

Members Present: Drs. DC Holmes (Chair), Zeina Al-Salihi, Satheesh Elangovan, Nidhi Handoo, Aditi Jain, Wayne Johnson, David A. Jones, Natalia Restrepo-Kennedy, Marcia Sampaio-Campos, Michelle Krupp, Bruno Cavalcanti, Brian Howe, Sherry Timmons, Ms. Briar Voy (D3)

Absent: Drs. Omar S. Alburawi, Sandra Guzman-Armstrong, Leonardo Marchini, Tad R. Mabry, Mr. Layton Fritsch (D4), Ms. Katie Wolter (D2)

Meeting called to order 12:03 p.m.

I. **Approval of April 1 Minutes:** – Dr. DC Holmes

MOTION: to approve the April 1, 2020 minutes as submitted. Motion seconded.

MOTION APPROVED.

II. **Collegiate Technical Standards** – Dr. Timmons (Handout)

The Collegiate Technical Standards states that we as a college use them both for our Admission Standards as well as for matriculation through the curriculum. The summer of 2019 a work group chaired by Dr. Justine Kolker with members Drs. Reed Parker and Terry Lindquist worked to revise the CoD Technical Standards. The work group looked at other institutions technical standards for comparison and found that the Detroit Mercy and used Detroit Mercy as an example since it was most comparable to Iowa.

The collegiate process to revise and adopt the Technical Standards includes Curriculum Committee, Admissions Committee and the CAPP Committee review and approval. Once each Committee has updated it with any modifications, it then goes to Ann Byrd, Deputy Counsel with the University of Iowa Office of the General Counsel for review, making sure it is ADA compliant. It will then be brought back to each committee for a final vote before going to Central Administration to approve.

Dr. Timmons requested that anyone who has any comments or changes, please email her by the end of this week. Dr. Timmons expects to send the final revised version to Ann Byrd by Monday, June 8.

III. **D3 & D4 Recovery Plans** – Drs. Holmes/Krupp (Presentation)

Dr. Krupp presented an overview of the Fall semester. The main themes of the Fall are flexibility and recovery. Students from each class will be moving on this Fall with some deficiencies. Add in the unknowns of how next year will progress based on aerosol procedures, patients coming back, another spike in COVID19, etc., the CoD is trying to position itself so that the students gain as many experiences as possible by limiting the boundaries it has right now. There is some latitude for modifications, but the CoD still has to adhere to the University Guidelines and CODA standards as well as make sure students are competent by the time they graduate.

The D3 recovery plan will be an 8 day clinical rotation per student. PROS, PERIO, ENDO, OD/RAD and OPER will become year-long clerkships. Students will rotate through PROS 1 full day every week and PERIO, OD/RAD, ENDO and OPER 1 full day every 8 days. OMFS and PEDO will be the only two clerkships that will be 19 weeks. There will be a rotating didactic schedule for each clerkship.

This is a temporary recovery plan for this year and might remain in place for two years. The plan will be continuously monitored to determine what is and is not working. Integrated Seminar will be a new course that may start in the spring semester. This will help move the CoD forward into integration. This is an opportunity to be a collegiate course.

Drs. Holmes and Krupp are working with the Clerkship Directors to determine the D4 recovery plan. The D4s will start on time, but are starting with 15 weeks of missed clinical experiences. Incoming D4s will be seeing D4 patients as well as completing D3 requirements and PASS'. Extramurals will have already been completed by the incoming D4s via an online course their D3 year. Every student will rotate into GSN clinic for ~18 days, OMFS and PEDO as well as Admissions and Emergencies clinic.

IV. **COD Fall Educational Plan**– Dr. Krupp (Presentation)

The University of Iowa guidelines:

- Courses with enrollments of greater than 50 will be moved to an online format. The CoD will convert many purely didactic into a virtual format.
- All university classes and rooms will be limited to 50% of their capacity. The CoD is looking to get an exception for the SIM Clinic.
- Modifications to Orientation and mid-term and final exams.

Proposed Fall Educational Delivery Plan for Predoctoral Programs

- Orientation – Hybrid
- Didactic Stand-Alone Courses – Hybrid
- Didactic if directly before/after clinical or sim activity that is onsite with proper PPE & Px Distance – Onsite
- Assessments – Hybrid
- Simulation/Lab – Onsite
- Clinical and Lab – Onsite

Predoctoral Course Plans

- Courses for each year in the curriculum have been designated as either 1) virtual, 2) hybrid/blended or 3) onsite.

