

Members Present: Drs. DC Holmes (Chair), Omar S. Alburawi, Satheesh Elangovan, Sandra Guzman-Armstrong, Nidhi Handoo, Aditi Jain, Wayne Johnson, David A. Jones, Leonardo Marchini, Natalia Restrepo-Kennedy, Marcia Sampaio-Campos, Michelle Krupp, Sherry Timmons, Zeina Al-Salihi, Mr. Layton Fritsch (D4), Ms. Katie Wolter (D2), Ms. Briar Voy (D3)

Absent: Drs. Bruno Cavalcanti, Brian Howe, Tad R. Mabry

Guests: Drs. Erica Teixeira, Dan Caplan, Howard Cowen, Jennifer Hartshorn

Meeting called to order 12:04 p.m.

- I. **Approval of December 4 Minutes:** – Dr. DC Holmes
MOTION: to approve the December 4, 2019 minutes as submitted. Motion seconded.
MOTION APPROVED.
- II. **Laser Dentistry** – Dr. E. Teixeira (Presentation)
Dr. Teixeira discussed how the College of Dentistry is teaching laser dentistry and what is done specifically in OPER.
 - Anyone who operates a laser should have training according to the collegiate policy.
 - Dr. Allan Swett does the training session for new faculty and residents who may operate a laser.
 - The Iowa Dental Board recommends that all licensees need to be fully instructed in a recognized course prior to utilizing a laser
 - Dr. Vargas is the UI College of Dentistry laser officer.
 - Attached presentation shows what lasers the College of Dentistry currently has and in what department.
 - The use of a laser improves the clinician's ability to perform current procedures faster and more efficiently. It will also allow expanded services offered in their practice in a more conservative, less traumatic and less invasive manner.
 - Currently D3s get a 1 hour seminar, online safety training and both D3s and D4s get limited clinical experience with faculty demonstration.
 - Ideally D2s would get 8 hours didactic component and online safety training, D3s would get questions on pre-test, 1 hour recap and hands on component as students rotate through the clerkship. All D3 students would then acquire certification at the end of the D3 year.

Committee feedback:

 - What process did OPER go through to make room for this?
 - Still in discussions on ways to make this happen and reaching out for ideas.
 - Didactic component for the D2 year because all the students will be together.
 - Are you looking for other departments or just OPER?
 - Initially yes.
 - There needs to be a collaborative effort.

- Each department may teach laser dentistry at different times, so this needs to be considered when collaborating.
- Could this be done online?
 - An online component has been discussed, but would need to be created.
 - Online course still requires allocated time.
 - If it is specified as to what type of training is required for certification, the College of Dentistry has to abide by that.

Contact Dr. E. Teixeira if anyone has any more ideas to share on this.

III. **Geriatrics & Special Needs** – Drs. Cowen, Hartshorn, Caplan (Handout)

CODA Standard 2-25: Patients with Special Needs is changing as of June 1, 2020. It will require graduates to be competent in assessing and **managing** the treatment of patients with special needs.

Roughly seventy percent of students take the GSN Extramural rotation for 5 weeks. The ultimate goal is to have all dental students receive equal training in GSND. However, it is important to get all students GSN experience by the next AY. To do so, students who are not taking the GSN extramural will rotate into the GSN clinic at least 8 days during the D4 year. FAMD and GSN will work closely to coordinate schedules and evaluations. Other future options that support equitable exposure are outlined in the attachment.

IV. **Integration Retreat** – Dr. Krupp

The Curriculum Committee/Biomedical Science Integration retreat will be held February 26th at the Radisson Hotel in Coralville. This will be a highly interactive day with break out groups and homework/readings prior to the date. This will be an opportunity to get the Curriculum Committee members, Biomedical Science faculty and a few others together to start generating ideas and outcomes. A significant portion will also be spent on developing patient box type exam questions.

V. **Summary Admin Staff Retreat** – Dr. Krupp

At the Admin Staff Retreat January 6-9, Dr. Krupp presented several Office for Education initiatives that will involve the Curriculum Committee. Topics discussed included:

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- Title IV restructure and impacts
- Behavioral science faculty position
- Enhanced digital curriculum.
 - Members of Digital Technology work group presented to the administrative staff in December to outline gaps in the curriculum and the need for advancing digital experience for the students. Work group members included: Drs. Holloway, E. Teixeira, Holmes, Boonsiriphant, Krupp & Mr. Ivan Medin.
 - The potential of converting the bench lab to digital learning hub was discussed.
 - Digital Technology work group will present to curriculum committee.
- Extramural and GSN
- Integrated boards.
- Curriculum analysis

How to step back and analyze? This will be a huge initiative that will allow us to take an in-depth look at the curriculum to better determine areas to enhance, expand and/or decompress.

