

Curriculum Committee Meeting Agenda	
August 3, 2016	12:00 – 12:50 pm; Deans Conference Room (N304 DSB)
Dr. DC Holmes, Chair	Recorder: Ms. Michelle Krupp

Lunch served.

Agenda Items	Responsible Individual
1. Approval of June 24, 2016 Minutes	Holmes
2. Departmental Curriculum Review - Endodontics	Work Group – Dr. Restrepo-Kennedy
3. Iowa COD Competencies – Update Department Meetings, Faculty Development	Krupp
4. Iowa COD Competencies – Family Dentistry Daily Feedback Form	Holmes
5. Biochemistry & Pharmacology WG	Hoffman/Garcia
6. Round Table Comments	Committee
7. Next Meeting: September 7, 2016	

Action Items			
Status	Action to be taken	Responsible	Due Date
Pending	ICCMS Implementation in the College	Kolker/Guzman-Armstrong	
Pending	Create ad hoc Basic Science Integration	Garcia	
Pending	<ul style="list-style-type: none"> • Patient Ingress & Treatment Planning • Address the Endo Boot Camp Concern • Prerequisite Basic Science Question 	Garcia	

Curriculum Committee (2016-2017):

DC Holmes, Chair
Maged M.E. Abdelaal
Marsha Cunningham-Ford
Darren Hoffman
Brian Howe
Terry J. Lindquist
Leonardo Marchini
Natalia Restrepo-Kennedy

Cheryl L. Straub-Morarend
Fabricio Teixeira
Paula L. Weistroffer
D1 – TBD
D2 – Amanda Phan
D3 – Stacey Howes
D4 – Briana Lage

Ex Officio:

Lily T. Garcia, Associate Dean for Education
Michelle Krupp, Director, Education Development
Tad Mabry, Chair, Clerkship Directors
Galen B. Schneider, Executive Associate Dean
Catherine M. Solow, Associate Dean for Students
Sherry R. Timmons, Chair, CAPP Committee
Tara Sears, D2 guest

Curriculum Committee Minutes – August 3, 2016

Members Presents: Drs. DC Holmes (Chair), Maged Abdelaal, Darren Hoffman, Brian Howe, Leonardo Marchini, Fabricio Teixeira, Paula Weistroffer, Lily Garcia, Tad Mabry, Sherry Timmons, Ms. Catherine Solow, Ms. Marsha Cunningham-Ford, Ms. Michelle Krupp, Amanda Phan – D2, Stacey Howes – D3, Briana Lage – D4

Absent: Drs. Terry Lindquist, Natalia Restrepo-Kennedy, Cheryl Straub-Morarend, Galen Schneider

Guest: Tara Sears – D2, ADCFP Fellow

Meeting called to order 12:07 p.m.

- I. Approval of June 24, 2016 Minutes – approved.
 - Introductions of new committee members.
- II. Department Curriculum Review - Endodontics – Work Group – Dr. Restrepo-Kennedy
 - Dr. Restrepo-Kennedy will present the remainder of the report at the next meeting.
- III. Office for Education – Update – Ms. Michelle Krupp
 - **Collegiate Competencies** – 79/80 D4s completed a Competency Self-Assessment Survey. Reports will be sent to D4 group leaders to discuss with each student their areas of strengths and weaknesses and how they can maximize their last year. Students also developed a brief learning plan for each domain. The survey results will be very informative for the group leaders as well as help us identify curricular gaps and strengths. Additionally, all course directors filled out a competency survey to indicate which competencies they address in their course and how they teach and/or assess those selected.
 - **Student Evaluations of Course/Instructors**– For the next academic year COD will continue to use the UI ACE evaluation system. An evaluation statement from the Office for Education will be emailed out to faculty that provides recommendations and suggestions on how to best use ACE during this interim period. This is also intended to help generate discussion among departments on evaluations. We welcome any feedback as we begin to develop a new system.
- IV. Iowa COD Competencies – Family Dentistry – Dr. Holmes
 - FAMD:8488, a 12 semester hr course, has aligned their evaluation forms to reflect the new Iowa Competencies & Domains. **See HANDOUT for example of forms.**
 - FAMD also calibrated faculty and received good feedback that these forms that highlight the competencies and domains will help them give students direct and specific feedback.
 - Aligning evaluations to the competencies and domains is a significant step in curricular alignment and FAMD should be applauded for their efforts!
- V. Biochemistry & Pharmacology WG – Drs. Hoffman & Garcia
 - Drs. Garcia & Hoffman have met a couple of times to discuss some issues within these courses. Background: BioChem has redefined their course due to standards to

be more applied. Pharmacology was a 5 hour course and is now 3 credit hours – applicable therapeutic content was extracted and placed more appropriately into D3 year.

