

Contact: Diana Gonzalez

COLLEGE OF DENTISTRY ACCREDITATION REPORT
AT THE UNIVERSITY OF IOWA

Action Requested: Receive the accreditation report from the College of Dentistry at the University of Iowa.

Executive Summary: The Dental and Advanced Dental Education Programs in dental public health, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, prosthodontics, and general practice residency programs in the College of Dentistry (1) underwent a self-study that addressed the standards defined by the accrediting body; and (2) had an on-site visit by peer evaluators. In February 2012, the College of Dentistry was informed that the dental education program and all nine of the advanced dental education programs and the general practice residency were accredited for the maximum period of seven years without further reporting required. This report, which addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive,” was submitted to the Board of Regents in October 2012. This review is to discuss the program improvements resulting from the accreditation visit.

Background:

- ◇ **Description of programs.** The mission of the College of Dentistry is to educate dentists for Iowa and beyond through excellence in patient care, education, and research.
 - ⇒ **Predocctoral Dental Education Program (DDS).** The predocctoral program is a four-year program that has several key components, including extensive basic science experiences provided by colleagues in the College of Medicine; a challenging preclinical experience with simulations through all four years; a clinical education system weighted for extensive patient contact time to combine clerkships with comprehensive care; and an extensive set of experiences with underserved populations. There were 951 applicants for the 2010-2011 class; 108 were offered admission; and 80 enrolled.
 - ⇒ **Advanced Specialty Education Program in Dental Public Health.** This is a 24-month combined Master of Public Health (MPH) and Master of Science Program in Dental Public Health. Students learn how to prevent and control dental diseases and promote dental health through organized community efforts, such as dental health education of the public or administration of group dental care programs. At the time of the site visit, there were four students/residents enrolled in each year of the program.
 - ⇒ **Advanced Specialty Education Program in Endodontics.** This is a 24-month program for full-time students/residents. Students learn to diagnose, prevent, and treat diseases and injuries of the dental pulp and periapical tissues. Upon completion, the students/residents receive both a residency certificate and a graduate degree. Students/residents have the option of completing the Master of Science Program in Oral Science or, upon completion of additional coursework, a Ph.D. in Oral Science. At the time of the site visit, there were four first year and four second year students/residents enrolled in the program.

- ⇒ **Advanced Specialty Education program in Oral and Maxillofacial Pathology.** This is a 35-month full-time program. Students study the nature, identification and management of diseases (causes, processes, and effects) affecting the oral and maxillofacial regions. Upon completion, students/residents receive both a residency certificate and a graduate degree. Students/residents have the option of completing a Master of Science Program in Oral Science, or, upon completion of additional coursework, a Ph.D. Program in Oral Science. At the time of the site visit, there was one first-year, one second-year, and one third-year student/resident enrolled in the program.
- ⇒ **Advanced Specialty Education program in Oral and Maxillofacial Radiology.** This is a 36-month full-time program. Students learn to produce and interpret images and data produced by all modalities of radiant energy used for the diagnosis and management of diseases in the oral and maxillofacial region. Upon completion, students/residents receive both a residency certificate and a graduate degree. Students/residents have the option of completing a Master of Science Program in Oral Science, or, upon completion of additional coursework, a Ph.D. Program in Oral Science. At the time of the site visit, the program had one first-year, one second-year, and one third-year student/resident enrolled.
- ⇒ **Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics.** This is a 24-month full-time program where students/residents learn to diagnose, prevent, intercept, and correct malocclusion and neuromuscular/skeletal abnormalities of the orofacial structures. Upon completion, students/residents receive both a residency certificate and a graduate degree. Students/residents have the option of completing a Master of Science Program in Oral Science or, upon completion of additional coursework, a Ph.D. Program in Oral Science. At the time of the site visit, the program had five first-year and five second-year students/residents enrolled.
- ⇒ **Advanced Specialty Education Program in Pediatric Dentistry.** This is a 24-month full-time program that instructs students/residents in providing primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence. Upon completion, students/residents receive a residency certificate. The program also offers a 36-month full-time combined pediatric dentistry and dental public health program which awards a certificate in pediatric dentistry and a Master of Science in Dental Public Health. At the time of the site visit, the program had four first-year and three second-year students/residents enrolled.
- ⇒ **Advanced Specialty Education Program in Periodontics.** This is a 36-month full-time program that instructs students/residents in the prevention, diagnosis, and treatment of diseases of the supporting and surrounding tissues of the teeth or their substitutes and the maintenance of health, function, and esthetics of these tissues or structures. Upon completion, students/residents receive both a residency certificate and a graduate degree. Students/residents have the option of completing a Master of Science Program in Oral Science or, upon completion of additional coursework, a Ph.D. Program in Oral Science. At the time of the site visit, the program had two first-year, two second-year, and one third-year students/residents enrolled.