VI. **Round Table Comments** – Committee
No comments.

Next Meeting: February 5, 2020

Minutes recorded: Ms. Brenda Selck



Laser in Dentistry

University of Iowa

Operative Dentistry

Lasers in the College

Laser Operators/Ancillary Staff

- All College of Dentistry staff involved in laser procedures shall:
 - Complete all applicable requirements including training before operating a laser.
 - Use lasers safely and in a manner consistent with safe laser practices, requirements and standard operating procedures.
 - Maintain a safe environment/area during the operation of a laser.
 - Use PPE as applicable.
 - Ensure all necessary safety equipment is present and functional.
 - Perform equipment performance checks prior to use as applicable.
 - Periodically inspect laser and safety equipment prior to each procedure.

Lasers in the College

Operative (4)	Pedo (1)	FAMD (2)	Special Care (1)	CCRC (1)	Perio (3)	Ortho (1)	Prost (2)
<p>Navigator</p> <p>NV MicroLaser</p> <p>Odyssey 2.4g diode laser –</p> <p>SoftLase Pro – Zap Lasers</p>	Navigator	Navigator	Navigator	Navigator	<p>Navigator</p> <p>Biolase</p> <p>NV MicroLaser</p>	NV MicroLaser	<p>Navigator</p> <p>(?) Zap MicroLaser</p>

Faculty and resident training

8:00 AM	Lecture
10:30 AM	Surgery Demonstration
11:30 AM	Discussion of Patient Surgery and Lecture Continuation/Lunch
1:30 PM	Written Test (50 multiple choice questions)
2:30 PM	Hands-On Training
5:00 PM	Oral Exams



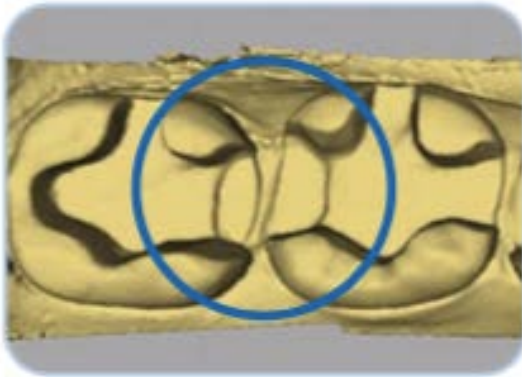
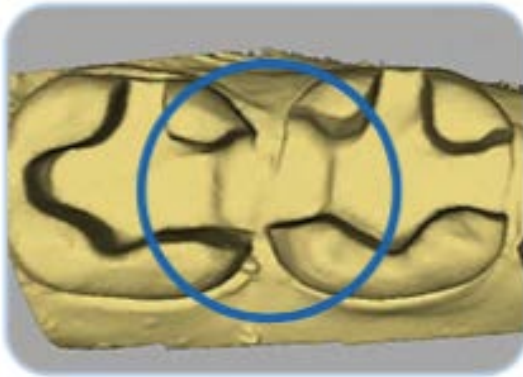
Dr. Allan Swett

Iowa Dental Board Recommendation

“The board recommends that all licensees need to be fully instructed in a recognized course prior to utilizing a laser.”

Why laser?

“Improve the clinician’s ability to perform current procedures faster and more efficiently and will also allow them to expand the services currently offered in their practice in a more conservative, less traumatic and less invasive manner.”



Photos from Ivoclar Vivadent



Objective

- To demonstrate an understanding of laser light and tissue interaction for ultimate **clinical efficacy, efficiency and patient safety**.
- An understanding of the basic principles of laser physics and laser-tissue interaction.
- How variations in the laser's wavelength, power, and temporal modes can be used to alter desired clinical outcomes.
- An understanding of laser operation and safety features in a hands-on learning assessment exercise.
- Practical hands-on exercises in laser-assisted clinical procedures on porcine tissue under controlled supervision.



Currently taught

D3

- 1 hour seminar
- On-line safety training
- Limited clinical experience with Faculty demonstration

D4

- Limited clinical experience with Faculty demonstration



Desired initial implementation

D2

- 8 hours didactic component
- On-line safety training

D3

- Questions on pre-test
- 1 hour re-cap and
- Hands-on component as students rotate through the clerkship.

Certification of all students by the end of D3 year

Geriatric & Special Needs Clinical Training for All Dental Students

Why Now?

- CODA Standard 2-25: Patients with Special Needs, NEW June 1st, 2020
 - “Graduates must be competent in assessing and managing the treatment of patients with special needs.”
 - These individuals include, but are not limited to, adults with developmental disabilities, intellectual disabilities, complex medical problems, significant physical limitations, cognitive impairment, and the frail, functionally dependent vulnerable elderly.
- Delta Dental of Iowa Foundation Endowed Professorship: Dr. Cowen
 - Ultimate Goal: All dental students receive equal training in Geriatric and Special Needs Dentistry
- Administrative Staff Retreat
 - The Plan being presented today was selected due to limited time and resources for 2020-2021 school year
 - Ease in implementation for the upcoming school year as this expanded on the 2019-2020 pilot program with G&SNC/Admissions Clinic which was implemented due to large class size.