V. **Curriculum Committee Structure AY 20-21** – Drs. Krupp/Holmes

Goals of the Curriculum Committee are:

- Move curriculum forward – work on initiatives throughout the year
- Continual improvement
- Action-oriented
- Align with CoD Strategic Plan
- Membership
 - Initiative-Curriculum Based Representatives
 - Based on faculty strengths/interests/involvement in curriculum
- Meet 2x/month
 - Entire Committee
 - Work Sessions (work groups to address issues more in-depth, inclusion of faculty outside of curriculum committee when warranted.)

VI. **Round Table Comments** – Committee

- Dr. Holmes thanked all members of the committee for the productive year. A special shout out to Drs. Marcia Sampaio Campos and Bruno Cavalcanti as it is their last meeting with the Curriculum Committee.
- Dr. Aditi Jain commented that her main concern is clinic space and to ensure that there is enough support in the fall. She suggests it would be a good idea to split up the bench lab and make use of that space.
- Dr. Wayne Johnson discussed how the biomedical sciences has been doing a hybrid of virtual learning for a while. Suggest that finding a way to give some direct instruction each week will help with student satisfaction.
- Dr. David Jones commented that the changes made to the D3 clerkships allows students to not be so compressed during the year and hopes that students will see this value.
- Ms. Briar Voy (D3) commented that she appreciates how hard everyone is working to make sure the students are getting a good education.
- Dr. Restrepo-Kennedy commented that she feels it is a great plan for the D3 year, but unsure if there will be enough faculty to cover.
- Dr. Cavalcanti thanked Dr. Holmes and praised Dr. Krupp on the new curriculum.
- Dr. Sampaio Campos agreed with everyone saying she feels it is a good plan moving forward. She also thanked Dr. Holmes and Dr. Krupp for the opportunities they gave her here at the University of Iowa CoD.

Next Meeting: AY20/21 – August 2020

Minutes recorded: Ms. Brenda Selck

University of Iowa
College of Dentistry and dental Clinics
Technical Standards

Purpose of this document

This document is to be reviewed and approved by the College's Admissions Committee, the Collegiate Academic and Professional Performance Committee (CAPP) and Curriculum Committee. This document can be used for various student and collegiate purposes to inform every one of the technical standards that are necessary to successfully navigate and complete the dental curriculum.

For individuals interviewing for admission to the College of Dentistry, this document states expectations for matriculation and may be given at the interview session. Applicants are expected to sign this document verifying that they understand that these are the standards to which they will be held to throughout the curriculum. The Admissions Committee can use this document when making admission determinations.

This document serves as a platform from which faculty identify the required technical standards that are applied in their course(s). These standards can be applied throughout the entire dental curriculum. These standards will be utilized by the CAPP Committee during committee processes, including academic and professional hearings and determinations of promotion and qualifications for graduation.

September 2, 1997
Revised 6/20/2002
Revised 7/13/2010
Revised 11/29/2017
Revised / /2020

THE UNIVERSITY OF IOWA
COLLEGE OF DENTISTRY AND DENTAL CLINICS
TECHNICAL STANDARDS for ADMISSION AND MATRICULATION

University of Iowa College of Dentistry and Dental Clinics is committed to the principle of diversity. Consistent with that commitment, admission to the College of Dentistry and Dental Clinics is open to all qualified individuals and complies with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1993). These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the dental school curriculum, including the clinical component, which involves treating the College's patients.

The University of Iowa College of Dentistry recognizes the award of the Doctor of Dental Surgery (DDS) degree that carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. The DDS degree is a broad degree unique in that the graduate is prepared, and upon licensure, is allowed to practice all disciplines of the dental profession. This requires that the student in the curriculum acquire didactic knowledge as well as learning skills and attitudes essential to the profession and agreed upon by the faculty as requisite for the practice of dentistry. The student requires sensory, cognitive, interpersonal and technical skills to negotiate this curriculum.

The College is mindful of the unique nature of the dental curriculum. Applicants must possess the skills, abilities and attributes that will allow them to successfully and professionally complete the course of study and receive the full benefit of the education. In the process, the student is required to direct or perform treatment on the patients of the College. The College has the responsibility of insuring the safety of the patients. This includes the completion of quality treatment safely and within an acceptable amount of time.

The following technical standards describe the essential functions that all students must demonstrate in order to be admitted and fulfill the dental program, and thus, are required for advancement through and graduation from the program. To successfully complete the dental program at the University of Iowa, students must meet the following technical standards with or without a reasonable accommodation. Reasonable accommodations do not require a change in fundamental program requirements of the curriculum, and shall not create a direct threat to the health or safety of others or an undue burden on the university.

