

Curriculum Committee Meeting Agenda	
December 4, 2015	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 November 13, 2015 Minutes	Holmes
2. Determination/documentation of achievement of collegiate competencies; <ul style="list-style-type: none"> <li>• Sample Matrix</li> <li>• Next steps</li> </ul>	Holmes
3. Guideline for Recorded Lectures	Garcia
4. Round Table Comments	Committee
5. Next Meeting: <b>January 22, 2015</b>	

Action Items			
Status	Action to be taken	Responsible	Due Date
Pending	Endodontics Curriculum Review	F. Teixeira	
Pending	ICCMS Implementation in the College	Kolker/Guzman-Armstrong	
Pending	<ul style="list-style-type: none"> <li>• Patient Ingress &amp; Treatment Planning</li> <li>• Address the Endo Boot Camp Concern</li> <li>• Prerequisite Basic Science Question</li> </ul>	Garcia	

### Curriculum Committee (2015-2016):

DC Holmes, Chair  
Dan Caplan  
Marsha Cunningham-Ford  
Darren Hoffman  
Terry J. Lindquist  
Natalia Restrepo-Kennedy  
Cheryl L. Straub-Morarend

Fabricio Teixeira  
Paula L. Weistroffer  
D1 – Kyle Nicholson  
D2 – Brandon Turley  
D3 – Josh Hindman  
D4 – Brad Albertson

### Ex Officio:

Lily T. Garcia, Associate Dean for Education  
Ms. 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

Members Presents: Drs. DC Holmes (Chair), Caplan, Cunningham-Ford, Lindquist, Restrepo-Kennedy, Straub-Morarend, Teixeira, Weistroffer, Garcia, Mabry, Schneider, Timmons, Kyle Nicholson – D1, Josh Hindman – D3, Brad Albertson – D4, Dean Solow and Michelle Krupp.

Guest: Dean Johnsen

Absent: Dr. Darren Hoffman

Meeting called to order 12:08 p.m.

- I. Approval of November 13, 2015 Minutes – approved as written.
- II. Determination/documentation of Achievement of Collegiate Competencies – Dr. Holmes
  - ADEA Competencies for the New General Dentist Preamble was read. This was designed to facilitate and give guidelines to align w/ CODA standards. Several schools use this document as a framework for their competencies. However, it lacks specific, definitive competencies and stated, desired outcomes.
  - Mapping update: Ms. Krupp provided information regarding the status of the new program. Currently, they are in the process of migrating the existing database into the new database to reduce work required of the course directors. The database should be up and running by the end of the year.
  - Dr. Holmes described the need to provide explicit definitions of our Collegiate Competencies to help faculty get on the same page and to complete the information needed in the Mapping database.
  - A rich discussion ensued regarding explicit definitions, competency language (i.e. progress towards competency vs. competent; requirements vs. competency, etc.). Faculty also discussed examples of evaluation processes/methods in various clerkships.
- III. Next steps: Committee will continue to work on defining competencies and outcomes. Drs. Holmes, Garcia & Ms. Krupp will develop a framework to assist committee with defining competencies, outcomes and universal language.

**ACTION ITEM: Dr. Holmes has charged Ms. Krupp to align the three documents: Characteristics of a COD Graduate, the Collegiate Competencies and the CODA Standards.**

- IV. Guideline for Recorded Lectures – Dr. Garcia
  - A. A draft statement was generated by Associate Dean Garcia and distributed to committee.
  - B. Discussion on statement followed:
    - In the last paragraph, first sentence it was suggested a different word be used rather than "ensure": ***It is the responsibility of the course director to ensure each lecturer within the prescribed course grants permission to***

**be recorded.** "Recommend" or "request" was suggested. Also in the first paragraph, it was suggest to include language such as "create the best or additional opportunities to learn".

- Whether or not lectures that are designed to be interactive should be recorded was discussed. Some felt having a recorded discussion available, could detract from any subsequent discussion, especially if students previously viewed the recorded discussion. It was noted that it is hard to make the subsequent lectures engaging, fresh and new. Students did not think this would be an issue. It was suggested that lectures be classified as either primary or key lectures.
- There is a concern that certain lectures may have content that contains recent, unpublished research data, and if recorded, could compromise the research. It was recommended that the Guideline include language to define what type of recording is permissible (i.e., phone, audio, video). Some presenters may have issues with having some or all of their presentation being recorded. The class Panopto liaison should ask permission of the faculty lecturing before each recording; it was confirmed that this is the current protocol.
- It was suggested that in the syllabus a statement that students should not record lectures using personal devices, including handheld devices such as a smartphone. Whenever possible, faculty and speakers should try to include their recording preferences in the course syllabus.

**ACTION ITEM: Dr. Lily Garcia will revise the statement to reflect key components of the discussion.**

V. Round Table Comments - Committee

- Committee members shared brief comments to end the meeting.

Meeting adjourned.

Next Meeting: January 22, 2016

Minutes recorded: Ms. Michelle M. Krupp

The College of Dentistry recognizes that our students have different learning styles. Recording lectures offers student access to recordings for review in support of asynchronous learning. This does not preclude the student from adhering to attendance policies as defined by the course director and as written in the course syllabus.

All College of Dentistry faculty are encouraged to allow their lectures to be recorded in an on-going effort to create a good learning environment. Faculty members are expected to announce their policies on the first day of class and students have the responsibility for understanding the expectations and policies in a course.

It is the responsibility of the course director to ensure each lecturer within the prescribed course grants permission to be recorded. The class liaison should confirm approved recording(s) directly with the course director, prior to requesting which session/course can be scheduled.