Calendar Year 2020-2021 Plan

56 students (~70%) experience the G&SN Extramural program for 5 weeks (8 Groups/7 in each Group)

	Monday	Tuesday	Wednesday	Thursday	Friday
Extramural Students	4 (3 GMU)	4 (3 GMU)	7	4 (3 GMU)	7
FAMD students	<u>0</u>	0	0	<u>0</u>	0
Total Students in G&SN	7	7	7	7	7

Remaining students (~30%) rotate out of FAMD into the G&SN Clinic for 8 days.

	Monday	Tuesday	Wednesday	Thursday	Friday
Extramural Students	4 (3 GMU)	4 (3 GMU)	7	4 (3 GMU)	7
FAMD students	<u>3</u>	0	0	<u>3</u>	0
Total Students in G&SNC	10	7	7	10	7

- Max 7 units available to see patients on any given day
- No additional faculty available cover clinic on Tuesday
- GSN students are scheduled 2 morning patients and 2 afternoon patients
- FAMD students are scheduled 1-2 morning patients (due to FAMD lectures until 9AM) and 2 afternoon patients

Educational Outcomes

- FAMD students would be scheduled for ~24 patient encounters in 8 days (3-4 patient encounters/day)
- Assessing competency: "Patients with Special Needs PASS"
 - Includes – clinical experience with patient + Oral Case Presentation (ROHD case presentation currently given to the G&SN extramural students)

Considerations

- All students time in the G&SCN would not be equal.
- ~30% of students would have less time in FAMD. Impacts RVUs and time to complete MEEs.
- Students would be required to complete a PASS within 8 days in clinic (is 8 days enough?)
- Student comfort in clinic increases with time spent in clinic.

Future Plan Options:

Option #1: 5-week rotations for all D4 students (10-11 D4s per group → 80-84 D4s)

Because 4 new students would be added to each of the 8 GSN groups, adequate experiences would need to be created for these students – so these additions would be needed:

- Mon, Tues, Thurs: GSN: additional 3-4 students, 1 faculty, 1 DA
- Weds, Fri: GMU: additional 3-4 students, 1 faculty, 1 DA – PLUS creation of enough off-site experiences to accommodate students (e.g., off-site permanent location, house calls, in-service, etc)

NEED TO HIRE:

- FTE faculty (Clinical Track to cover GSN 3 days / wk, in DSP 1 day / wk)
- 1.2 FTE DA (1.0 FTE to cover every day in GSN; 0.2 FTE to cover DSP for 1 new faculty)

FACULTY/students	Mon	Tues	Weds	Thurs	Fri
GSN	Hartshorn	Nair	Nair	Marchini	Marchini
students	Desai (7-8 D4)	New Faculty (7-8 D4)	Desai (7-8 D4)	Desai (7-8 D4)	Nair (7-8 D4)
GMU	Cowen	Hartshorn	New Faculty	Cowen	New Faculty
students	(3 D4 + Grad)	(3 D4)	(3 D4)	(3 D4 + Grad)	(3 D4)
Grad			Hartshorn (2 Grads)		Cowen (2 Grads)
Total Students	10-11 D4's 1 Grad	10-11 D4's	10-11 D4's 2 Grads	10-11 D4's 1 Grad	10-11 D4's 2 Grads

DA	Mon	Tues	Weds	Thurs	Fri
GSN	Scroggins New DA #1	Scroggins New DA #1	Scroggins Gahan	Scroggins New DA #1	Scroggins Gahan
GMU	Purkapile Ryan	Purkapile Gahan	Purkapile New DA#1	Purkapile Miller	Purkapile New DA #1
Grad			Miller		Miller
DSP	Gahan Miller New DA #2 (20%)	Ryan Miller	Ryan	Ryan Gahan	Ryan

Additional considerations:

- Fewer extramural sites needed
- A maximum of 7 GSN operatories can be used by D4 students. One additional operatory could be made available if the fixed wheelchair lift is replaced by a mobile one (at a cost of ~\$25K).
- Increased student/faculty ratio

Option #2: 4-week rotations for all D4 students (8-9 D4s per group → 84 D4s)

4-week rotations = 10 GSN groups across the current 40-week D4 curriculum (instead of 8 groups)

8-9 students/ group (5-6 in GSN plus 3 on GMU or other experience M-F)

- 3:1 student : faculty ratio in GSN (Grads not included) – about the same as now
- More groups in same amount of time → learning curve would comprise more of rotation
- Many rotations would be shorter than 4 weeks given days set aside for holidays, faculty retreat, All College Conference, practice management
- Production / revenue / visits – about the same as now but probably slightly less given the increased proportion of time devoted to learning curve within each group
- Increased # of days for orientations and repetitive seminars for faculty
- Less efficiency in clinic with patient continuity

Additional considerations:

- Most of the same additional resources needed as with Option #1
- Other effects on existing extramural rotations (total of 10 weeks) and FAMD (total of 30 weeks):
 - could do one other 4-week extramural rotation and have 2 additional weeks in FAMD (are there enough chairs in FAMD?)
 - could do one other 5-week extramural rotation and have 1 week for student study / break (with concomitant decrease in clinic income)
 - could do one other 6-week extramural, though logistics and planning would be made more difficult for extramural sites, and FAMD lecture schedule would be affected