1. Sensory/Observation

Students must be able to acquire defined levels of required information and skills as presented through demonstrations and experiences in the basic, behavioral, biomedical, and clinical sciences. A student must be able to observe patients accurately and understand verbal as well as non-verbal communication when assessing a patient.

The student must be able to:

- o Perform dental examinations and treatments that require sensory acuity.
- o See fine detail, focus at a variety of distances, and distinguish the differences and variations in color, shape, size, and texture of soft and hard tissues, including discerning accurate depth of field.
- o Employ tactile sensitivity to diagnose directly by palpation or indirectly by sensations transmitted through instruments.
- o Use visual acuity to read charts, evaluate radiographs, use computers, and watch videos.
- o Acquire information from written documents and evaluate information presented as images from paper, films, slides, photographs, or video.
- o Interpret radiographs and other (illustrative) images.

2. Cognitive

A student must be able to use critical thinking skills to problem solve, measure, calculate, reason, analyze, integrate, and synthesize. A student must be able to perform these problem solving skills in a timely fashion for effective patient treatment and as required in emergency clinical situations. The student must also be able to:

- o Comprehend and mentally visualize three-dimensional relationships and understand the spatial relationships of structures.
- o Learn effectively through a variety of modalities, including but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.
- o Critically interpret and analyze scientific information and apply it to

patient care.

3. Motor Skills

A student must have sufficient motor function to execute movements essential to providing all necessary patient treatment. Such actions require coordination of both gross and fine muscular movements and equilibrium. This includes the use of motor skills for:

- o Performing palpation, percussion, auscultation and other diagnostic exercises.
- o Performing hard and soft tissue surgical procedures.
- o Coordination of gross and fine muscular movements.
- o Maintaining self-equilibrium.
- o Functional uses of the senses during dental procedures such as hearing, touch and vision.
- o The ability to operate controls for the use of high-speed or low-speed dental hand pieces within a limited spatial tolerance level.
- o The ability to use hand instrumentation for such procedures as scaling, root planning, and surgical interventions.

4. Communication

A student must be able to communicate effectively and sensitively, both verbally and in writing, with patients, faculty, staff and classmates in an effort to:

- o Convey or exchange information at a sufficient level that produces an accurate health history.
- o Identify health and treatment problems and provide alternative solutions and treatment options using evidence-based decision making skills.
- o Provide patient understandable directions during treatment and post-treatment.
- o Provide and understand effective and efficient instructions with all members of the health care team.

5. Emotional and Behavioral

A student must possess the physiological, psychological, and emotional health competencies essential for full utilization of his or her intellectual abilities. This includes:

- o Exercising good judgment in a professional manner at all times including classroom, laboratory, clinical, and social situations.
- o Development of mature, sensitive and effective relationships with patients, colleagues, staff, and faculty.
- o Enduring physically and mentally challenging workloads and functioning effectively under stress.
- o Managing apprehensive patients with a range of behaviors in a respectful and congenial manner.

- o Accepting criticism and responding with appropriate modification of behavior.

6. Ethics and Professionalism

A student must maintain the standards of conduct for ethics and professionalism as set forth in The American Dental Association's Code of Ethics, The ADEA Statement on Professionalism in Dental Education, the Collegiate Student Code of Conduct, and the CAPP Committee Procedure Manual. The Standards are as follows:

- o Autonomy- respecting the confidentiality of patients, faculty, staff and classmate's information and relationships as a demonstration of the value we place on individual autonomy. We acknowledge our obligation to justify any violation of confidence.
- o Non-maleficence- accepting our fundamental obligation to provide service in a manner that protects all patients and minimizes harm to them and others involved in their treatment.
- o Beneficence- recognizing the primary role is promoting the well-being of individuals and the public.
- o Justice- value justice and support fairness by demonstrating consistency and even- handedness in dealings with others.
- o Veracity- accepting our obligation to tell the truth and expect that others will do the same. We value self-knowledge and seek truth and honesty in all relationships.
- o Being accountable for one's actions, recognizing and acting upon the special obligations to others that one assumes in joining a profession.
- o Develop collaborative professional relationships and exchange knowledge to enhance our own lifelong professional development.
- o Acquiring and maintaining the high level of special knowledge, technical ability, and professional behavior necessary for the provision of clinical care to patients and for functioning in the dental education environment.
- o Being honest and demonstrating congruence between one's values, words, and actions.