**Collegiate Competencies - University of Iowa College of Dentistry**  
**(revised- June 28, 2013)**

<b>1. Critical thinking</b> Students must demonstrate competence in the use of critical thinking & problem-solving, including their use in the comprehensive care of patients, scientific inquiry & research methodology.
<b>2. Self-assessment &amp; self-directed lifelong learning</b> Students must demonstrate the ability to self-assess, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, lifelong learning.
<b>3. Foundations in Biomedical Sciences</b> <ul style="list-style-type: none"><li>a. Biomedical science instruction in dental education must ensure an in-depth understanding of basic biological principles, consisting of a core of information on the fundamental structures, functions &amp; interrelationships of the body systems.<ul style="list-style-type: none"><li>- Human Physiology</li><li>- Biochemistry</li><li>- Human Gross Anatomy</li><li>- Histology for Dental Students</li><li>- Dental Microbiology</li></ul></li><li>b. The biomedical knowledge base must emphasize that the oro-facial complex is an important anatomical area existing in a complex biological interrelationship with the entire body.</li><li>c. In-depth information on abnormal biological conditions must be provided to support a high level of understanding of the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment and prognosis for oral and oral –related diseases.<ul style="list-style-type: none"><li>- Human General Pathology</li><li>- Oral Pathology</li></ul></li><li>d. Students must demonstrate competence in the application of biomedical science knowledge in the delivery of patient care.</li><li>e. Students must apply knowledge of pharmacology in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.<ul style="list-style-type: none"><li>- Basic Pharmacology for Dental Students</li><li>- Applied Pharmacology/Dental Therapeutics</li></ul></li></ul>
<b>4. Foundations in Behavioral Sciences –</b> <ul style="list-style-type: none"><li>a. Students must demonstrate competence in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving and maintaining oral health.</li><li>b. Students must demonstrate competence in managing a diverse patient population &amp; have the interpersonal &amp; communications skill to function successfully in a multicultural work environment.</li></ul>
<b>5. Foundations in Dental Sciences</b> Students must demonstrate preclinical competence (as defined by the Course Director) in each of the following areas: <ul style="list-style-type: none"><li>a. Dental Anatomy</li><li>b. Preclinical Operative Dentistry</li><li>c. Preclinical Prosthodontics</li><li>d. Preclinical Periodontics</li><li>e. Preventive Dentistry skills</li><li>f. Preclinical Endodontics</li><li>g. Anesthesia &amp; Pain control</li><li>h. Oral and Maxillofacial Radiology</li><li>i. Preclinical Orthodontics</li><li>j. Preclinical Pediatric Dentistry</li></ul>

<b>6. Managing the practice of dentistry</b> a. Students must demonstrate competence in applying legal and regulatory concepts related to the provision and /or support of oral health care services. b. Students must demonstrate competence in applying the basic principles and philosophies of practice management , models of oral health care delivery and how to function successfully as a leader of the oral health care team.
<b>7. Interprofessional health care</b> Students must demonstrate competence in communicating and collaborating with other members of the health care team to facilitate the provision of health care.
<b>8. Ethical practice of dentistry</b> Students must demonstrate competence in the application of the principles of ethical decision making and professional responsibility.
<b>9. Evidence-based dentistry</b> Students must demonstrate competence to access, critically appraise, apply and communicate scientific and lay literature as it relates to providing evidence-based patient care.
<b>10. Comprehensive General Dentistry</b> Students must demonstrate competence in providing oral health care within the scope of general dentistry to patients in all stages of life. At a minimum, students must demonstrate competence in providing oral health care within the scope of general dentistry, as defined by the school, including:
<b>10a: Patient Assessment, diagnosis, comprehensive treatment planning, prognosis &amp; informed consent</b>
<b>10b: screening &amp; risk assessment for head &amp; neck cancer</b>
<b>10c: recognizing the complexity of patient treatment &amp; identifying when referral is indicated</b>
<b>10d: health promotion &amp; disease prevention, including diet</b>
<b>10e: local anesthesia &amp; pain &amp; anxiety control</b>
<b>10f: restoration of teeth</b>
<b>10g: communicating &amp; managing dental laboratory procedures in support of patient care</b>
<b>10h: replacement of teeth including fixed, removable &amp; dental implant prosthodontic therapies</b>
<b>10i: periodontal therapy</b>
<b>10j: pulpal therapy</b>
<b>10k: oral mucosal &amp; osseous disorders</b>
<b>10l: hard &amp; soft tissue surgery</b>
<b>10m: dental emergencies</b>
<b>10n: malocclusion &amp; space management</b>
<b>10o: evaluation of the outcomes of treatment, recall strategies &amp; prognosis</b>
<b>10p: screening &amp; risk assessment for caries and periodontal disease</b>
<b>11. Patients with special needs</b> Students must demonstrate competence in assessing the treatment needs of patients with special needs.
<b>12. Community-based learning experiences</b> Students must participate in community-based learning experiences.
<b>13. Emerging Technology in Dentistry</b> Students should be able to evaluate, assess and apply current and emerging science and technology.

## Collegiate Competencies – University of Iowa College of Dentistry

### Curriculum Committee Working Document

Collegiate Competency	Explicit, detailed definition of Competency		Definitive measure(s) of achievement of this Competency
<p><b>10. Comprehensive General Dentistry</b> Students must demonstrate competence in providing oral health care within the scope of general dentistry to patients in all stages of life. At a minimum, students must demonstrate competence in providing oral health care within the scope of general dentistry, as defined by the school, including:</p> <p><b>10i. periodontal therapy</b></p>			
<p><b>1. Critical Thinking</b> Students must demonstrate competence in the use of critical thinking &amp; problem-solving, including their use in the comprehensive care of patients, scientific inquiry &amp; research methodology.</p>			
<p><b>2. Self-assessment &amp; self-directed lifelong learning</b> Students must demonstrate the ability to self-assess, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, lifelong learning.</p>			