

- x A commitment to creating a culture of inquiry and scholarship;
- x Cornerstone experiences (ACEs) that integrate multiple content areas in intense, powerful learning scenarios within the school and the community;
- x Development of clinical skills in an environment similar to a small group practice.

The program will accomplish its goals through academic work in four themes and two threads, which are woven throughout the four years of the program. The program includes a variety of educational formats to deliver the curricula, including problem-based learning sessions (PBL), team-based learning (TBL), independent study, seminars, experiential learning opportunities, integrated

Highlights of our Curriculum

The REAL curriculum is centered on four key themes:

- x Health and Well-Being

This theme contains all curriculum both didactic and clinical -- that apply to health and the normal structure and functioning of the body and of the oral complex. The traditional content areas of physiology, biochemistry, anatomy, histology, among other dental science classes, are integrated through cases to form a better bridge between the basic sciences and the clinical sciences.

- x Disease Processes

The Disease Processes theme includes content related to general and oral diseases. These topics are often melded with healthy structure and function content to provide students with a global perspective of the implications of disease on usual functioning.

Second-year students each work with a KaVo unit to develop their manual skills for restorations, fillings, composites, and crowns and bridges. Each KaVo unit simulates a patient in a dental chair and has both air-powered and electric-powered tools available.

Available to all students 24 hours a day, both simulator labs have made our students' transition to the clinics much smoother. Our investment in high dental education helps to get you into the clinic more quickly and to be better prepared and more confident when you greet your first patient.

Improving the classroom experience

At the end of each semester, students complete course evaluations to give feedback to the course directors and the Committee on Dental Education (whose membership includes two students). The Associate Dean for Education runs focus groups with students at the end of each academic year to elicit student feedback, and the Dean meets monthly with class representatives to identify issues that need to be addressed. Finally, fourth-year students complete an exit survey prior to graduation whose feedback is considered by the Committee on Dental Education.

Clinic

Bridge to Independence

Third- and fourth-year students are assigned their own chair and workspace in a practice group with six to eight other students, much like a small group practice. Each group has a faculty preceptor who helps each student as a mentor or a senior partner to develop treatment plans for each patient and oversee the quality of work performed. The preceptors cooperate with full faculty members to assess each student's technical and professional skills.

Practice Management Experience

Each preceptor group also has a patient care coordinator (PCC), who acts as an office manager in a typical private practice. The PCC helps each student to make appointments with patients, control recalls, manage insurance forms, and enter treatment plans so that he/she can attend to the care of each assigned patient. M aa ma1ua2(a1u1t)4(h)-10(a)4(s)6md [(0(M)-2 Tw 26.(m)-2(e9(al