Students are expected to relate to colleagues, faculty, staff, and patients honestly and respectfully and to not discriminate on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. As stated in the Universities Operations

Manual. <https://opsmanual.uiowa.edu/community-policies/nondiscrimination-statement>

These technical standards are not all inclusive and may be updated, revised, or

withdrawn at the discretion of the College of Dentistry and Dental Clinics without notice.

Requesting Reasonable Accommodations:

Students with disabilities seeking reasonable accommodations in order to meet technical standards should refer to the Office of Student Affairs. Obtaining and financing personal devices, if approved as a reasonable accommodation, shall be the responsibility of the student.

Certification:

I certify that I have read the University of Iowa, COD Technical Standards Form and understand that as part of the dental school curriculum I will be required to meet all of the above stated technical standards with or without accommodation.

Name: (PLEASE PRINT)

Signature _____

Date _____

COD Fall Overview

**Flexibility &
Recovery**

**Guidelines
& Standards**

**Hybrid
Approach**

D3 Clerkship RECOVERY Plan

2020-21 AY

ASSUMPTIONS

- Reduced patient pool
- Unknown when clinics will be fully operating
- Restrictions & limitations
- Possibility of new outbreaks

GOALS

- A temporary plan to position students to see the most patients as possible in all clinics
 - Flexibility
 - Limit barriers such as short-defined time in clinics
 - Experiences spread throughout year
- Preserve clerkship education
 - Accountability & responsibility

