot

Working Group Summary

2018 Curriculum Review- Pediatric Dentistry Department DEO Karin Weber-Gasparoni, DDS, MS, PhD

Process:

A Departmental Curriculum Review report for the Pediatric Department was conducted by the Peer Curriculum Review working group. Members of the working group included Dr. Sandra Guzman-Armstrong, Dr. David Jones and Mr. Carl Reitz (D3 dental student). The working group reviewed the report and submitted questions to the DEO Dr. Karin Weber-Gasparoni and Dr. Tad Mabry. The working group leader, Dr. Guzman-Armstrong, collated all comments, questions, and responses to create the following summary.

In general, the workgroup assessment review was extremely positive. The Pediatric Department mission statement reflects clearly and concisely the goals of the COD collegial characteristics and their curriculum integrates well vertically and horizontally throughout the last three years of pre-doctoral education.

Questions per Section:

II.

It was slightly unclear how the department reported direct interaction with the students during the D1 year as described later on section III. A detailed description of the D1 interaction was described on Section III however we suggested to include the D1 interaction as part of section II.

It was also suggested by the group to add to section II a sentence highlighting that pediatric Dentistry clerkship (D3 year) provides the first student exposure to a comprehensive care clinic, preparing the student to manage their patient in an integrated manner.

IV.

It was suggested by the group to add D1 Courses where Pediatric Dentistry Department participates.

D1 –DENT:8118 and DENT:8500: Dental student Research Course with Dr. Teresa Marshall (Course Director)

VI.

The statement: “Pediatric Dentistry patients in the transitional or permanent dentition have an orthodontic appointment provided by the orthodontic department” Please clarify the role of the orthodontic faculty during the screening appointments and please clarify if this is applied to all patients or some patients in transitional and permanent dentition?

Each D3 student evaluates every patient with an “Ortho Screening Cheat sheet” and reviews it with the Pediatric Dentistry Faculty. If needed, an Orthodontic Faculty Member is called for consultation. When a consultation is completed by a D3 student they will complete the needed “exercise” which consists of further screening and interceptive orthodontic treatment when appropriate.

If during the rotation, the student does not have the opportunity to treat an ortho patient, the student should complete a “homework exercise” which simulates a case for practice and progress assessment. Vertical integration is accomplished using concepts taught during the D2 year and applying them during their D3 clerkship rotation.

V.

During the description on how horizontal curriculum integration is achieved with other departments, it was mentioned that during the D4 year each student spends 4 full days rotating between Muscatine Clinic (1 full day), Junior Clinic (2 full days) and the WIC Clinic (1 full day). Our question relates to the number of patients available for the D3 students to complete their experiences?

The Pediatric Dentistry clinic has a high number of patients for operative treatment and recall exams. The two D4 students are assigned to the operative chair per clinic. Dental assistants are designated to the operative chairs and a total number of 4 assistants are available in the clinic to help the students. Therefore, this allows only two D3 students per day for the operative chairs. The other remaining eight students do only recall exams. It is more efficient to have D4 students complete Operative treatment on children, however the lack of assistants might be limiting the number of clinical experiences for the D3 students and possibly delaying operative treatment on the COD patients.

(See Section XII from Departmental Curriculum Review document)

Recommendations from the Working Group:

- Continue to provide valuable ortho screening and treatment experiences to all D3/D4 students in the clinic and if possible look for ways to increase the interceptive orthodontic treatment for all patients without restricting the access due to financial/insurance concerns.
- Staffing challenges with the number of assistants available for D3 students in the Pediatric department should be prioritized and addressed by the administration. Increased support would provide more operative experience to the students and would greatly benefit the care of patients.

Date: 12/28/2017

Department: PCD

Course Number and/or Title: India DPH Observership

Course Director: Dan Caplan

Effective Date for Course Request: Summer 2018

I. Describe rationale for course request (*new course, change, merging, or new course director*)

Over winter break 2016 the Christiansen Professorship (CP) provided extensive funding to help 4 DDS students, 1 graduate student, and 1 faculty member complete a 2-week observership in Dental Public Health at the Indira Gandhi Institute for Dental Sciences (IGIDS), in Pondicherry, India. The CP can no longer afford this level of funding, and the trip cost ~\$4200 per person at that time, mostly due to the cost of airfare and lodging over the winter break. If the visit were to occur during the summer when no other COD classes are being held, the cost would be much less, plus students could apply the cost to their student loans, which could not happen if the observership were not an approved course.

II. Describe course level (D1/D2/D3/D4) and total semester hours

Preference for students after their D2 year, then D1s, then D3s. This is due to the fact that D3s might get more impatient since much of the course is learning and observing, rather than actually treating patients.

III. Describe if/which prerequisites are required

None

IV. Describe if course change conflicts with existing schedule

There would be no conflicts with the existing COD schedule. The trip would not be scheduled until the COD calendar for the summer is approved, and would occur only when required COD courses are not in session.

V. List new course support resources (Include room scheduling and new technology requirements)

None

VI. Describe how the course integrates in the curriculum

It would provide a unique learning experience for students which could not be replicated here at the COD. In experiencing a different culture, students travel to several camps outside the city to provide education and screening exams in field conditions under the guidance of IGIDS faculty. My colleague at IGIDS (M. Senthil) assures me that similar observerships to the one provided during winter break 2016 can be done in the future.

VII. Other considerations

Course would be offered only pending COD student interest in the program and timing each year. The course would be offered only once per summer.

Cc: Ms. Michelle M. Krupp
Ms. Lori Kayser

Daniel J. Caplan

12/28/2017

Department DEO (Print name)

Date



12/28/2017

Department DEO (Signature)

Date

Required Attachments:

- List of Course Topics and/or
- Course Learning Outcomes (what the students will be able to do at the end of the course)

Note: The course request is initiated by the department DEO, reviewed by the Curriculum Committee and finalized by the Associate Dean for Education.

For Office for Education Use Only:

Associate Dean for Education (Signature)

Date

India DPH Observership: Course Description

Description

The proposed 2-week program will consist of a series of experiential modules that include an orientation session followed by visits to multiple remote sites of unique communities with limited access to health care.

Leadership

- The COD course will be directed by Dr. Dan Caplan (Professor and DEO, Department of Preventive and Community Dentistry).
- In India, the program has been designed and will be overseen by Dr. M. Senthil (Professor and Team Leader, Department of Public Health Dentistry, Indira Gandhi Institute of Dental Sciences, Sri Balaji Vidyapeeth University, Pondicherry, India).

Objectives

1. To observe access to health care (particularly dental care) in a variety of underserved communities in an emerging country.
2. To experience the culture of one of the world's oldest countries and to learn how traditions have continued or changed over the centuries.
3. Understand the importance of leadership and team building in the delivery of health care.