- A driving force integrating basic sciences and clinical is the Integrated National Dental Board Exam – INDBE – that will begin in two years. It is clear that changes will need to occur and that there will be implications for both of these courses.
- The main goal of the workgroup is to get all the players together to discuss ways to capitalize curriculum space that will fulfill the COD needs and ensure students success.
- Workgroup Includes: Drs. Eric Taylor, Brandon Davies, Karen Baker, Darren Hoffman, Paula Weistroffer, Lily Garcia and Stacey Howes – D2.

VI. Round Table Comments – Committee

- None.

Next Meeting: Sept. 7, 2016

Minutes recorded: Ms. Michelle M. Krupp

DAILY FEEDBACK FOR PROFESSIONAL DEVELOPMENT

Date: _____ Unit #: _____

Student: _____

Instructor: _____

PM CLINIC SESSION

Finished Late ☐

(This form is for afternoon session; morning session of this date is on the reverse side of this page.)

S	M	N	Diagnosis, Treatment planning, Sequencing, Execution
S	M	N	Communication & Interpersonal Skills (Patient management, Team player, Diversity sensitivity)
S	M	N	Health Promotion (Risk assessment, Prevention strategies, Patient centered)
S	M	N	Practice Management (Informed consent, Documentation, HIPAA compliance)
S	M	N	Technical skills, OSHA compliance, Focused on comprehensive care outcomes
S	M	N	Professionalism (Professional characteristics, Ethics, Self-assessment, Appropriate referrals & consultations)
S	M	N	Critical Thinking (Problem solving, Integration of EBD)

PROCEDURE: Exam Perio Endo Oper F.Procs R.Procs

COMPLEXITY: Easy Routine Difficult Very Difficult

LEVEL OF AUTONOMY: High Medium Low

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Instructor: _____

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LEVEL OF AUTONOMY: High Medium Low

AM CLINIC SESSION

FEEDBACK ON PERFORMANCE:

Criteria for Daily Feedback for Professional Development

	S (Surpassed Expectations)	M (Met Expectations)	N (Needs improvement, Below expectations)
Patient care (Diagnosis, Treatment planning, Sequencing, Execution)	<ul style="list-style-type: none"> • Student is exceptionally skilled with information gathering, treatment planning, presentation, sequencing, and execution, even of complex cases. • Impeccably prepared for planned procedures and contingencies as well. • Consistently reviews treatment plan at each visit and makes necessary changes. • Demonstrates outstanding conceptual understanding of all procedures enabling exemplary oral health care. 	<ul style="list-style-type: none"> • Student consistently demonstrates the ability to gather diagnostic information, treatment plan, present, sequence and implement care in an appropriate manner. • Each dental visit is planned enabling timely completion of the treatment sequence. • Reviews treatment plan at each visit and modifies as needed • Demonstrates conceptual understanding of planned procedures enabling treatment outcomes within the standard of care. 	<ul style="list-style-type: none"> • Student does not meet expectations in one or more of the following: information gathering, treatment planning, presentation, sequencing, implementation. • Inappropriate sequencing of treatment benefits the student but not the patient. • Lack of planning for any given appointment results in an adverse or delayed outcome. • Lack of conceptual understanding or ability affects student's ability to manage the oral health care of the patient.
Communication & Interpersonal skills (Patient management, Team player, Diversity sensitivity)	<ul style="list-style-type: none"> • Student exhibits highly effective communication & interpersonal skills. • Demonstrates conflict resolution, reflective listening, behavior modification, fear, anxiety, and pain management including to those with special needs. • Effective member of the health care team and is viewed as a leader. 	<ul style="list-style-type: none"> • Student demonstrates acceptable communication & interpersonal skills. • Applies psychosocial and behavioral principles to deliver patient-centered oral health care most of the time. • Communicates well with individuals from diverse populations. • Collaborative attitude with other health care providers. 	<ul style="list-style-type: none"> • Student shows ineffective and/or destructive communication & interpersonal skills. • Shows impatience or disinterest with patient concerns/issues/problems. • Impersonal. Lack of empathy/sensitivity. • Must be prompted to collaborate and can hinder patient care by not being a team player.
Health Promotion (Risk assessment, Prevention strategies, Patient centered)	<ul style="list-style-type: none"> • Student consistently applies prevention, intervention, and patient education strategies. • Consistently applies risk assessment findings to enhance treatment outcomes. • Empowers the patient to maximize wellness in all regards. Addresses all concerns in a holistic manner. 	<ul style="list-style-type: none"> • Student adequately applies prevention, intervention, and educational strategies to promote health and maximize outcomes. • Routinely evaluates risk assessment and makes recommendations based on such. • Promotes oral health as an integral part of overall health. 	<ul style="list-style-type: none"> • Student does not articulate or demonstrate the importance of health promotion. • Student does not recommend/complete disease control before prosthodontic treatment. • Minimal or no risk assessment is seen or, if completed, student does not recommend/apply strategies to mitigate the risk.
Practice management (Informed consent, Documentation, HIPAA compliance)	<ul style="list-style-type: none"> • Student exhibits consistently thorough risk management including informed consent, record keeping, and HIPAA compliance. • Computer savvy, functionally skilled with Axiom and readily adapts to new technologies. • Displays skill sets predictive of success in varied practice settings 	<ul style="list-style-type: none"> • Student exhibits acceptable risk management including informed consent, appropriate record keeping, and HIPAA compliance. • Acceptable use of Axiom and ancillary dental technologies. • Appropriate attention to compliance issues contributes to a healthy work environment. 	<ul style="list-style-type: none"> • Student shows unacceptable risk management including: <ul style="list-style-type: none"> -Lack of informed consent -inadequate/untimely documentation -breach of HIPAA policies -operates outside the standard of care • Disregard for compliance issues promotes discord/distrust within the dental team.
Patient care (Technical skills, OSHA compliance, Focused on comprehensive care outcomes)	<ul style="list-style-type: none"> • Student displays exceptional technical skills with resulting superb treatment outcomes. • Procedures in all disciplines show textbook precision and consistency. • OSHA compliance/universal precautions serve as an example to others. • Consistently evaluates outcomes in the quest for continuous quality improvement. 	<ul style="list-style-type: none"> • Student displays acceptable technical skills for this stage of education. • Technically sound in all disciplines. • OSHA compliance/universal precautions meet expectations. • Acceptable comprehensive care outcome evaluation is seen. 	<ul style="list-style-type: none"> • Student displays technical skills below the standard of care resulting in near or actual harm to the patient. • Overly reliant on the instructor or required instructor intervention. • Inconsistent OSHA compliance or infection control. • No attempt to evaluate outcomes is seen.
Professionalism (Professional characteristics, Ethics, Appropriate referrals & consultations)	<ul style="list-style-type: none"> • Student demonstrates exemplary ethical behavior and professionalism and serves as a role model to other students. • Demonstrates accurate self-awareness of competence/limitations with timely consultation with & referral to specialists. • Understands and consistently applies ethical and legal standards. 	<ul style="list-style-type: none"> • Student demonstrates appropriate professionalism and ethical behavior throughout the clinic session. • Is increasingly aware of abilities & limitations resulting in appropriate consultation with and referral to specialists. • Shows awareness of ethical & legal standards. 	<ul style="list-style-type: none"> • Student demonstrates unethical or unprofessional behavior at some point in the clinic session: • Does not understand and/or is not aware of ethical and legal standards. • Treatment is inconsistent with the patient's welfare or best interest. • Inaccurately self-assesses level of competence and limitations.
Critical thinking (Problem solving, Self assessment, Integration of EBD)	<p>Student displays advanced integration of critical thinking skills:</p> <ul style="list-style-type: none"> • Consistently problem solves on-the-fly, applies EBD principles, accurately self-assesses and demonstrates sound judgment. • Evaluates and integrates best practices to achieve optimal treatment outcomes. • Highly independent but asks for input to maximize treatment and educational outcomes. 	<p>Student demonstrates critical thinking skills and their application most of the time through:</p> <ul style="list-style-type: none"> -problem solving, introspection, self-assessment, good judgment and integration of EBD concepts. <p>Moving towards independence by asking for input when appropriate to maximize treatment or educational outcomes.</p>	<p>Student lacks and/or demonstrates only basic critical thinking skills.</p> <ul style="list-style-type: none"> • Has difficulty applying didactic knowledge to the clinical situation. • No or little evidence of acquiring or integrating EBD concepts, problem solving, or constructive self-assessment to the delivery of dental care. • Overly reliant on faculty input for this stage of dental education.