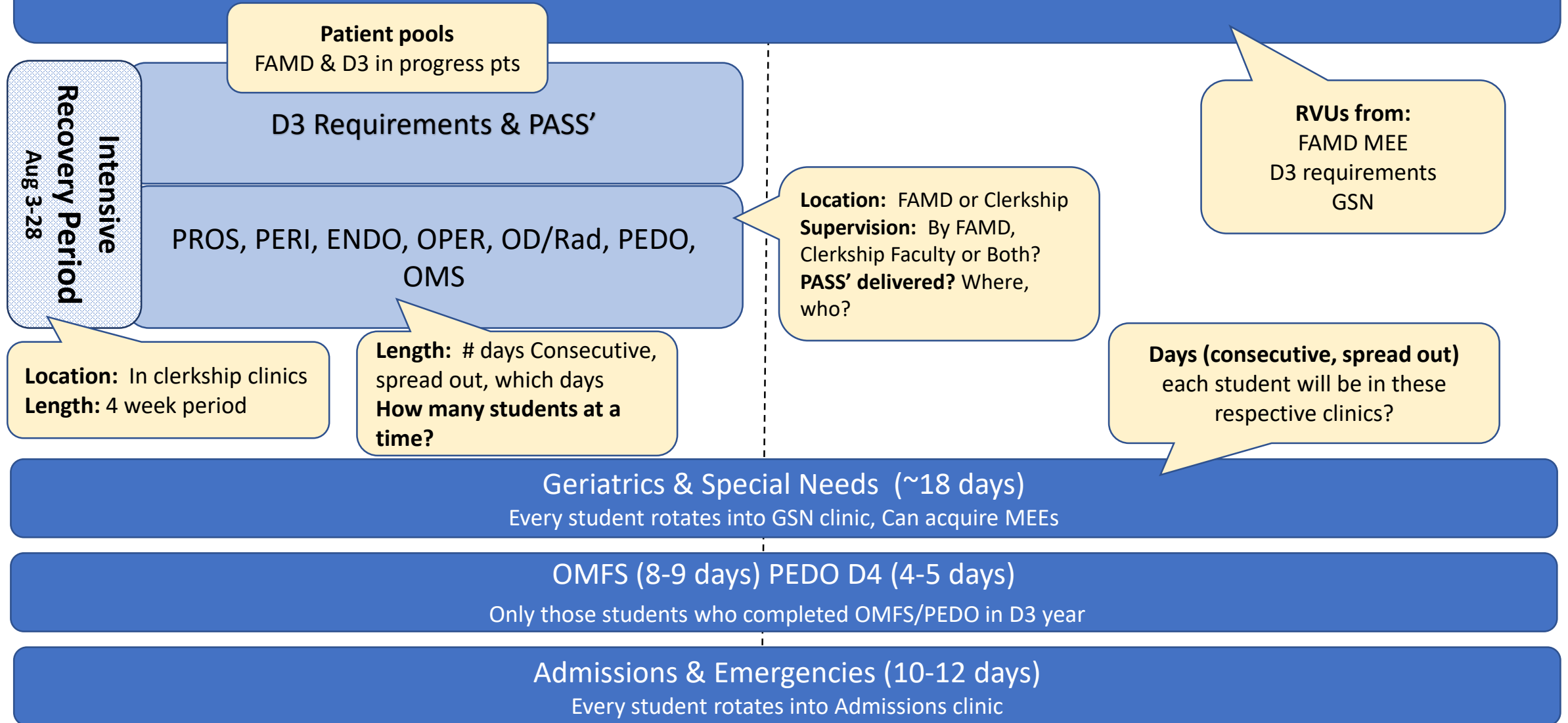
D3 Recovery Plan 2020-21 AY

- **8 day clinical rotation** (excluding Tuesdays)
- **Student groups of 10**
- **Year Long Clerkships (38 weeks):**
 - PROS - 1 full day every week
 - PERIO, ENDO, OD/RAD, OPER – 1 full day every 8 days
- **19 Week Clerkships:**
 - OMFS, PEDO – 1 day every week
- **Rotating didactic schedule - M W Th F**
80 & 40 students together
- **Opportunity for Integrative Efforts**
- **Orientation**

Orientation Week – Large Group
1st Week of Clinics – Small Group

WEEK 1 Group #1	Monday	Tuesday	Wednesday	Thursday	Friday
	8-9 OPER	8-9 D3 Course	8-9 OPRM	8-9 OMFS/PEDO	8-9 PROS
	PROS	Integrated Seminar	PERIO	OMFS or PEDO	ENDO
	PROS	D3 Didactic Courses	PERIO	OMFS or PEDO	ENDO
WEEK 2 Group #1	Monday	Tuesday	Wednesday	Thursday	Friday
	8-9 PERIO	8-9 D3 Course	8-9 ENDO	8-9 OMFS/PEDO	8-9 PROS
	PROS	Integrated Seminar	OD/RAD	OMFS or PEDO	OPER
	PROS	D3 Didactic Courses	OD/RAD	OMFS or PEDO	OPER

D4 Comprehensive Care Recovery Plan



The University of Iowa Fall 2020 – The Steps Forward: *Academic Experience*

- **Courses with enrollments of greater than 50 will be moved to an online format**, with an option for in-person office hours and/or TA support for students.
- **All university classes and rooms will be limited to 50% of their capacity.**
- All University of Iowa classrooms will be outfitted with additional cameras and AV to enhance the educational experience.
- Unless otherwise indicated, applicable **face coverings must be worn** by all building occupants when in the presence of others and in public settings where physical distancing is difficult to maintain.
- Where physical distancing is not possible due to permanently located equipment (e.g., lecture podiums, pottery wheels) or specific course requirements (e.g., lab-based course, clinical simulations), **physical barriers** such as clear plastic panels between students (and between students and the instructor) can be utilized.
- All colleges will need to collaborate with Classroom Planning to ensure that as many classrooms as possible are available for use. This includes colleges that currently control their own classroom space.
- University of Iowa space, currently utilized as **meeting space**, will be prioritized for classroom space.
- **Modifications** to 1) orientation and 2) mid-term and final exams (online or scheduled to ensure Px Distance)

College of Dentistry

Fall Educational Plan

VARIABLES CONSIDERED

- Didactics, Simulation, Clinical Instruction
- Virtual vs. In-person ratio
- Synchronous vs. Asynchronous
- Balance University guidelines with critical components of dental education
- Latitude given to health science Colleges
- Health of students, faculty, staff & safety precautions
- Reduction of people onsite when possible
- Room utilization parameters and challenges
- Scheduling
- Quality Education: Cost of tuition and perception of online education value
- Best practices
- Contradictions, lack of evidence, changing guidelines, unknowns