- ⇒ **Advanced Specialty Education Program in Prosthodontics.** This is a 34.5-month full-time program that instructs students/residents in the diagnosis, treatment planning, rehabilitation, and maintenance of the oral function of patients with clinical conditions associated with missing teeth and/or oral and maxillofacial tissues using biocompatible substitutes. Upon completion, students/residents receive both a residency certificate and a graduate degree. Students/residents have the option of completing a Master of Science Program in Oral Science or, upon completion of additional coursework, a Ph.D. Program in Oral Science. At the time of the site visit, there were two students/residents enrolled in each year of the program.
- ⇒ **Advanced Education Program in General Practice Residency.** This is a 12-month full-time program which provides training beyond the level of predoctoral education in oral health care using applied basic and behavioral sciences. Upon completion, graduates are awarded a residency certificate. At the time of the site visit, there were four students/residents enrolled in the program.
- ◇ Purpose of Accreditation. An accredited educational program is recognized by its peers as having met national standards for its development and evaluation. To employers, graduate schools, and licensure, certification, and registration boards, graduation from an accredited program signifies adequate preparation for entry into the profession. In fact, many of these groups require graduation from an accredited program as a minimum qualification. Accreditation is also intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice. Accreditation is also critical for recruitment of new students.
- ◇ Accrediting Agency. The accrediting body is the Commission on Dental Accreditation (CODA).
- ◇ Review Process. The self-study prepared by the College of Dentistry contained the responses to the standards required by the accrediting body. CODA requires different sets of standards for each level.¹ The standards applicable to the advanced specialty dental education programs also include requirements specific to each of the specialty areas.
 - ⇒ Predoctoral dental education standards:
 - ✓ Institutional effectiveness. This standard addresses the need of a clearly stated purpose/mission statement; broad-based, systematic, and continuous planning, evaluation and improvement of educational quality; demonstrated effectiveness of measures of student achievement; sufficient financial resources; assurance that the support from entities outside the institution does not compromise the program's teaching, clinical and research components; the sponsoring institution has authority and final responsibility for curriculum development/approval, student and faculty selection, and administrative matters; the institution is accredited; and there is evidence of interaction with other components of the higher education, health care education and/or health care delivery systems.

¹ The complete text of standards is available at <http://www.ada.org/115.aspx>.

- ✓ Education program. This standard defines the policies that should be in place governing admissions, instruction, curriculum management, biomedical sciences, behavioral sciences, practice management, ethics and professionalism, information management and critical thinking, and clinical sciences, to assure graduates possess the basic knowledge, skills and values to practice dentistry, independently, at the time of graduation. The provisions also stipulate that an appropriate patient pool is available to provide a wide scope of patient experiences with patients whose medical, physical, psychological, or social situations may make it necessary to modify normal dental routines in order to provide dental treatment for that individual. Monitoring must occur to assure equal opportunities for each enrolled student. Graduates also must be able to provide appropriate life support measures for medical emergencies that might occur in dental practice.
- ✓ Faculty and staff. This standard stipulates that the number and distribution of faculty is sufficient to meet the dental school's stated mission, goals, and objectives; and there is evidence of an ongoing faculty development process; a form of governance allowing faculty participation in the schools decision-making process; the existence of an evaluation process that ensures objective measurement of the faculty's performance in teaching, patient care, scholarship and service; and the existence of a clearly communicated promotion and tenure process.
- ✓ Educational support services. This standard stipulates that adequate and appropriate facilities and resources are available; and that student services include personal, academic and career counseling of students, assure student participation on appropriate committees, provide appropriate information on availability of financial aid and health services, provide written procedures to ensure due process and protection of student rights, and include student advocacy. Requirements are also specified related to the availability of student financial aid and health services.
- ✓ Patient care services. This standard defines the requirement that the school conducts a formal system of quality assurance for the patient care program; that the delivery of patient care is not compromised by the use of quantitative criteria for student advancement and graduation; all appropriate students, faculty, staff, and patients must receive a written statement of patients' rights; patients have access to professional services at all times for the management of dental emergencies; students, faculty, staff involved in patient care are recognized in basic life support and can manage common medical emergencies; policies/procedures in place to ensure safe use of ionizing radiation; there is adequate preclinical/clinical/laboratory asepsis, infection and biohazard control, etc.; and the school's policies ensure the confidentiality of information related to the health status of each patient.
- ✓ Research program. This standard requires that research is an integral component of the purpose/mission, goals and objectives of the dental school and that the faculty are engaged in research or other forms of scholarly activity and provide opportunities for students to participate.

- ⇒ Advanced specialty dental education programs standards:
- ✓ Institutional commitment/program effectiveness and affiliations. Each program has clearly stated goals and objectives; effective formal and ongoing outcomes assessment processes; financial resources are sufficient to support stated goals and objectives; support from entities outside the institution does not compromise the teaching, clinical and research components of the program; programs are sponsored by institutions which are properly licensed to operate and offer instruction leading to degrees, etc., educational institutions and sponsoring hospitals must be accredited; the sponsoring institution has authority and final responsibility for curriculum development, student/resident selection, faculty selection and administrative matters; the administrative structures are consistent with those of other parallel programs within the institution; and the program director has authority responsibility and privileges necessary to manage the program.
 - ✓ Program director and teaching staff. The program director must be board certified in the respective specialty of the program, must be appointed to the sponsoring institution and have sufficient authority and time to achieve the educational goals of the program and assess the program's effectiveness in meeting its goals and appropriate faculty must be available to support student/resident instruction and research.
 - ✓ Facilities and resources. They must be adequate to provide the educational experiences and opportunities required to fulfill the needs of the educational program; must have readily accessible equipment and supplies for use in managing medical emergencies; documented compliance with institution's policy on radiation hygiene and protection, hazardous materials, blood borne and infectious diseases, etc.; all students/ residents/faculty/support staff involved in the direct provision of patient care must be recognized/certified in basic life support procedures, including cardiopulmonary resuscitation.
 - ✓ Curriculum and program duration. It must be designed to provide special knowledge and skills beyond the DDS or DMD training and be oriented to the accepted standards of special practice as set forth by the CODA; the level of specialty area instruction in certificate and degree-granting programs must be comparable; documentation of all program activities must be ensured by the program director and available for review. If a program enrolls part-time students/residents, guidelines are in place regarding their enrollment and their educational experiences which must be the same as full-time students with the equivalent number of months spent in the program. Instruction appropriate to the specialty area is required targeted toward specific competencies for the specialty area (as specified in the CODA Accreditation Standards for Advanced Specialty Education Programs in each specialty area).
 - ✓ Advanced education students/residents. This standard has four components:
 - 📁 Eligibility and Selection. Dental graduates from CODA accredited US and Canadian dental schools are eligible to enter advanced specialty education programs accredited by CODA as are graduates from international dental schools who possess equivalent education background; specific written admission criteria, policies and procedures are followed; and the admission

of students/residents with advanced standing is based on same standards required of regularly enrolled students/residents.

- ☞ Evaluation. There must be a system of ongoing evaluation and advancement that ensures the evaluation of the students'/residents' knowledge, skills, ethical conduct and professional growth, provides the students/resident with an assessment of their performance, and maintains a personal record of evaluation for each accessible to the student and available for review by site team and the student/resident curriculum plan must be reviewed at least semiannually and revised appropriately.
 - ☞ Due process. There must be a specific written due process policies and procedures for adjudication of academic and disciplinary complaints parallel to those of the institution.
 - ☞ Rights and responsibilities. Each student/resident must be apprised in writing of the educational experience to be provided and their obligations and responsibilities.
 - ✓ Research. Advanced specialty education students/residents must engage in scholarly activity (i.e., conducting a project on a topic relevant to their advanced specialty education demonstrating the application of the specialty's principles and sound research methodology; or in some specialty areas, presenting a paper at an educational meeting outside of the sponsoring institution or submitting an article for publication in a peer reviewed journal).
- ⇒ Although all the advanced specialty programs must meet the standards within the broad summary above, there are also specific requirements applicable to each within Standard 4 (Curriculum and Program Duration) that must be included in the curriculum.
- ✓ Advanced Specialty Education Program in Dental Public Health. Standard 4 includes specific requirements related to general public health, dental public health, a student/resident curriculum plan, a supervised field experience, and a research project.
 - ✓ Advanced Specialty Education Program in Endodontics. Standard 4 includes specific requirements related to the biomedical sciences, the clinical sciences, and teaching.
 - ✓ Advanced Specialty Education Program in Oral and Maxillofacial Pathology. Standard 4 includes specific requirements related to surgical oral pathology; oral cytology; evaluation and management of patients; anatomic pathology; laboratory medicine; radiology.
 - ✓ Advanced Specialty Education Program in Oral and Maxillofacial Radiology. Standard 4 includes specific requirements related to clinical oral and maxillofacial radiology; oral and maxillofacial radiographic imaging techniques; associated medical sciences; evaluation and radiological management of patients; medical radiology; radiation and imaging physics; radiation biology; radiation protection; and teaching experience.
 - ✓ Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics. Standard 4 includes specific requirements related to the biomedical sciences, the clinical sciences, treatment of all types of malocclusion; comprehensive orthodontic treatment; and familiarity with a supporting

- curriculum which includes biostatistics, jurisprudence, pain and anxiety control, pediatrics, pharmacology, and practice management.
- ✓ Advanced Specialty Education Program in Pediatric Dentistry. Standard 4 includes specific requirements related to biomedical science, clinical science, a hospital and adjunctive experience, and teaching.
 - ✓ Advanced Specialty Education Program in Periodontics. Standard 4 includes specific requirements related to the biomedical sciences and the clinical sciences.
 - ✓ Advanced Specialty Education Program in Prosthodontics. Standard 4 includes specific requirements related to the didactic program in biomedical sciences; the didactic program in prosthodontics and related disciplines; the clinical program; and to maxillofacial prosthetics, including the program duration, the didactic program, and the clinical program.
- ⇒ Advanced education program in general practice residency standards:
- ⇒ Institutional and program effectiveness covers sponsorship by a US hospital or educational institution affiliated with the accredited hospital; support from entities outside the institution which does not compromise the teaching, clinical and research components of the program; the sponsoring institution has authority and final responsibility for curriculum development, student/resident selection, faculty selection and administrative matters; financial resources are sufficient to support the program's stated purpose/mission, formalized arrangements with affiliated institutions; assurance that the dental staff members are eligible for medical staff membership and dental students/residents are appointed to the house staff; there are established overall program goals and objectives and a formal and ongoing outcomes assessment process; and students/residents demonstrate application of ethical principles and professionalism.
 - ⇒ Educational program includes requirements related to curriculum content, program length, and student/resident evaluation.
 - ⇒ Faculty and staff covers requirements related to program director, adequate staff, and involvement of general dentists in program development and instruction; evaluation process; presence of faculty in the dental clinic when students/residents are treating patients; and adequate support staff.
 - ⇒ Educational support services includes specific requirements related to facilities and learning resources; student qualifications for entering the program; policies for admitting students/residents; program description available to applicants; due process, and health services/immunization policy.
 - ⇒ Patient care services covers assurance of availability of adequate patient experiences; organized patient record; student involvement in quality improvement activities; student records demonstrating basic life support training; policies on blood-borne and infectious diseases available to applicants for admission and patients; and confidentiality policies.

- ◇ On-Site Team Report. In September 2011, the visiting team identified strengths and weaknesses of the program. The team also determined that the College of Dentistry was in compliance with CODA's policies and procedures. The site team offered a number of suggestions to enhance the predoctoral dental education program and the advanced specialty education programs in oral and maxillofacial radiology; pediatric dentistry; and prosthodontics. No suggestions were cited for the advanced specialty education programs in dental public health; endodontics; oral and maxillofacial pathology; orthodontics and dentofacial orthopedics; periodontics; and the general practice residency. Suggestions offered by the site team do not constitute accreditation or compliance requirements.

- ◇ Suggestions Offered by the Visiting Team. (Institutional responses are in italics.)
 - ⇒ **Predocloral Dental Education Program.**
 - ☑ Curriculum Management – “The School should provide the students written information about the goals and requirements for each extramural site prior to the rotations.” *The documentation pertaining to the extramural program was modified in response to the Commission’s suggestions. The handbook was revised to clearly depict the overarching goals and objectives of the extramural program and two syllabi were developed.*
 - ☑ Biomedical Sciences – “The biomedical sciences and clinical faculty should continue to pursue ongoing interaction and integration of clinical and basic sciences.” *Interactions between the clinical dental faculty and the biomedical faculty that were already occurring in 2010-2011 were better described and a new Concept Lecture Concept Database was assembled to identify key themes and contents across the biomedical and dental course content.*
 - ☑ Ethics and Professionalism – “The College should develop methods to assess the importance that its graduates place on lifelong learning.” *The College added several questions to its survey of recent graduates that ask about continuing education and ‘lifelong learning.’*
 - ⇒ **Advanced Specialty Education Program in Prosthodontics.**
 - ☑ Program Director and Teaching Staff – “The institution should proceed with recruitment of the one to two vacant positions in the department of prosthodontics to further enhance the program.” *A search committee was assembled and the request to begin recruitment was approved. The search was conducted during the 2011-12 academic year and an offer at the full-time tenure track assistant professor level was made.*
 - ⇒ **Advanced Specialty Education Program in Oral and Maxillofacial Radiology.**
 - ☑ Institutional Commitment/Program Effectiveness – “A process of student/resident evaluation of the program should be developed and used to facilitate a comprehensive assessment of the program’s effectiveness.” *The concern was that with a small number of residents (five is the highest), there would be no confidentiality perceived by the residents if they were surveyed. The College has surveyed graduates in the past and will continue to do so on a regular basis.*

⇒ **Advanced Specialty Education Program in Pediatric Dentistry.**

- ☑ Curriculum and Program Duration – “While the program met the threshold level of compliance for Hospital and Adjunctive Experiences, the program should provide an Emergency Room Rotation that is at least two weeks duration and is an experience beyond regular dental emergency duties.” *Residents take 24-hour call in the UIHC Emergency Department and they also take part in a two week rotation that is dedicated to caring for healthy and sick children in the Pediatric Medicine clinic. Through these experiences, residents get a quality education in the care of sick children and in taking care of children with emergency needs, both dental and others. At the time of the accreditation, the Standards for Pediatric Dentistry allowed for non-fulfillment of certain areas, such as this, while still maintaining a score that exceeds the threshold for that particular standard. In January 2013, the Pediatric Dentistry Standards will change and the Emergency Room Rotation will no longer be a requirement in any form. In the future, the College will continue to be involved in emergency care for children at the UIHC and will seek ways to broaden that experience.*

- ◇ Accreditation Status. In February 2012, the Commission on Dental Accreditation awarded accreditation to the College of Dentistry predoctoral dental education program and advanced dental education programs in dental public health, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, prosthodontics, and general practice residency at the University of Iowa for the maximum period of seven years to 2018 without reporting requirements.