Department of Family Dentistry

Quarter ____ Evaluation

AY16-17- *Student Self-Evaluation*

Student: _____

Group Leader: _____

Patient care (Diagnosis, Treatment planning, Sequencing, Execution):

Consistently demonstrates appropriate information gathering, treatment planning, case presentation, sequencing, and execution.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in diagnosis, treatment planning, sequencing, execution:

Communication & Interpersonal skills (Patient management, Team player, Diversity sensitivity):

Demonstrates effective communication & interpersonal skills, with individuals from diverse populations; demonstrates application of psychosocial and behavioral principles to deliver patient-centered oral health care; demonstrates ability to be an effective member of the health care team, viewed as a leader.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in communication & interpersonal skills:

Health Promotion (Risk assessment, Prevention strategies, Patient centered):

Consistently applies prevention, intervention, and patient education strategies and risk assessment findings to enhance treatment outcomes; demonstrates ability to promote oral health as an integral part of overall health.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in health promotion:

Practice management (Informed consent, Documentation, HIPAA compliance):

Consistently demonstrates appropriate practice management principles: Risk assessment, Prevention strategies, Patient centered care.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in practice management:

Patient care (Technical skills, OSHA compliance, Focused on comprehensive care outcomes):

Consistently demonstrates appropriate technical skills, OSHA compliance, and ability to evaluate comprehensive care outcomes.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in technical skills:

Professionalism (Professional characteristics, Ethics, Appropriate referrals & consultations):

Demonstrates appropriate professionalism and ethical behavior; demonstrates accurate self-awareness of competence/limitations with timely consultation with & referral to specialists; demonstrates consistent application of ethical and legal standards.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in professionalism:

Critical thinking (Problem solving, Self assessment, Integration of EBD):

Demonstrates integration of critical thinking skills and their application through problem solving, introspection, self-assessment, good judgment and integration of EBD concepts; demonstration of ability to evaluate and integrate best practices to achieve optimal treatment outcomes.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Planned strategies for ongoing personal improvement in critical thinking:

Department of Family Dentistry

Quarter _____ Evaluation

AY16-17- Student Evaluation by Faculty

Student: _____

Group Leader: _____

Patient care (Diagnosis, Treatment planning, Sequencing, Execution):

Consistently demonstrates appropriate information gathering, treatment planning, case presentation, sequencing, and execution.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in diagnosis, treatment planning, sequencing, execution:

Communication & Interpersonal skills (Patient management, Team player, Diversity sensitivity):

Demonstrates effective communication & interpersonal skills, with individuals from diverse populations; demonstrates application of psychosocial and behavioral principles to deliver patient-centered oral health care; demonstrates ability to be an effective member of the health care team, viewed as a leader.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in communication & interpersonal skills:

Health Promotion (Risk assessment, Prevention strategies, Patient centered):

Consistently applies prevention, intervention, and patient education strategies and risk assessment findings to enhance treatment outcomes; demonstrates ability to promote oral health as an integral part of overall health.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in health promotion:

Practice management (Informed consent, Documentation, HIPAA compliance):

Consistently demonstrates appropriate practice management principles: Risk assessment, Prevention strategies, Patient centered care.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in practice management:

Patient care (Technical skills, OSHA compliance, Focused on comprehensive care outcomes):

Consistently demonstrates appropriate technical skills, OSHA compliance, and ability to evaluate comprehensive care outcomes.

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Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in technical skills:

Professionalism (Professional characteristics, Ethics, Appropriate referrals & consultations):

Demonstrates appropriate professionalism and ethical behavior; demonstrates accurate self-awareness of competence/limitations with timely consultation with & referral to specialists; demonstrates consistent application of ethical and legal standards.

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Strengths, weaknesses and suggestions for concentration in professionalism:

Critical thinking (Problem solving, Self assessment, Integration of EBD):

Demonstrates integration of critical thinking skills and their application through-problem solving, introspection, self-assessment, good judgment and integration of EBD concepts; demonstration of ability to evaluate and integrate best practices to achieve optimal treatment outcomes.