College of Dentistry Fall Educational Delivery Plan **APPROVED by CIMT 6/12/20**

	Didactic	Simulation	Clinical
Instructional Delivery Mode	Hybrid <hr/> Virtual & Onsite The COD curriculum will be a combination of onsite and virtual. Approximately 30-60% of didactic courses will be delivered virtually across the curriculum while the other didactics will be onsite with asynchronous portions when possible.* *If didactic is directly before/after hands-on, clinical or sim activity, didactic needs to be onsite.	Onsite <hr/> Simulation clinic and laboratory work is an extension of clinical activity and are critical functions and components to patient care and dental education. Simulation work is performed on manikins, no direct patient care.	On-site <hr/> Patient care in College of Dentistry student clinics following current CDC & Iowa Dental Board guidelines for dentistry. Student patient care will be limited to non-generating aerosol procedures in the open bays and aerosol generating procedures only in closed <u>operatories</u> until viable solutions are implemented.
Safety Precautions	For onsite didactic activity, all students and faculty will go through daily health screenings, and will be required to wear face masks at all times.	For onsite simulation activity, all students and faculty will go through daily health screenings, and will be required to wear level 1 or 2 masks <u>and</u> face shields.	For patient care, students and faculty go through daily health screenings, and are required to wear appropriate PPE for type of care provided, i.e., N95 masks for aerosol generating procedures in closed <u>operatories</u> . All patients go through health screening before entering clinics.
Room Utilization	Onsite courses will utilize rooms at 50% capacity.	With the limitations of equipment facilities, faculty, and scheduling, simulation clinic will need to run at full capacity; hence, the additional level of PPE (face shields).	

College of Dentistry Fall Predoctoral Courses

	Didactic (Virtual)	Didactic Hybrid (Virtual & Onsite)*	Simulation (Onsite)	Clinical (Onsite)
D1 FALL	Clinical Practice & Prof I	Biochemistry (CCOM)	Dental Anatomy	
	Intro to EBD	Dental Physiology (CCOM)	Intro to Operative Dentistry	
	Periodontics I		PROS Tx Dent	
		Fund of Clinical Dentistry	Fund of Clinical Dentistry	Fund of Clinical Dentistry
		Cariology & Prev Therapy	Cariology & Prev Therapy	
		Didactic Hybrid (Virtual & Onsite)	Simulation (Onsite)	Clinical (Onsite)
D2 FALL	Critical Thinking & Tx Plan	Intro Human Path (CCOM)	Operative II	Operative II
	Growth & Development	Microbiology (CCOM)	Tx Part Edent: Fixed (PROS)	
	Periodontics II	Oral Path I	Tx Part End Single Implant	
		Intro to Oral Rad		Intro to Oral Rad
		Basic OMS		
		Clinical Preventive		Clinical Preventive
		Didactic Hybrid (Virtual & Onsite)	Simulation (Onsite)	Clinical (Onsite)
D3 FALL	Applied Dental Pharm	Clinical Prac & Prof IV	Clinical Prac & Prof IV (SPs)	Clinical Oral Diagnosis
	Practice Dent in Community	Systemic Disease		Clinical Oral Radiology
	Quality Assurance			Clinical Oral Pathology
				Clinical Endodontics
				Clinical Oral Maxillofacial Surgery
				Operative Dentistry
				Pediatric Dentistry
				Clinical Periodontics
				Prosthodontics
		Didactic Hybrid (Virtual & Onsite)	Simulation (Onsite)	Clinical (Onsite)
D4 FALL	Dental Practice Management	Clinical Practice & Prof V		Clinical Admissions
		Advance Tx Planning		Comprehensive Dental Care

*If didactic is directly before/after hands-on, clinical or sim activity, didactic needs to be onsite.

Logistics

Fall 2020

- **Based on course scheduling:**
 - D1: Tuesday and Thursday All Day VIRTUAL
 - D2: Tuesday and Thursday Afternoon VIRTUAL
 - D3: Tuesday didactics virtual
 - If any T/Th session is hands-on or an exam, then all other synchronous lectures before/after either need to be delivered in-person or synchronously in a designated room
- **CCOM courses held at COD**
- **Exams can be onsite** in 3 Galagans (this year only)
- **Sim clinic lectures & exams will be delivered in sim clinic**
- **OPER II** lectures moved to sim clinic
- **D3 & D4 seminars 8am-9am onsite**
- **D1 & D2 lectures begin 9am - Galagans**
- **Small Group Sessions:** Onsite or virtual – change in room assignments for 50% capacity
- **Master schedule drafts will be sent out this week**
- **Virtual courses adhere to 70/30**
(synchronous/asynchronous)

Room Utilization Fall 2020

➤ Instruction Space

- Large space w/ all 80 students: **50% capacity, face masks**
- Small space: **50% capacity, face masks**

➤ Small Rooms

- i.e., Resident rooms, where 50% capacity and social distance cannot be maintained: **face masks and shields**

➤ Simulation & Labs

- Utilize at full capacity, where 50% capacity and social distance cannot be maintained: **face masks and shields**

➤ Clinics

- **Appropriate PPE** based on guidelines and type of care provided