Mindsets, Traditions and Innovations
My Background

- UCSF
- 2 year AEGD at Naval Postgraduate School at Walter Reed National Military Medical Center
- Diplomate, American Board of General Dentistry
- Assistant/Co Director AEGD Program at Camp Pendleton, California 4 ½ years
- Director GPR Program Naval Medical Center San Diego 5 years
- Associate Professor College of Dental Medicine Roseman University of Health Sciences 2 ½ years
- Director of Quality Assurance Program CODM
- Interim Associate Dean for Academic Affairs
Our School

- 3rd year of operation D1 – D3 / 64, 79, 81 = 224
- 125,000 square foot building
- Just finished the build out of our first floor specialty clinics
- Our students come from all over the United States and the world – western focus but we have students from every part of the United States
- Strength of our school starts with our admissions process which includes a team exercise.
- Ave age 27 – 28
- Several of them are already involved at the National Level with ASDA
- Most are married (250 plus children) vs 224 students
- We have one D3 with 7 children
- Located in South Jordan, Utah (one of Money magazines top 25 cities to live in)
Students take it after the first year

- **2012** part one national boards 62/64  **96.8%**
- **2012** by March 2013 64/64
- **2013** part one national boards 77/79  **97.5%**
- **2013** two are scheduled next month
SURVEY SAYS:
(What we hear from you - ADEA/FADEA PROJECT OUTCOMES FOR ADVANCED DENTAL EDUCATION PROGRAMS)

- Team player
- Assumes responsibility
- Reliable
- Integrity
- Clinical skills
- Interpersonal/communication skills
- Maturity
- Initiative
- Critical thinking skills
Our Philosophy

MASTERY LEARNING

Honor Code & Lifelong Colleague Philosophy
Classroom Complex
Block System
Active and Collaborative Learning
Lifelong colleague/Honor Code

- COLLEAGUES NOT COMPETITORS
- STARTS WITH ETHICS CLASS AND WHITE COAT CEREMONY
- STUDENTS SIGN THAT THEY WILL ABIDE BY THE HONOR CODE AND LLC IN LETTER OF ACCEPTANCE AND DURING ORIENTATION WITH DEAN
- INVOLVED STUDENT LEADERSHIP
- KEY HERE IS WE TRY TO BUILD RELATIONSHIPS BASED ON TRUST AND TRUTH
Lifelong Colleague Philosophy

All students, faculty, staff endeavor to make each and every interaction reflect a sincere desire to develop each other as lifelong colleagues.

Honor Code

I will not lie, steal, cheat, disrespect others or tolerate any among us anyone who does.
Classroom Complex
(what makes us unique)

Traditional Lecture Hall

Roseman Classroom Complex
Classroom Complex Facilitates Learning

- Classroom “in the round”
- No one more than 4 rows away from teacher
- 7 – 8 Breakout rooms – small-group teaching/discussion
- Classroom Complex facilitates multiple teaching and learning styles
  - Lectures, Workshops
  - Teams
  - Problem or Case Based Learning
  - Individual, small group, tutoring
  - Role playing, videos, and more
- Limited only by the creativity & imagination of faculty & students
Block Schedule

- Didactic course at same time preclinical sim lab course
- Used successfully with the MBA, military
- Every 2 weeks: assessments on Friday; Remediation on Monday
- Rapid Instructor Assessment/Feedback
- Mastery learning
## Typical Day at Roseman CODM

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 am</td>
<td>Formative Assessment / Prior Day</td>
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<tr>
<td>9-10 am</td>
<td>New Material (lecture)</td>
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<tr>
<td>10-11 am</td>
<td>Team Activities + Feedback</td>
</tr>
<tr>
<td>11-Noon</td>
<td>Lunch</td>
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<tr>
<td>12-1pm</td>
<td>New Material</td>
</tr>
<tr>
<td>1-2:30 pm</td>
<td>Team Activities</td>
</tr>
<tr>
<td>2:30-3pm</td>
<td>Feedback, Wrap-up, Loose Ends</td>
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<tr>
<td>3pm-5pm</td>
<td>Additional pre-clinical or other work (as needed)</td>
</tr>
<tr>
<td>COMPETENCY</td>
<td>GRADES</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>90%</td>
<td>Pass/No pass</td>
</tr>
</tbody>
</table>
Academic Excellence

- 90%
- No grading on curves
- No dumbing down
- No almosts
Assess Frequently to Achieve Performance Expectations

- Daily ungraded quizzes/ Turning Point
- Individual and team assessments every 2 weeks
- Immediate Remediation & Reassessment not at the end of the term
- Use outcomes measurements to identify problem areas and then take action at that time
- Summer Remediation if needed

**POINT:** Frequent assessment and remediation, when needed, allows students to master the material
We learn in Teams

- Our block academic format which mandates team activities during class
- The class is divided up into 10 eight person teams (think AEGD/GPR)
- Classroom complex with circular classroom and breakout rooms
- Teams are rotated so that students work with other students during their educational experience.
Our assessment protocol: assessment is taken individually and then the individual teams take them.

If team assessment result is 95% or higher, students receive extra points.

This overall approach promotes and develops responsible, reliable team players as well as interpersonal/communication skillsets.
Clinical Skills

- Pre-clinic - ratio of 8 students to 1 instructor
- Comprehensive competency prior to entering the Clinic: involves treatment planning and preclinical exercises in restorative treatment
- Clinic – ratio of 6 students to 1 instructor
- Comprehensive Care model
- Students as Clinical Pairs
- We are adding external rotations in fourth year with community partners.
Bottomline for Post Grad Programs

- Our program promotes team players who can lead and take direction - Colleagues
- They have good communication and socialization skills
- Our students are responsible to themselves, their fellow students and their patients
- They are critical thinkers who value the worth of evidence based dentistry.
- Involved in the community/ externships
- Developing research program with BYU
Thank You