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Strengths, weaknesses and suggestions for concentration in critical thinking:

DAILY FEEDBACK FOR PROFESSIONAL DEVELOPMENT

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Instructor: _____

AM CLINIC SESSION

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Department of Family Dentistry

Quarter _____ Evaluation

AY16-17- *Student Self-Evaluation*

Student: _____

Group Leader: _____

Patient care (Diagnosis, Treatment planning, Sequencing, Execution):

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0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in diagnosis, treatment planning, sequencing, execution:

Communication & Interpersonal skills (Patient management, Team player, Diversity sensitivity):

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0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in communication & interpersonal skills:

Health Promotion (Risk assessment, Prevention strategies, Patient centered):

Consistently applies prevention, intervention, and patient education strategies and risk assessment findings to enhance treatment outcomes; demonstrates ability to promote oral health as an integral part of overall health.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in health promotion:

Practice management (Informed consent, Documentation, HIPAA compliance):

Consistently demonstrates appropriate practice management principles: Risk assessment, Prevention strategies, Patient centered care.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in practice management:

Patient care (Technical skills, OSHA compliance, Focused on comprehensive care outcomes):

Consistently demonstrates appropriate technical skills, OSHA compliance, and ability to evaluate comprehensive care outcomes.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in technical skills:

Professionalism (Professional characteristics, Ethics, Appropriate referrals & consultations):

Demonstrates appropriate professionalism and ethical behavior; demonstrates accurate self-awareness of competence/limitations with timely consultation with & referral to specialists; demonstrates consistent application of ethical and legal standards.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in professionalism:

Critical thinking (Problem solving, Self assessment, Integration of EBD):

Demonstrates integration of critical thinking skills and their application through problem solving, introspection, self-assessment, good judgment and integration of EBD concepts; demonstration of ability to evaluate and integrate best practices to achieve optimal treatment outcomes.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision			Integrating skills with little guidance or supervision			Independently, consistently & confidently perform on own

Planned strategies for ongoing personal improvement in critical thinking:

Department of Family Dentistry

Quarter _____ Evaluation

AY16-17- Student Evaluation by Faculty

Student: _____ Group Leader: _____

Patient care (Diagnosis, Treatment planning, Sequencing, Execution):

Consistently demonstrates appropriate information gathering, treatment planning, case presentation, sequencing, and execution.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in diagnosis, treatment planning, sequencing, execution:

Communication & Interpersonal skills (Patient management, Team player, Diversity sensitivity):

Demonstrates effective communication & interpersonal skills, with individuals from diverse populations; demonstrates application of psychosocial and behavioral principles to deliver patient-centered oral health care; demonstrates ability to be an effective member of the health care team, viewed as a leader.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in communication & interpersonal skills:

Health Promotion (Risk assessment, Prevention strategies, Patient centered):

Consistently applies prevention, intervention, and patient education strategies and risk assessment findings to enhance treatment outcomes; demonstrates ability to promote oral health as an integral part of overall health.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in health promotion:

Practice management (Informed consent, Documentation, HIPAA compliance):

Consistently demonstrates appropriate practice management principles: Risk assessment, Prevention strategies, Patient centered care.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in practice management:

Patient care (Technical skills, OSHA compliance, Focused on comprehensive care outcomes):

Consistently demonstrates appropriate technical skills, OSHA compliance, and ability to evaluate comprehensive care outcomes.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in technical skills:

Professionalism (Professional characteristics, Ethics, Appropriate referrals & consultations):

Demonstrates appropriate professionalism and ethical behavior; demonstrates accurate self-awareness of competence/limitations with timely consultation with & referral to specialists; demonstrates consistent application of ethical and legal standards.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in professionalism:

Critical thinking (Problem solving, Self assessment, Integration of EBD):

Demonstrates integration of critical thinking skills and their application through-problem solving, introspection, self-assessment, good judgment and integration of EBD concepts; demonstration of ability to evaluate and integrate best practices to achieve optimal treatment outcomes.

0	1	2	3	4	5	6	7	8	9	10
Basic Awareness		Learning concepts and basic skills		Applying skills and concepts with direct supervision		Integrating skills with little guidance or supervision		Independently, consistently & confidently perform on own		

Strengths, weaknesses and suggestions for concentration in critical thinking: