



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Woody L. Hunt School of Dental Medicine

Catalog 2021-2022

Catalog 2021-2022

The catalog of the Woody L. Hunt School of Dental Medicine (Hunt SDM) is an official publication of Texas Tech University Health Sciences Center El Paso. It is published annually. For the academic year 2021-22 requirements are specified here. While this catalog announces degree requirements and academic policies for the incoming academic year, there is no expectation that this catalog be considered an offer of contract, expressed or implied, between applicants, students and/or faculty members. Hunt SDM expressly reserves the right to add, delete or amend courses, change academic calendars without notice, or revise or change rules, charges, fees, curriculum, courses, requirements for degrees, and any other policy or regulation affective students. Changes are effective when the proper approving authorities deem, and apply both to prospective and matriculated students.

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Administration

Texas Tech University (TTU) System

The Texas Tech University System was formed in 1996 and formally established by the State of Texas three years later in 1999. Since its inception, the TTU System has emerged as one of the top public university systems in the nation. Today, the TTU System consists of four component institutions and operates at multiple campuses and academic sites across the state and globe.

Fostering a culture of collaboration, sustainability and excellence, the TTU System Administration provides its component institutions with leadership and services that support the fulfillment of each component university's mission.

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Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Texas Tech University Health Sciences Center El Paso is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Tech University Health Sciences Center El Paso.

Program Accreditation

Commission on Dental Accreditation (CODA)

The Hunt School of Dental Medicine program of dental education is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of “initial accreditation”. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation may be contacted at 211 East Chicago Avenue, Chicago, Illinois 60611 or at (312) 440-4653. The Commission’s web address is: <http://www.ada.org/en/coda>. The Policy on Third-Party comments and CODA Complaint Policy can be found at <http://www.ada.org/en/coda>.

Mission Statement

The mission of Texas Tech University Health Sciences Center at El Paso is to improve the lives of people in our State and our community by focusing on the unique health care needs of socially and culturally diverse border populations through excellence in integrated education, research, and patient care.

The **mission of the Woody L. Hunt School of Dental Medicine (WLHSDM)** is to improve the oral health of the people of Texas and the greater El Paso community by: focusing on the unique oral and overall health care needs of the border populations; demonstrating excellence in education, research, and patient care; and providing leadership to the practicing community and other area stakeholders.

Vision Statement

The vision of the Woody L. Hunt School of Dental Medicine was also developed by the initial leadership team, and is as follows:

- Educate oral health care practitioners for the future
- Develop an innovative educational model
- Contribute to the discovery of new knowledge
- Provide leadership regarding oral health care issues to the greater El Paso area and border region.

TTUHSC El Paso 2020-2025 Strategic Plan

Goal 1. Excellence in Academics

Objective 1.1 Enhance student recruitment and improve student success.

Objective 1.2 Develop new degree programs that are responsive to the mission and market/health care needs.

Objective 1.3 Promote student achievement through a commitment and dedication to continuous innovation in education and teaching.

Objective 1.4 Prepare future health professionals for enhanced team-based care to improve health outcomes for individuals and the population of the Paso del Norte region.

Objective 1.5 Grow and improve graduate medical education (GME) as it pertains to the mission.

Goal 2. Excellence in Clinical Affairs

Objective 2.1 Expand access to clinical services.

Objective 2.2 Ensure clinical resources are available.

Objective 2.3 Standardize patient experience and ensure continuous quality improvement (CQI).

Objective 2.4 Develop signature services: identify areas unique to TTUHSC EP which we can become experts in or specialize

Goal 3. Excellence in Research

Objective 3.1 Grow and Enhance Research Programs

Objective 3.2 Build an Integrated Infrastructure for Research Development

Objective 3.3 Enhance Scholarship for Non-Research Faculty

Goal 4. Excellence in Outreach and Engagement

Objective 4.1 Increase access to care for vulnerable populations through student, faculty, and staff efforts.

Objective 4.2 Increase engagement with community.

Objective 4.3 Promote community health initiatives

Objective 4.4 Establish processes that improve recruitment, rewarding, and retention of community faculty

Goal 5. Excellence in Stewardship

Objective 5.1 Promote TTUHSC EP and Texas Tech Physicians of El Paso (TTP EP) and cultivate new and existing donor opportunities.

Objective 5.2 Ensure informed financial decision making.

Objective 5.3 Ensure existing space is adequate to meet institutional growth needs.

Objective 5.4 Ensure adequate technology and information security needs are in place to support the mission of the institution.

Goal 6. Excellence in Culture

Objective 6.1 Promote a Values-Based Culture.

Objective 6.2 Recruit and retain a diverse body of talent to carry out our mission in alignment with our values

Objective 6.3 Promote a culture of wellness.

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WLHSDM Competencies

A. Biomedical Knowledge

A1: Identify, discuss, and/or describe biomedical concepts and apply them to the practice of dentistry, while utilizing contemporary scientific principles and mechanisms that describe health and disease.

A2: Demonstrate skills in accessing, evaluating, and applying the best scientific evidence to solve clinical problems.

B. Patient Care

B1: Accurately gather essential patient information through medical history, clinical examination, appropriate imaging, and other pertinent information.

B2: Interpret and synthesize patient information from a variety of sources (diagnostic data, patient records, scientific evidence, faculty consultation, etc.) to develop a comprehensive, individualized treatment plan for each patient, including the management of specialty consultation and referrals for treatment.

B3: Accurately summarize and clearly present patient data in written and oral formats.

B4: Perform diagnostic, therapeutic, and preventive clinical procedures safely and efficiently, with appropriate informed consent for commonly performed procedures which do not rise to the level of advanced education.

B5: Accurately evaluate the outcomes of clinical treatment, including recall strategies and prognosis.

C. Communication and Interpersonal Skills

C1: Collaborate and communicate with faculty, peers, and other members of the interprofessional team in support of patient care.

C2: Collaborate and communicate with a diverse patient population, including those with special needs, in support of oral health needs.

C3: Apply patient-centered approach to promote, maintain, and improve oral health in the context of overall health

D. Professionalism

D1: Apply recognized ethical and regulatory standards, as well as principles of risk management, in the clinical environment.

D2: Demonstrate self-assessment skills, accountability, and the ability to receive and incorporate constructive feedback

D3: Demonstrate compassion, integrity, altruism, and respect for others, including individuals from diverse populations.

D4: Identify the strengths and limitations of one's knowledge, skills, and attitudes to promote continual personal and professional development.

E. Health Promotion

E1: Demonstrate prevention, intervention, and educational strategies for a diverse patient population.

E2: Collaborate with dental team members and other health care professionals in the management and health promotion of all patients.

E3: Contribute to the improvement of oral health beyond those served in traditional practice settings.

F. Practice Management & Informatics

F1: Describe, evaluate and apply contemporary and emerging information pertaining to practice management and technological resources.

F2: Describe, evaluate and apply current models of oral health care management and delivery.

F3: Describe and evaluate effective business, financial management, and human resource skills.

F4: Apply strategies for continuous quality improvement.

F5: Identify the components of a catastrophe preparedness plan for the dental practice.



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Woody L. Hunt School of Dental Medicine

**Doctor of Dental Medicine (DMD)
Degree Program**

Degree Plan

Degree Requirements for the DMD Degree Program

Students are expected to complete the degree requirements set forth in the Woody L. Hunt School of Dental Medicine Student Catalog in effect at the time of entry into the program.

DMD Degree Program				
	Subject	Course Number	Course Title	Credit Hours
D1 Fall	DSPM	5701	Dental Scientific Principles of Dental Medicine I	7
	DSCI	5401	Dental Society, Community, and the Individual I	4
	DSPA	5001	Dental Spanish I	0
	DCOL	5101	Dental Colloquium I	1
	DDSK	5101	Dental Skills I	10
D1 Spring	DSPM	5602	Dental Scientific Principles of Dental Medicine II	6
	DSCI	5102	Dental Society, Community, and the Individual II	1
	DCOL	5102	Dental Colloquium II	1
	DDSK	5802	Dental Skills II	8
D1 Summer	DSPM	6401	Dental Scientific Principles of Dental Medicine III	4
	DSCI	6101	Dental Society, Community, and the Individual III	1
	DSPA	6001	Dental Spanish III	0
	DCOL	6101	Dental Colloquium III	1
	DDSK	6601	Dental Skills III	6
D2 Fall	DSPM	6602	Dental Scientific Principles of Dental Medicine IV	6
	DSCI	6102	Dental Society, Community, and the Individual IV	1
	DSPA	6002	Dental Spanish IV	0
	DCOL	6102	Dental Colloquium IV	1
	DDSK	6802	Dental Skills IV	8
D2 Spring	DSPM	6603	Dental Scientific Principles of Dental Medicine V	6
	DSCI	6103	Dental Society, Community, and the Individual V	1
	DSPA	5002	Dental Spanish II	0
	DSPA	6003	Dental Spanish V	0
	DCOL	6103	Dental Colloquium V	1
	DDSK	6803	Dental Skills V	8
D2 Summer	DSCI	7201	Dental Society, Community, and the Individual VI	2
	DSPA	7001	Dental Spanish VI	0
	DDSK	7101	Dental Skills VI	10
	DLEC	7101	Dental Elective I	(+1)

D3 Fall	DSCI	7202	Dental Society, Community, and the Individual VII	2
	DCOL	7102	Dental Colloquium VI	1
	DDSK	7132	Dental Skills VII	13
D3 Spring	DSCI	7203	Dental Society, Community, and the Individual VIII	2
	DCOL	7103	Dental Colloquium VII	1
	DDSK	7133	Dental Skills VIII	13
D3 Summer	DSCI	8201	Dental Society, Community, and the Individual IX	2
	DCOL	8101	Dental Colloquium VIII	1
	DDSK	8901	Dental Skills IX	9
	DLEC	8101	Dental Elective II	(+1)
D4 Fall	DSCI	8202	Dental Society, Community, and the Individual X	2
	DCOL	8102	Dental Colloquium IX	1
	DDSK	8132	Dental Skills X	13
	DLEC	8102	Dental Elective III	(+1)
D4 Spring	DSCI	8203	Dental Society, Community, and the Individual XI	2
	DCOL	8103	Dental Colloquium X	1
	DDSK	8133	Dental Skills XI	13
	DLEC	8103	Dental Elective IV	(+1)

Doctor of Dental Medicine (DMD) Course Descriptions

FIRST YEAR (D1)-FALL Immersion
Dental Society, Community, and the Individual (DSCI) 1
This Immersion course is comprised of four essential components: 1) Social Foundations, 2) Introduction to Clinical Research, 3) Community Health Experience, and 4) Conversational, Medical, and Dental Spanish. It also includes an introduction to dental patient interaction and dentistry.
Conversational, Medical and Dental Spanish (DSPA) 1
This course triages for level of fluency in Spanish through conversation, presentations, and assessment. This course must be taken in conjunction with DSCI 1, and final grades are a part of DSCI 1.
Dental Skills (DDSK) 1
This course is an introduction to clinical skills for safety and function in clinic. It covers required annual trainings, safety, maintenance, instrumentation, infection control, ethics, as well as an introduction to team work and use of the EHR.
Dental Scientific Principles of Medicine (DSPM) 1
This is an early introduction to the course through application to cell metabolism.
Dental Colloquium (DCOL) 1
This course begins to introduce the Colloquium and its applications in dentistry.
FIRST YEAR (D1)-FALL
Dental Scientific Principles of Medicine 1 cont.
This course will focus on the foundations of biomedicine as related to the practice of comprehensive care dentistry. Topics will include anatomy, pathology, physiology, microbiology, immunology, histology, cell biology, and pharmacology with an emphasis in the head and neck, growth and development, the gastrointestinal system, bone, muscle and innervation, genetics, caries, saliva and anesthesia, and will use a symptoms-based approach to connect content to dental education and practice.
Dental Society, Community, and the Individual 1 cont. Supports Community Health Certificate: Social Foundations of Health
This course includes social foundations of health, with an introduction to clinical research, epidemiology, evidence based information, and statistics. This course supports the Community Health Certificate.
Conversational, Medical and Dental Spanish 1 cont.
This course triages for Spanish conversation, and begins teaching increased conversational Spanish with an introduction to medical and dental Spanish within the conversational framework. This course must be taken in conjunction with DSCI 1, and final grades are a part of DSCI 1.
Dental Colloquium 1 cont.
This course is a series of weekly sessions for dental students. Sessions address issues that include ethics, controversies in dentistry, wellness, critical thinking, and cultural diversity.
Dental Skills 1 cont.
This course introduces students to the skills needed to diagnose patients' illnesses and develops the skills needed to interact effectively and compassionately with patients and their families. Students learn

tooth morphology, biomaterials, radiology, prevention, electronic patient records, cariology and treatment planning. Simulated/standardized patients will be used throughout the course. The Dental Skills course introduces and builds expertise in personal protective equipment, operator preparation and cleaning, EHR recordkeeping, consent, vital signs and medical history review, oral structures and oral screening, operator and instrumentation use and care, ergonomics, properties and manipulation of biomaterials, tooth anatomy, cariology, prevention, preparation and restoration of all classifications of direct restorations. This course also includes discussions of patient management, screening techniques, and use of EHR. It explores preparation, restoration and finishing of Class I, II, III, IV, V, and VI lesions while simultaneously building a symptom-driven treatment decision workflow. A portfolio project captures ongoing student development and self-assessment in treating persons of all ages with direct restorations and prepares them to provide direct restorative clinical care.

FIRST YEAR (D1)-SPRING

Dental Scientific Principles of Medicine 2

This course will focus on the foundations of biomedicine as related to the practice of comprehensive care dentistry. Topics will include anatomy, pathology, physiology, microbiology, histology, cell biology, genetics, immunology and pharmacology with an emphasis on hematology, lymphatics, additional head and neck anatomy, tooth loss, infectious diseases, pathology and common oral lesions, with a study of the cardiovascular, pulmonary, and nervous system. It continues the use a symptoms-based approach to connect content to dental education and practice.

Dental Society, Community, and the Individual 2

Supports Community Health Certificate: Oral Health Epidemiology and Research Methodology

This course is comprised of four essential components: 1) Social Foundations, 2) Introduction to Clinical Research, 3) Community Health Experience, and 4) Conversational and Medical Spanish. It is designed for students to increase their Spanish skills, and build upon previous coursework in research methodology, statistics and epidemiology. It discusses principles and concepts in epidemiology through lectures, discussions, assigned readings, and exercises. Discussions will include epidemiologic principles and concepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research. The key concept of this course is to enable students to apply epidemiologic concepts and methods to solve public health problems. Topics include research study design, methodology, and systemic reviews, with an emphasis on grant writing. This course will support the Community Health Certificate.

Conversational, Medical and Dental Spanish 2

This course continues Spanish conversation, and increases teaching of conversational Spanish with an inclusion of medical and dental Spanish within the conversational framework. This course must be taken in conjunction with DSCI 2, and final grades are a part of DSCI 2.

Dental Colloquium 2

This course is a series of weekly sessions for dental students. Sessions address issues related to cultural awareness, economics, and ethics from genetics to research topics and additional teamwork experience.

Dental Skills 2

This course introduces students to the skills needed to diagnose patients' illnesses and develops the skills needed to interact effectively and compassionately with patients and their families. Students learn case management, periodontal instrumentation, infection control, local anesthesia, oral surgery, and beginning endodontic therapy, along with treatment planning. Simulated/standardized patients will be used throughout the course. The Dental Skills 2 course continues to build expertise in operator management, recordkeeping using the EHR system, medical review, periodontal and surgical instrumentation, ergonomics, properties and manipulation of biomaterials, and anatomy of the periodontium. It investigates the etiology, prevention, treatment, recare and prognosis of periodontal disease. It simultaneously builds a symptom- driven treatment decision workflow. It further explores surgical removal of hopeless teeth, utilizing strategies for routine and complex tooth removal, bone reshaping, suture placement, post-operative care, pain management, and prognosis from surgical procedures. It introduces these same items in endodontic therapy.

FIRST YEAR (D1)-SUMMER

Dental Scientific Principles of Medicine 3

This course will focus on the foundations of biomedicine as related to the practice of comprehensive care dentistry. Topics will include cerebrovascular, central nervous system, cranial nerves, the endocrine, renal, liver, and musculoskeletal systems. It will continue to use a symptoms-based approach to connect content to dental education and practice.

Dental Colloquium 3

This course is a series of weekly sessions for dental students. Sessions address issues related to ethics, controversies in dentistry, advocacy for care, and appropriate cultural interaction.

Dental Skills 3

This course continues to develop the skills needed to diagnose patients' illnesses and develops students' skills to interact effectively and compassionately with patients and their families. Students learn advanced techniques of restorative dentistry. Simulated/standardized patients will be used throughout the course. This course continues to build expertise in operator management, recordkeeping, medical review, oral structures, endodontic and indirect restorative instrumentation use and care, ergonomics, properties and manipulation of biomaterials, and anatomy of the periodontium. It investigates the etiology, prevention, treatment, recare and prognosis of endodontic disease. This course explores diagnosis, treatment planning, endodontic therapies, re-evaluation, continued care, and referral for complex endodontic therapy or oral surgery, while simultaneously building a symptom- driven treatment decision workflow. It further explores indirect restoration of teeth, utilizing developing strategies for routine and complex tooth preparation, image preparation, image capture, restorative design, milling, seating, staining, glazing and cementing. Also included are interim restorations, pain management, and prognosis of indirect restorative procedures. During this course, ongoing student development and self-assessment continues in treating persons of all ages using techniques in radiology, local anesthesia, endodontics, and CAD-CAM. Also discussed will be dental laboratory prescriptions and their use in Indirect Restorative dentistry.

Society, Community and the Individual 3

Supports Community Health Certificate: Principles of Dental Public Health and Health Promotion

This course is comprised of four essential components: 1) Social Foundations, 2) Introduction to Clinical Research, 3) Community Health Experience, and 4) Conversational and Medical Spanish. It will include a deeper exploration into business management, business finance, dental coding and billing, managing community health screening and intervention programs, as well as strategies for increasing affordability and dental care access (including cultural, linguistic, geographic issues); dental jurisprudence; treatment consent; and management information systems. This course will support the Community Health Certificate.

Conversational, Medical and Dental Spanish 3
This course moves into Spanish medical and dental terms, and teaches within the conversational framework. This course is offered online, but specific modules must be taken in conjunction with DSCI 3, and final grades are a part of DSCI 3.
CAPSTONE I (mini INBDE OSCE Exam)
SECOND YEAR (D2)-FALL
Dental Scientific Principles of Medicine 4
This course will focus on the foundations of biomedicine as related to the practice of comprehensive care dentistry. Topics will include human and mental development, anxiety and sedation, rheumatic, granulomatous, autoimmune, neoplastic, pharmaco- therapeutics and emergency responses. It will continue to use a symptoms-based approach to connect content to dental education and practice.
Dental Society, Community, and the Individual 4 Supports Community Health Certificate: Dental Community Health Practicum - From Risk Analysis to Policy Change
This course is comprised of four essential components: 1) Social Foundations, 2) Introduction to Clinical Research, 3) Community Health Experience, and 4) Conversational and Medical Spanish. This course emphasizes analyzing community health issues, examining ethical issues related to community intervention and activism, communicating risk to individuals and communities, developing system change and policy proposals, advocating for policy change, and exploration of determinants of health.
Conversational, Medical and Dental Spanish 4
This course continues complexity of Spanish medical and dental terms, and teaches within the conversational framework. This course is offered online, but specific modules must be taken in conjunction with DSCI 4, and final grades are a part of DSCI 4.
Dental Colloquium 4
This course is a series of weekly sessions for dental students. Sessions address issues related to ethics and controversies in dental delivery of care, advocacy, effective communication, humanism, and empathy, barriers to care, leadership, professionalism, and introductions to practice concepts.
Dental Skills 4
This course continues to develop the skills needed to diagnose patients' illnesses as well as those needed to interact effectively and compassionately with patients and their families. Students learn periodontics, endodontics, and pain management. Simulated/standardized patients will be used throughout the course. The Dental Skills Inquiry 4 course continues to build expertise in operator management, recordkeeping, medical review, oral structures, complete and partial removable dental prostheses, instrumentation use and care, ergonomics, properties and manipulation of biomaterials, and anatomy of the oral cavity. It investigates the etiology, prevention, treatment, recare and prognosis of removable partial and complete restorative prosthodontics. This course explores diagnosis, treatment planning, preparation, digital impressions, laboratory design and instruction, removable tooth replacement therapy, re-evaluation, continued care, and referral for complex care, while simultaneously building a symptom- driven treatment decision workflow. It further explores design and production of restoration for hopeless or missing teeth, utilizing design, preparation, stepped production, laboratory communication, insertion and prognosis for removable procedures. During this course, a portfolio project captures ongoing student development and self-assessment in treating persons of all ages with complete dentures and partial removable dental prostheses, and prepares them to provide this clinical care.
SECOND YEAR (D2)-SPRING
Dental Scientific Principles of Medicine 5

<p>This course will focus on the foundations of biomedicine as related to the practice of comprehensive care dentistry. Topics will include oral pathology, oral medicine, herbals and over-the-counter medications, and pharmaco-therapeutics. It will continue to use a symptoms-based approach to connect content to dental education and practice.</p>
<p>Dental Society, Community, and the Individual 5 Supports Community Health Certificate: Dental Community Health - From Risk Analysis to Policy Change</p>
<p>This course is comprised of four essential components: 1) Social Foundations, 2) Introduction to Clinical Research, 3) Community Health Experience, and 4) Conversational and Medical Spanish. It emphasizes analyzing community health issues, examining ethical issues related to community intervention and activism, communicating risk to individuals and communities, developing system change and policy proposals, advocating for policy change, and exploration of determinants of health within the community.</p>
<p>Conversational, Medical and Dental Spanish 5</p>
<p>This course continues complexity of Spanish medical and dental terms, and teaches within the conversational framework. This course is offered online, but specific modules must be taken in conjunction with DSCI 5, and final grades are a part of DSCI 5. An option to challenge as certification assessment for Medicaid/Medicare Spanish translator is available after completion of this course.</p>
<p>Dental Colloquium 5</p>
<p>This course is a continuation of the series of weekly sessions for dental students. Sessions address issues related to ethics, controversies in dentistry, evidence-based practice, culture, critical thinking, safety and quality improvement, communication, humanism, empathy, life-long learning, leadership, professionalism, office management, jurisprudence, risk management for patients of all ages.</p>
<p>Dental Skills 5</p>
<p>This course continues to develop the skills needed to diagnose patients' illnesses and develops the skills needed to interact effectively and compassionately with patients and their families. Students learn advanced periodontics, endodontics, and removable prosthodontics. Simulated/standardized patients will be used throughout the course. The Dental Skills 5 course continues to build expertise in operatory management, recordkeeping, medical review, oral structures, implants, implant restorations, and partial fixed dental prosthodontic instrumentation use and care, ergonomics, properties and manipulation of biomaterials, and anatomy of the periodontium. It investigates the etiology, prevention, treatment, recare and prognosis of missing teeth. This course explores diagnosis, treatment planning, prosthodontic therapies, re-evaluation, continued care, and referral for surgery and/or complex prosthodontic restoration, while simultaneously building a symptoms-driven treatment decision workflow. It further explores digital planning, surgical implant placement, restoration, complications, and further treatment with continued care. During this course a portfolio project captures ongoing student development and self-assessment in treating persons of all ages with radiology, implants, implant restorations, complex, and fixed prosthodontics, and prepares them to provide this clinical care.</p>
<p>SECOND YEAR (D2)-SUMMER</p>
<p>Dental Skills 6</p>
<p>This course continues to develop the skills needed to diagnose patients' illnesses as well as those needed to interact effectively and compassionately with patients and their families. Students learn advanced restorative dentistry techniques. Simulated/standardized patients will be used throughout the course. The Dental Skills Inquiry 6 course continues to build expertise in operatory management, recordkeeping, medical review, oral structures, orthodontic instrumentation use and care, esthetics, ergonomics, properties and manipulation of biomaterials, and anatomy of the periodontium. It</p>

<p>investigates the etiology, prevention, treatment, recare and prognosis of orthognathic disease. This course explores diagnosis, treatment planning, orthodontic therapy, re- evaluation, continued care, and referral for orthodontia, while simultaneously building a symptoms-driven treatment decision workflow. It further explores esthetic treatment of teeth, utilizing routine and complex approaches for tooth movement and restoration, post-operative care, pain management, and prognosis from these dental procedures. During this course a portfolio project captures ongoing student development and self- assessment in treating persons of all ages with radiology, orthodontics, and esthetics, preparing them to provide this clinical care. This course will include weekly sessions for dental students to discuss complex cases, complex patients and work inter-professionally. It also focuses on patient management and providing the specific range of comprehensive dentistry to patients and to the community-at-large. This course will continue to prepare the dental student through direct patient care to gain experience toward entry-level competence in general dentistry, whether provided in general practice clinic, specialty clinics, rotations, or in the community.</p>
<p>Dental Society, Community, and the Individual 6 Supports Community Health Certificate: Dental Community Health Practicum – The Community as Client</p>
<p>This course is comprised of four essential components: 1) Social Foundations, 2) Introduction to Clinical Research, 3) Community Health Experience, and 4) Conversational and Medical Spanish. It emphasizes analyzing community health issues, examining ethical issues related to community intervention and activism, communicating risk to individuals and communities, developing system change and policy proposals, advocating for policy change, and exploration of determinants of health. It is the beginning of the practicum experience within the community to address a public health issue.</p>
<p>Conversational, Medical and Dental Spanish 6</p>
<p>This course emphasizes the use of Spanish for medical and dental interviewing, and continues with the conversational aspects of patient interaction. This course is live, but specific applications must be utilized in clinical care. It must be taken in conjunction with DSCI 6, and final grades are a part of DSCI 6. It is expected that the student can provide entry level interactions with Spanish speakers within the dental clinic setting.</p>
<p>Elective I Advanced Individualized Study 1</p>
<p>This course is designed to provide an opportunity to further learning in advanced areas which contribute to improving oral health, such as research, pursuit of an area of distinction, advanced provision of care, community engagement or rural health.</p>
<p>CAPSTONE II (mini INBDE OSCE Exam)</p>
<p>THIRD YEAR (D3) – FALL</p>
<p>Dental Society, Community, and the Individual 7 Supports Community Health Certificate: Clinical Care Review - Case Profile and Issue Analysis with the Community as Client</p>
<p>This course includes a review of criteria for case selection, strategies for case write-up, identification of target audience, and selection of venue for publication. It assists with permissions for presentation, including IRB if applicable, case data-gathering (including medical and socio-cultural factors), population health issues review-case groupings and conferences, and population health write up–memo, poster, presentation and/or team White Paper.</p>
<p>Dental Colloquium 6</p>

<p>This course is a series of weekly sessions for dental students. Sessions address issues related to ethics, controversies in dentistry, evidence-based practice, critical thinking, safety and quality improvement, communication patient management, nutrition, professionalism, office management, jurisprudence, risk management with written communications, recordkeeping emphasizing audit and challenge mitigation within business/financial affairs. Emphasis on defined patient populations will be applied.</p>
<p>Dental Skills 7</p>
<p>The Dental Skills 7 course provides the dental student with the breadth of clinical experience specific to general clinical practice. Students will focus on patient management and providing the full range of comprehensive dentistry to their patients and the community-at-large. This course will include weekly sessions for dental students to discuss complex cases, complex patients and work inter-professionally. It will begin to prepare the dental student through direct patient care to gain experience toward entry-level competence in general dentistry, whether provided in general clinic, specialty clinic, by rotation, or in the community.</p>
<p>THIRD YEAR (D3) – SPRING</p>
<p>Dental Society, Community, and the Individual 8 Supports Community Health Certificate: Individual Research Project - Issue Analysis</p>
<p>This course develops the student in the process of an individual research project, strategies for reporting, identification of target audience and selection of venue for publication, permissions for report/IRB where applicable, data gathering, including medical and socio-cultural factors, emphasizing culmination in a poster or presentation showing results and conclusions.</p>
<p>Dental Colloquium 7</p>
<p>This course is a series of weekly sessions for dental students. Sessions address issues that include such topics as ethics, controversies in dentistry, evidence-based practice, critical thinking, safety and quality improvement, communication, life-long learning, leadership, professionalism, and office management. It emphasizes requirements for licensure, and the legal process, jurisprudence, risk management, and business/financial affairs.</p>
<p>Dental Skills 8</p>
<p>The Dental Skills 8 course will continue to provide the dental student with the breadth of clinical experience specific to general clinical practice. This course will include weekly sessions for dental students to discuss complex cases, complex patients and work inter-professionally. Students will focus on patient management and providing the full range of comprehensive dentistry to their patients as well as to the community at large This course will begin to prepare the dental student through direct patient care to gain experience toward entry level competence in dentistry, whether provided in general clinic, specialty clinic, by rotation, or in the community.</p>
<p>THIRD YEAR (D3) - SUMMER</p>
<p>Dental Colloquium 8</p>
<p>This course is a weekly series of sessions for dental students to discuss advanced current topics in dentistry, including topics of controversy, evidence-based practice, professionalism, business affairs, inter- professionalism and special care. Business administration topics include office insurance, banking, financial planning, procurement, specialists and overhead analysis.</p>
<p>Dental Society, Community, and the Individual 9 Supports Community Health Certificate: Individual Research Project – Issue Analysis and Presentation of Findings</p>
<p>This course will conclude the process of a review of strategies for case reporting, identification of target audience and selection of venue for publication, permissions for report, including IRB if applicable, data presentation, including medical and socio-cultural factors, culminating in a reporting of results and</p>

conclusions and population health issues review. This may be by poster, presentation, case conferences, population health report by memo and/or white paper or publishable article.
Dental Skills 9
The Dental Skills 9 course will continue to provide the dental student with the breadth of clinical experience specific to general clinical practice. Students will focus on patient management and providing the full range of comprehensive dentistry to their patients as well as the community at large This course will prepare the dental student through direct patient care to gain experience toward entry level competence in dentistry, whether provided in general clinic, specialty clinic, by rotation, or in the community.
Elective II Advanced Individualized Study 2
This course is designed to provide an opportunity to further learning in advanced areas which contribute to improving oral health, such as research, pursuit of an area of distinction, advanced provision of care, community engagement or rural health.
FOURTH YEAR (D4) – FALL
Dental Colloquium 9
This course is a weekly series of sessions for dental students to discuss advanced current topics in dentistry, including topics of controversy, evidence-based practice, professionalism, business affairs, and inter-professionalism. Business administration emphasis includes insurance plans, marketing, employment regulation, contracts, payment options and community service.
Dental Society, Community, and the Individual 10 Supports Community Health Certificate – Case Analysis toward Reporting
This course will review the process of case selection for presentation, strategies for case report writing, identification of target audience and selection of venue for publication. Also included are considerations of permission for a report, such as IRB approval, information gathering, including medical and socio-cultural factors. This culminates in a case report with results and conclusions, to include a population health issue.
Elective III Advanced Individualized Study 3
This course is designed to provide an opportunity to further learning in advanced areas which contribute to improving oral health, such as research, pursuit of an area of distinction, advanced provision of care, community engagement or rural health.
Dental Skills 10
The Dental Skills 10 course will continue to provide the dental student with the breadth of clinical experience specific to general clinical practice. This course will include weekly sessions for dental students to discuss complex cases, complex patients and work inter-professionally. Students will focus on patient management and providing the full range of comprehensive dentistry to their patients as well as the community at large This course will begin to prepare the dental student through direct patient care to gain experience toward entry level competence in dentistry, whether provided in general clinic, specialty clinic, by rotation, or in the community. Included in the first weeks of this semester is a review of the content and competencies required for the Integrated National Board Dental Examination (INBDE), which students are expected to challenge by the end of the semester.
INBDE Challenge
FOURTH YEAR (D4) – SPRING
Elective IV Advanced Individualized Study 4
This course is designed to provide an opportunity to further learning in advanced areas which contribute to improving oral health, such as research, pursuit of an area of distinction, advanced provision of care, community engagement or rural health.

Dental Colloquium 10
This course is a weekly series of sessions for dental students to discuss advanced current topics in dentistry, including handling of social media, referrals, gifting perceptions, and establishing practice locations in addition to controversial current topics.
Dental Society, Community, and the Individual 11
Supports Community Health Certificate – Case Report, including
This course continues the process of a review of criteria included in the case report, strategies for case reports, identification of target audience and selection of venue for potential publication, permissions as applicable, final data reporting to include medical and socio-cultural factors, culminating in a case report with results and conclusions, population health issues review, case conference, and final case report.
Dental Skills 11
The Dental Skills 11 course will continue to provide the dental student with the breadth of clinical experience specific to general clinical practice. This course will include weekly sessions for dental students to discuss complex cases, complex patients and work inter-professionally. Students focus on patient management and providing the full range of comprehensive dentistry to their patients as well as the to the community at large This course will prepare the dental student through direct patient care to gain competence toward entry level delivery of oral health care to populations, whether provided in general clinic, specialty clinic, by rotation, or in the community.

Application and Admission

The Woody L. Hunt School of Dental Medicine (WLHSDM) is committed to the recruitment and success of a diverse group of students with excellent academic and personal qualities that indicate their interest in meeting the distinct oral health needs of the greater El Paso and west Texas communities. The WLHSDM will carefully evaluate a candidate's entire application packet, including cognitive and non-cognitive, or non-academic areas. This will include evaluations of an applicant's personal statements, letters of recommendation, and other life, extracurricular, volunteer or employment experiences.

Admissions information data are not weighted, but indicate the importance placed on attracting highly-qualified individuals who: 1) can complete the rigorous curriculum in dental medicine; and 2) have demonstrated the motivation, maturity, interpersonal skills, and empathetic qualities necessary for a contemporary health provider.

While evidence of high intellectual ability and a strong record of scholastic achievement are vital for success in the study and practice of dentistry, the WLHSDM also recognizes the importance of the qualities of compassion, motivation, maturity, personal integrity, and effective communication as necessary traits in the health professions. Therefore, the personal interview will focus on non-academic criteria. Interviewers will assess the applicant's life experiences, motivation to enter dentistry, knowledge of issues in dentistry and health care, personal characteristics, interpersonal and communication skills, and problem solving ability.

No single factor will be used exclusively to admit or eliminate an applicant to the WLHSDM. Admissions policies will apply to all candidates, without regard to race, color, religion, national origin, sex, age, disabled status, sexual orientation, or expression of gender identity. The Admissions Committee will examine each candidate for overall suitability. The Admissions Committee will strive to select a class with varied backgrounds, interests, and life experiences to provide a stimulating and broadening learning environment for all students. Disadvantaged and/or underrepresented minority background and interest in the border region are among the considered factors. With equal qualifications, preference may be given to residents of El Paso, the U.S. border region, and West Texas.

Application Requirements:

- For all dental schools in Texas, you must begin with the Texas Medical and Dental Schools Application Service on [TMDSAS.com](https://www.tmdsas.com). You will be provided with step-by-step instructions on how to apply to dental schools in Texas. Link to [Out-of-State and In-State Applicants](#)
- Official Transcript(s)
- Dental Admissions Test
- 2 Letters of Evaluation or Health Advisor Packet Evaluation
- Patient Exposure - There is not a minimum number of hours required for admission. However, the admissions committee prefers evidence of depth and breadth of patient exposure and dental shadowing. For more information, see the FAQ tab.
- Fee through TMDSAS - It costs \$200 through TMDSAS. This one fee allows you to apply to all 4 dental schools in Texas. TMDSAS does not grant application fee waivers.
- Baccalaureate (at least 90+ Undergraduate Credits), Complete

Admission Requirements:

It is preferred that applicants for admission to the Woody L. Hunt School of Dental Medicine (WLHSDM) at Texas Tech University Health Science Center El Paso will have completed an undergraduate curriculum and been awarded a baccalaureate degree or its equivalent before matriculation into the WLHSDM. However, exceptionally mature students without an undergraduate degree, who have outstanding academic records, superior performance on the Dental Admission Test, and highly desirable personal qualifications may be considered for admission. These applicants must have completed a minimum of 90 semester hours (or 134 quarter hours) at a regionally accredited US or Canadian college or university.

Pre-requisite courses for admission to dental school must be completed with a grade of C or better. Courses taken Pass/Fail or Credit/No Credit will not count towards meeting the requirement. Advanced placement credit is accepted only if the school granting the credit lists the specific course(s) and number of units granted per course on an official transcript. Lump sum credit is not accepted. Please see TMDAS.com for updated information during spring, summer, and fall 2020 and current information related to COVID-19.

Courses	Hours
Biological Sciences (including 3 hours of microbiology)	14 semester hours
Biochemistry	3 semester hours
General Chemistry	8 semester hours
Organic Chemistry	8 semester hours
Physics	8 semester hours
Statistics	3 semester hours
English	6 semester hours

Texas Medical and Dental Schools Application Service (TMDAS)

TMDAS is the application service utilized by all Texas residents and non-Texas residents who are applying to a Texas dental school. All required materials are submitted to TMDAS by the applicant. TMDAS will transmit the application before transcripts, letters or test scores are uploaded. However, individual applications will not be reviewed by the WLHSDM CDSA until after all required documents have been uploaded to TMDAS and transmitted to WLHSDM. Each application must be complete in order to enter the review process.

Dental Admission Test (DAT)

The DAT is a requirement for admission. Scores should be no more than 3 years old. The DAT is used by dental schools to measure academic ability, scientific understanding and perceptual ability. It is required by WLHSDM for application review. It measures:

- Natural sciences (biology, general chemistry, and organic chemistry)
- Perceptual ability (two- and three-dimensional problem solving)
- Reading comprehension (dental and basic sciences)
- Quantitative reasoning (mathematical problems in algebra, numerical calculations, conversions, etc.)

State Residency

While the Admissions Committee will accept applications from non-Texas residents, applicants will be informed that, as an institution supported by the state of Texas, state law requires the WLHSDM to admit an entering class composed of at least 90% Texas residents.

Additionally, due to federal financial aid guidelines, the WLHSDM will only consider candidates for the DMD program who are either U.S. citizens or who have permanent resident status.

Secondary Application

The WLHSDM does not require a secondary application.

Letters of Evaluation

The following letters of evaluation are required for each applicant:

- Two individual letters of evaluation OR one Health Professions Committee Letter/Packet
- Option to submit one additional letter

Evaluators should know an applicant well to evaluate him/her both academically and personally. It is recommended that the evaluators be current or former professors who can speak to the candidate's academic ability in the natural sciences, as well as to the candidate's non-cognitive traits. If you attend a university that provides committee letters or packets, we will accept this in lieu of two individual Letters of Evaluation. For more information on Letters of Evaluation go to:

https://www.adea.org/GoDental/Application_Prep/The_Admissions_Process/Letters_of_evaluation.asp

[X](#)

OR

<https://www.tmdsas.com/PLAN/dental/next-steps/supporting-docs/letters.html>

Patient Exposure

There is not a minimum number of hours required for admission. However, the admissions committee prefers evidence of depth and breadth of patient exposure. The more practitioners and community clinics in which you are able to volunteer, the more exposure you will have to a variety of philosophies on modes of health care delivery, patient interactions, and community needs. It is important to demonstrate through your patient interaction experiences that dentistry is the health care field to which you are committed.

Minimum GPA and DAT Requirement for admission

Our minimum GPA requirement is a 3.0 and the minimum score on the DAT is a 17. However, in 2020 in the state of Texas for accepted students, the average GPA was a 3.72, the SGPA was a 3.65 and the DAT was a 21.6.

International/Transfer or Advanced Standing applicants

Due to the unique structure of its curriculum, WLHSDM does not admit transfer or advanced standing students. Individuals who wish to enroll at WLHSDM will be evaluated with all other students applying to the D1 class. Applicants must be a U.S. citizen or permanent resident.

For more information on Woody L. Hunt School of Dental Medicine Admissions, go to:

<https://el Paso.ttuhs.c.edu/sdm/admissions/default.aspx>

International Applicants

At this time, WLHSDM does not have an international program. Applicants must be a U.S. citizen or permanent resident.

Application Timeline

Woody L. Hunt School of Dental Medicine follows the TMDSAS timeline found at: <https://www.tmdsas.com/PLAN/references/deadlines.html>

Standards for Curricular Completion

Purpose

This document provides information about the technical skills that are required to provide oral health care services and complete the curriculum at Hunt SDM. All prospective and currently-enrolled students, as well as all faculty, should review these standards, as they are integral to the successful completion of our program. They also serve as a guide to understanding the various characteristics necessary to become successful clinicians. Hunt SDM will assist students with disabilities and who are otherwise qualified, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Hunt SDM expects each student to demonstrate knowledge, skills and attitudes prior to graduation that are deemed essential to the practice of dentistry by the faculty at Hunt SDM. The curriculum has been designed to ensure that graduates achieve the level of competent clinicians, and the following standards are meant to clarify essential functions to fulfill this goal. Since the treatment of patients by students (under faculty supervision) is a significant part of the Hunt SDM curriculum, patient safety is a primary reason for developing these standards. Therefore, an essential standard is that students are able to provide safe patient treatment within a reasonable period of time.

The performance standards are described below in several broad categories, to include observation and sensory, communication, motor function, knowledge integration and application, and emotional, behavioral, and professional skills. Matriculation and continued enrollment through graduation is predicated upon these performance standards.

Observation and sensory

Each student is expected to acquire knowledge, skills and attitudes through observation of demonstrations, presentations, experiences, and clinical environments. These interprofessional experiences may include biomedical sciences, simulation activities, anatomy labs, clinical encounters, and electronic presentation techniques, and may incorporate various health care viewpoints. Knowledge acquisition is expected from the following sources in support of patient care: paper, video, slide, cadaver, and imagery, as well as through auditory, visual, olfactory, tactile and somatic sensation. The expectation of accuracy is not related to close or distance observation. Interpretation of non-verbal communications is expected during all clinical interactions. The student must be able to execute gross and fine motor movements, see fine detail even during patient movement, focus at a variety of distances, and discern variations in color, texture, shape and depth. They must be able to gather clinical information by palpation or transmittal of sensation through instrumentation. Clear vision resolution is required to accurately read records and handwriting, examine imaging and small detail, and discern depth, width, and angulation. The ability to work well and efficiently in a bustling, noisy environment, and to communicate effectively with patients in these situations is expected.

Communication

Each student must respectfully and sensitively communicate with faculty, residents, staff, students, other health professionals, patients and their families, community organizations, and leaders. It is expected that the student have sufficient communication skills in the English language to obtain and share

information from any venue, such as publications, lectures and their supporting materials, written or electronic testing, other patient care members, and patient interviews. Data and material may require retrieval from patient records, backgrounds, unspoken behaviors and posture. The student must be able to communicate with the patient and their parents, families, guardians, and community partners to assure compliance with various preventive and treatment recommendations. Communication includes speech and writing, and must be effective for overall success in this program, as well as for the delivery of oral health care and its accurate documentation.

Motor Function

A student must be able to repetitively position around a patient for prolonged periods of time, whether sitting in a chair or standing. The student will be required to have functional physical mobility and coordination of both gross and fine motor skills (including facility of vision and touch), in order to safely and efficiently use various types of dental instrumentation. Some examples include, but are not limited to, the following: the use of hand instruments, scalpels, high- or low- speed suction and rotary handpieces; image capturing and restoration-producing equipment; operation of foot pedals and task- operating buttons and pads; and a variety of other electronic devices. A student must also have the ability to perform palpation, percussion, auscultation, basic laboratory tests and other diagnostic procedures. A student must be able to respond to clinical situations in a timely manner and provide general and emergency dental care. Likewise, a student must be able to perform basic life support, including CPR; assist in movement of patients (including children and those with special needs); physically restrain those patients with lack of motor control; and support co-workers in delivering care. Students must adhere to universal infection protocols and meet established safety standards applicable to inpatient and outpatient settings and other clinical activities. Collectively, these skills require not only the coordination of gross and fine motor skills, but also require the student to function under stress and develop the endurance for physically taxing workloads. All tasks must be performed within a reasonable time period, as determined by faculty, to accommodate an atmosphere of patient-centered care.

Knowledge Integration and Application

A student must be able to analyze, integrate, and synthesize information to solve a variety of problems. Additionally, they must be able to apply this knowledge to understand structures spatially, including two- and three-dimensional relationships. Problem-solving skills must include the ability to address new difficulties in a timely, sometimes rapid, manner.

Emotional, Behavioral, and Professional Skills

A student is expected to demonstrate psychological and sociological health, including the attributes of maturity and emotional stability that will enable them to succeed despite strenuous workloads, stressful situations, time limitations, and a variety of environments and venues. Collectively, this requires the full use of intellectual abilities, good judgment, prompt completion of tasks and skills, and professional communications and relationships with others. The clinical care of patients can present uncertainties and unusual circumstances, and the student must respond with compassion, integrity, empathy, effective personal and interactive skills, and an overall passion for working in the health care arena. Patients can present with a variety of moods and behaviors, and the student must be able to assess and manage the patient without provoking them. The student must also be able to relate to patients and other health care workers with professionalism (which includes honesty, integrity, respect, and acceptance of diversity). A student must always act in the best interests of the patient and society, and this supersedes the student's self-interests. The student must be a responsible and trustworthy professional at all times. The student must refrain from any actions, including personal appearance and social communications,

which may detract from the profession and/or this educational institution. These includes actions, attitudes, and communications at all university-sponsored events, educational locations, and off-campus clinical sites. The Hunt SDM expects students to maintain the ethical and professionalism standards outlined in the American Dental Association's Principles of Ethics and Code of Professional Conduct, the American College of Dentists Ethics Handbook for Dentists, the Texas State Board of Dentistry, and the Code of Professional Conduct at Hunt SDM.

Disclosures

The Hunt SDM has determined that these essential skill functions are necessary. Applicants who can perform these functions with or without reasonable accommodations will be considered. The Hunt SDM does not inquire about disability prior to admission, and each applicant will be considered based on the published criteria for admission. Should an applicant disclose a disability during the admissions process, they may be asked for documentation, which should be sent to the Director of Admissions. With matriculation throughout the program, any student disclosing a disability and requesting accommodation is asked to provide documentation of their disability to determine the appropriate accommodations. In order to matriculate through the curriculum, a student must be able to perform all these essential functions with or without accommodation. An inability to perform these essential functions will lead to a withdrawal of offer of admission, enrollment, or dismissal. Requests for accommodations by matriculated students should be sent to Hector Noriega, Office of Academic and Disability Support Services, Texas Tech University Health Science Center El Paso, 5001 El Paso Drive, El Paso, Texas 79905, hector.noriega@ttuhsc.edu, 915.215.6018.

Registration

Office of Registrar, Student Records, and Transcripts

The Registrar's Office houses all student records. Students can request transcripts through this office. Students can also find their academic calendars and forms to update personal contact information such as address and phone numbers.

WLHSDM Academic Calendars can be found on Registrar's Office website at <https://el Paso.ttuhsc.edu/student services/registrar/wlhscm-academic-calendar.aspx>

Please visit the Family and Educational Rights and Privacy Act (FERPA) website to see how your records are protected:

<https://el Paso.ttuhsc.edu/student services/registrar/FERPA/default.aspx>

If you have any questions regarding your records, please contact the Registrar, Diana Andrade, at diana.andrade@ttuhsc.edu or call (915)215-4364.

Financial Aid and Tuition

TTUHSC El Paso has received significant support from community foundations; through this support scholarships and aid will be made available through need-based grants, scholarships, loans and Veteran's benefits for students in the Doctor of Dental Medicine (DMD) program.

Need-based aid may be comprised of funds from various sources including the institution, state or outside organizations. Loan awards may consist of Federal Direct (PLUS and Unsubsidized) as well as private loans. To be considered for need-based aid grant/scholarship or Federal Direct loans, students must complete the Free Application for Federal Student Aid (FAFSA). Veteran benefits include the various educational GI-bills and the Hazelwood Act. This act is a State of Texas benefit that provides qualified Veterans, spouses, and dependent children with an education benefit of up to 150 hours of tuition exemption.

For more information on Woody L. Hunt School of Dental Medicine Student Financial Assistance, go to: <https://el Paso.ttuhsc.edu/sdm/admissions/financial-aid.aspx>

Complete information on the cost of tuition and fees is available at: <https://el Paso.ttuhsc.edu/fiscal/businessaffairs/studentbusserv/resources/tuition-and-fee-estimates/>

Grading Policies

The responsibility for evaluation of students rests with the faculty of the WLHSDM. Faculty have an obligation to the students, to the school, and to the larger society to award passing grades only to those students who have demonstrated mastery of the course material. In addition to evaluation of students' knowledge and skills, the faculty has the obligation to determine whether students' behavior or conduct is suitable for the practice of dentistry. It is inappropriate to allow a student to progress or graduate when unacceptable behavior or conduct has been demonstrated in the treatment and care of patients and/or in relationships with faculty, staff and peers -- even if grades on tests or other forms of evaluation have been satisfactory.

The faculty of the WLHSDM has the responsibility for recommending students for promotion and graduation. This responsibility is administered through the Committee on Academic Performance and Standards that represents the faculty at large. Every attempt will be made to apply principles of fairness and due process when considering actions of the faculty or administration that might adversely affect the students. Regarding these issues, all comments, questions, and concerns should be directed to the Office of Academic Affairs.

Students covered by this policy

These grading and promotions policies apply to students enrolled in the courses necessary to complete the requirements for the Doctor of Dental Medicine (DMD) degree at the TTUHSC El Paso WLHSDM. These policies do not cover the course work completed for any other degree programs in which the student may be enrolled.

Responsibilities for monitoring of student progress

The Associate Dean of Academic Affairs, in conjunction with WLHSDM faculty, is responsible for monitoring the progress of students during their course of study in order to provide or refer students to the appropriate academic or personal counseling services, as applicable. The Office of Academic Affairs will provide staff support to the Committee on Academic Performance and Standards and will maintain permanent minutes of its actions. The Assistant Dean for Student Affairs serves as the student advocate for due process.

Responsibilities of the Committee on Academic Performance and Standards (CAPS)

The responsibilities of this Committee will include:

- Recommending standards for student academic performance;
- Recommending and implementing policies and procedures for tracking student academic performance; and
- Recommending standards, policies, and procedures for remediation, recommending probation, suspension, dismissal, and readmission of students.

This Committee on Academic Performance and Standards will consist of five (5) faculty members elected by the Faculty. The Associate Dean for Academic Affairs, the Associate Dean for Clinical Affairs and patient care, the Assistant Dean for Student Affairs, and the Director of Admissions and Recruitment shall serve as ex officio, non-voting members of the committee.

The Committee shall report to the Faculty but provide updates to the Executive Committee. It shall elect a chair and a vice chair annually from among its members.

Responsibilities of the Dean

The Dean, or their designee serving as the Chief Academic Officer, is responsible for administering the appeals process and rendering final decisions.

Assessing Student Performance

Faculty of the WLHSDM and members of the committee are qualified as professionals to observe and judge all aspects of a student's academic performance, including didactic, simulation, and clinical skills, interpersonal skills, attitudes and professional behavior, and ability to master the curriculum.

Academic Standing

Definition of Good Standing

Good standing is a designation indicating a student is eligible for promotion, for continued participation in the curriculum, and/or for transfer to another institution. Difficulties in academic performance and/or professional behavior may but does not automatically result in revocation of the status of "good standing." However, the committee will examine all academic and professionalism issues that are brought to its attention and will determine the impact on the academic standing of each student in question. The committee may remove the designation of "good standing" as a disciplinary action.

Remediation and/or Disciplinary Actions

The committee will determine whether any remediation activities or disciplinary action involving academic performance or professional behavior will impact a student's eligibility to be promoted or to continue in the curriculum. Revocation of "good standing" status becomes effective only after the student has exhausted or forfeited all appeals processes. When the terms of the disciplinary action are satisfied, the committee may restore the status of good standing, with the student remaining on academic watch or academic probation (see below). Remediation is not considered a disciplinary action unless explicitly deemed by the committee.

Academic Watch and Academic Probation

The WLHSDM will use two internal categories, entitled "academic watch" and "academic probation," to describe the modification of a student's academic status. Even while maintaining the designation of "good standing," students with some academic deficiencies may be placed in the status of "academic watch" or "academic probation" by the committee.

A. Academic Watch: Indicates that a student is at risk of not meeting the requirements for promotion as a result of poor academic performance and/or breaches of professional behavior.

Academic Watch: This is the status of a student who has:

- A grade of "fail" in any course or course component requiring remediation at the completion of the course; and/or
- Is at risk of failing a course; and/or
- Has earned an unsatisfactory professionalism evaluation

A grade of "incomplete" will be reviewed by the CAPS, who will determine if any change in academic status is necessary.

Students on academic watch will be discouraged from participating in any leadership and/or extracurricular activities, including school sponsored travel.

A student may also be placed on academic watch as a result of substandard professional behavior; failure of a clinical skills summative evaluation/competency examination; or at risk of failing a curriculum or administrative requirement (e.g., immunization, CPR certification, etc.). The committee will review each case individually and determine if it is necessary to place the student on academic watch.

B. Academic Probation: Indicates that a student's academic performance may require the student to repeat the entire academic year. Students at this level will be required to resign immediately from any leadership activities, and will not be able to participate in school-sponsored travel. This is the status of a student who has:

- A final grade of "fail" after remediation (i.e., an unsuccessful remediation) in any course;
- Has earned more than one (1) professionalism evaluation of "unsatisfactory;"

The CAPS may recommend the dismissal of a student without the prior designation of academic watch or academic probation.

It should be noted that both academic watch and academic probation are internal designations and will not appear on the transcript or other official document that is shared externally.

Corrective measures instituted by the committee to address issues of academic watch or academic probation may include, but are not limited to:

- Remediation activities (during or after an individual course);
- Repetition of a specific course;
- Repetition of an entire academic year;
- Dismissal from the WLHSDM.

All remediation activities that are necessary after the completion of the course must be approved by the CAPS. (In-course remediation activities will not need the approval of the CAPS.) If any remediation activities are prescribed that involve off-campus activities (e.g., clinical rotations), students will be responsible for all attendant financial costs such as transportation, room and board, etc.). Additionally, standard tuition and fees will be incurred for any courses that are repeated.

Students in the status of academic watch or academic probation who intend to take a leave of absence must meet with the Associate Dean of Academic Affairs and the assistant/Associate Dean for Student Affairs for advice and direction. For most leaves of absence, students must receive approval of the CAPS prior to the leave and must also receive direction from the CAPS upon their return. The Offices of Academic and Student Affairs may allow a medical leave or a leave for extenuating circumstances within the setting of academic watch or academic probation without the approval of the CAPS, but the CAPS must be informed by the Offices of Academic and Student

Affairs. Additionally, the committee may require these students to appear before the committee prior to returning to the WLHSDM.

Removal from Academic Watch or Probation

Students in the status of academic watch or academic probation will remain under the purview of the CAPS until all deficiencies have been corrected or the conditions set by the CAPS have been satisfied, as determined by the CAPS. In its deliberations, the CAPS will always consider the complete academic record and all professionalism evaluations of students presenting to the CAPS.

A student may petition the CAPS to be removed from academic watch or academic probation if they feel that the appropriate levels of academic/clinical performance and/or professionalism have been demonstrated.

Review of Academic Progress

Review of first year (D1) Academic and Professional Progress. During its monthly meetings, the CAPS will carefully review the academic progress of all D1 students to ensure the early identification of those who may be experiencing academic or other difficulties. Assistance will be coordinated through the Offices of Academic and Student Affairs.

Mid-Year and End-of-Year Review of Academic and Professional Progress

The CAPS will consider all students in January, following completion of the fall semester, and again at the completion of the academic year following the spring semester. During these deliberations, the following determinations will be made:

1. Students with “pass” grades in all courses and who earn “acceptable” professionalism evaluations – no further discussion is necessary.
2. Students considered “at risk” will be placed on academic watch at the discretion of the CAPS. This includes students the course director identifies as "at risk" based on academic performance (i.e., low test scores) or those with any "unacceptable" evaluation in professionalism. For such students, specific academic deficiencies will be identified by the course director, and a customized remediation plan will be developed by the course director and reviewed by the CAPS, which may approve or modify the plan.
3. Students earning “fail” grades will have the following considerations by the committee:
 - a. First course failure – academic watch and consideration for either remediation (as recommended by the course director), academic probation, or repeat of the academic year.
 - b. Two (2) course failures in the same semester or for the duration of the academic program – consideration for repeating the academic year, or dismissal.
 - c. Three (3) or more course failures in the same semester or for the duration of the academic program dismissal.
 - d. Students who receive a grade of “fail” may meet with the committee to discuss their academic performance and possible actions by the committee.
 - e. Students must complete a capstone examination within DDSK at the end of D1 and D2.

Definition of "at risk"

1. Course director identifies the at-risk student based on academic performance (e.g., low test scores)
2. Any “unacceptable” evaluation in professionalism

End of Year Review – Completion of Summer Semester

The CAPS will consider all students after completion of the summer semester (end of the academic year). Students must complete a capstone examination within DDSK at the end of D1 and D2.

At this time, the following determinations will be made:

D1 and D2 Students – Non-clinical

1. Students must complete a capstone examination within DDSK at the end of D1 and D2.
2. Students with “pass” grades in all courses and who earn acceptable professionalism evaluations – recommendation for promotion with no further discussion.
3. At-risk students: If a student is "at risk" as defined below, they will be placed on academic watch and may require additional considerations.
 - Incomplete (I) on one semester course (if it is solely the result of student performance and not caused for other non-academic reasons [e.g., lack of appropriate patients, illness of course director, etc]).
 - Incomplete (I) on two semester courses: consideration by the committee for customized remediation or repeat of the year (if eligible), and placed on academic probation.
 - Course director identifies the student at risk based on academic performance (e.g., low test scores);
 - Any "unacceptable" evaluation in professionalism;
 - Students must complete a capstone examination within DDSK at the end of D1 and D2.
4. Grades of "fail" – students earning final grades of fail of a single course or comprehensive end-of-year exam will receive the following considerations by the CAPS:

Failure of one course or end-of-year exam - first attempt:

- Placement on academic watch;
- Individualized remediation; or
- Consideration for repeat of academic year

Failure of two courses during the duration of the academic program:

- Placement on academic probation
- Consideration for repeat of academic year or dismissal

Failure of three or more courses during the duration of the academic program:

- Consideration for dismissal

Failure of end-of-year exam or capstone after two attempts:

- Individualized remediation or
- Repeat of academic year

D3 and D4 Students - Clinic

All courses for the D3 and D4 years at the WLHSDM are also pass/fail. Student progress will be reviewed by the CAPS at the completion of each semester in the context of performance in didactic courses, clinical activities, professionalism evaluations, and personal circumstances. Clinic mentors and attending faculty will provide feedback on students' progress toward competency in all clinical disciplines. For students who are not making satisfactory progress toward clinical competency, as determined by their Clinic Mentor and attending faculty, the CAPS may recommend repeating a semester or repeating the academic year, along with a customized remediation program. The CAPS may place a student on academic watch or probation or alter the status of “good standing” if there are documented concerns regarding professional behavior.

Students Repeating the Academic Year

A student repeating the academic year will automatically be placed on academic probation and will remain in that category for the entire repeat academic year. During the repeat year, their academic progress will be carefully followed and formally reviewed during monthly meetings of the committee.

A student repeating the academic year who earns a grade of "fail" at the completion of a course will be considered for dismissal from the WLHSDM.

For students repeating the academic year, the committee will carefully consider the specific requirements contained in its letter to the student defining what was necessary for successful completion of the repeat year and promotion to the succeeding year.

Remediation

As previously noted, all remediation activities will be recommended by the course director and reviewed by the CAPS for approval or modification (in conjunction with the course director).

Students remediating a course or courses must be available for all scheduled remediation activities and may not attend off-campus, school-related activities (e.g., elective clinical rotations, externships, research) until they have successfully completed their required remediation activities.

Transcript Notations

For a course being remediated, a transcript notation of "successfully remediated" will be attached to the original grade of "fail" when successful remediation is completed.

If a student repeats an academic year, the transcript will list grades for both courses, with a notation of repeat (RP) attached to the courses from the first attempt and the final grade noted after the course was repeated.

Student Electronic Access to Grades

All grades will be recorded in Banner for each student and will be available in the student's electronic portfolio. The Texas Tech University Health Sciences Center El Paso (TTUHSC El Paso) Office of the Registrar maintains the official transcript of all students.

Promotion Policies

Normal progression through the WLHSDM curriculum requires that a student demonstrate a satisfactory level of academic performance and professional behavior. Students will be expected to complete the dental school curriculum within four years of the initial date of matriculation.

The curriculum may be extended due to the following considerations by the CAPS:

- Leave of absence;
- Academic difficulty requiring repetition of an academic year as per this policy;
- Curriculum must be completed within 6 years.

General Policies

a. The CAPS is not bound by categorical or mathematical assessment of student performance, but rather reviews each student in the context of their academic achievement and any other circumstances that may influence performance. If a student exhibits conduct or behavior inconsistent with that of a respected dental professional, a course or rotation grade of “fail” may be given. Such conduct or behavior that occurs beyond the boundaries of a course or rotation may also be considered by the committee.

b. Failure to successfully remediate any course or courses in years one and two according to course standards before the start of the next academic year will result in repetition of the entire academic year in which the failure occurred.

c. Students who are required to repeat an academic year may not take any courses from the subsequent academic year during the period of repetition.

d. Students reviewed by the committee will be notified in writing of the committee’s decision with any conditions for continuation in the curriculum.

e. A final grade in each course or rotation may be derived from the component scores. The evaluation components are defined by the syllabus for each course or rotation

f. Course repetition and course remediation, including capstone, as defined and prescribed above, will not be counted as elective time in satisfying the conditions for graduation.

g. The completion of the dental school curriculum within the above standards and the approval of overall performance by the committee are required for graduation. Beginning in 2025, the WLHSDM Office of Academic Affairs will annually present to the WLHSDM Dean and the Texas Tech University Health Sciences Center El Paso (TTUHSC El Paso) registrar a list of candidates for receipt of the Doctor of Dental Medicine (DMD) degree based on the recommendations of the CAPS.

Notification of Students with Satisfactory Progress

All students completing the academic year in good standing will receive written notification of their promotion from the WLHSDM Office of Academic Affairs. The Office of Academic Affairs will also notify students in writing if they need to meet with the CAPS and will likewise notify them in writing regarding the outcome of the committee’s deliberations.

Deliberations of the Committee on Academic Performance and Standards

Students who have demonstrated unsatisfactory progress in the curriculum or have received an "unsatisfactory" professionalism evaluation will be subject to the courses of action as previously set forth in this policy. When meeting with a student on an issue related to academic performance, the CAPS may also take into account a prior history of sanctions for misconduct or any "unsatisfactory" professionalism evaluations in making a determination.

At a hearing with the CAPS, the student is expected to discuss their academic performance and to propose a course of action to address the academic deficiencies. Following the hearing with the student, the CAPS may then vote for a course of action. With a quorum present (with or without proxies), the CAPS action will be determined by a majority vote.

The determination and stipulations arising from the actions of the CAPS will be communicated in writing by the chair of the CAPS to the student, the Associate Dean of Academic Affairs, and the Dean. The student may appeal a decision by the committee as described below.

Following the final decision, the Offices of Accounting Services, Financial Aid, Registrar, and other pertinent offices of TTUHSC El Paso are to be notified in writing by the Office of Academic Affairs of the decision to dismiss a student, or to require the student to repeat the academic year.

Dismissal and Appeals Policies

A student shall be dismissed if the CAPS determines that the student has not demonstrated satisfactory academic performance (i.e. three or more course failures) or has received a summative "unsatisfactory" professionalism evaluation at the end of the academic year. The student shall be notified in writing of the action of the CAPS.

A student may appeal a decision of the committee. An appeal may only be based on a claim that due process policies and procedures were not followed by the committee.

Dismissal Appeals Procedures

- A student shall appeal a decision by the CAPS within five (5) business days of notification of the decision by submitting to the dean a written notice of appeal containing a detailed basis for the request.
- The dean may issue the decision alone or may appoint an appeals committee to determine whether a basis for appeal exists.
- If the dean appoints an appeals committee, within five (5) business days after its appointment, the appeals committee will be convened to consider the student's appeal.
 - The student shall notify the Associate Dean of Academic Affairs in advance if they are to be accompanied by an attorney or other representative. An attorney or representative may appear only in an advisory capacity and may not address the appeals committee. If the student is to be accompanied by an attorney or representative, the WLHSDM shall be represented by the TTUHSC El Paso Office of General Counsel.
 - If necessary, the appeal hearing may be delayed up to five business days of the scheduled date if needed to allow personnel from the Office of General Counsel to attend.

- The student may present a statement to the appeals committee relative to the appeal. Collection of additional information to resolve the issue may be pursued.
 - Both the appeals committee and the student may call witnesses relevant to resolution of the appeal.
 - Should information or witnesses be either repetitious or not relevant, the appeals committee shall take action to expedite the proceedings.
 - At the conclusion of the hearing, the appeals committee shall deliberate and forward its recommendation to the dean.
 - If the recommendation is not unanimous, a minority view will be appended.
- Unless the student has been suspended by the CAPS, they shall remain on the class roll and may continue in the curriculum until the appeal is resolved.
 - After reviewing the appeals committee recommendation (if applicable), the dean will make a final decision.
 - The decision of the dean is final. The student and the chair of the committee will be notified in writing of the final dean's decision.

Policy Regarding the Integrated National Board Dental Examination (INBDE)

Successful challenge of the INBDE is required for graduation. Initial attempts at the INBDE must be completed by October 31 of the year preceding graduation. Eligible students who fail to challenge the INBDE by that date will not be allowed to participate further in clinical activities until this examination has been completed. Challenge of the INBDE must be documented by the receipt of official scores no later than May 1 of the year of graduation.

Procedure for Amending Committee Policies and Procedures

Procedures for amending policies and procedures of WLHSDM committees are found the WLHSDM Faculty Bylaws.

Challenging Student Grade or Record Dispute

Students have the right to challenge records, grades, and information directly relating to them.

- In an initial informal meeting, student shall attempt to resolve issue with custodian of challenged grade, information, or record as soon as possible.
- Students are encouraged to address concerns as close to the awarding of the grade or narrative as possible.
 - If the matter is not addressed within the academic year of the awarded grade or narrative, the student will present a reason for the delay to the Associate Dean of Academic Affairs, who will decide if the grade/narrative may still be challenged.
 - If the matter includes clinical grades, the Associate Dean for Clinical Affairs will also be included in any discussions.
- If a student proceeds to challenge records, grades, or information directly relating to him or her, they must notify the custodian of the record, grade, or information.
 - The notice must be in writing and specifically identify the item challenged and the basis for the challenge.
 - The custodian must respond in writing to the student within seven (7) working days and forward a copy of the challenge and response to the Associate Dean of Academic Affairs.

- If the written response is unsatisfactory to the student, a formal hearing will be conducted in accordance with the procedures described below:
 - A hearing will be conducted within five (5) business days following the request for the hearing.
 - The hearing will be conducted by an institutional official (hearing officer) who does not have a direct interest in the outcome of the hearing. The appointment of the official or party will be made by the Associate Dean of Academic Affairs.
 - The student will be afforded a full and fair opportunity to present evidence relevant to challenging the content of the educational records in order to ensure that they are not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. The hearing also provides an opportunity for correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained in the records, and/or for insertion into the records, a written explanation of the student respecting the content of the challenged records.
 - The hearing officer will also confer with the custodian of the grade prior to making a decision. The hearing officer may call other witnesses or seek additional information as warranted.
- Student remains enrolled and in the curriculum until resolved, UNLESS CAPS suspends the student.
- The decision of the hearing must be rendered in writing to all involved parties within five (5) business days after the conclusion of the hearing. The decision of the hearing officer is final.

Academic Policies

Leaves of Absence

The WLHSDM has a policy that requires that a student complete the curriculum within a six year time frame, to include any leaves of absence.

Students in Good Academic Standing

Leaves of absence for periods not to exceed one academic year may be granted by the Associate academic Dean upon written request by a student in good academic standing. Reasons for leave may include, but are not limited to:

- financial distress necessitating full-time employment;
- family illness;
- an educational endeavor at another institution of higher education; and
- medical leave (see below).

The Office of Academic Affairs will inform the appropriate course directors of such leave. At the time the student wishes to return, he/she will submit a letter of intent to the Associate Dean of academic Affairs. In the case of short-term leaves of absence for acute illness or other emergency, the student will be responsible for the completion of any missed academic and/or clinical responsibilities.

If a student requests to extend a leave beyond one year, they will be withdrawn from the curriculum and will need to apply to the Admissions Committee for readmission in its regular process for consideration of dental school applicants, unless they are granted a leave extension by an appeal to the Dean as described below (see Appeal for Denial of Leave or Re-entry).

Students Not in Good Academic Standing

If a student requesting leave is not in good academic standing, the leave request will be forwarded to the CAPS for consideration and disposition. If the need for the decision is urgent, the Associate Dean of Academic Affairs, chair and chair-elect of CAPS may make a joint decision regarding granting of the leave, duration of the leave and conditions for re-entry that will be furnished in writing to the student. The student will indicate understanding by signing and returning a copy of the written letter that will be placed in his/her Office of Academic Affairs file. The Office of Academic Affairs will inform the appropriate course directors of such leave.

When the student wishes to return, they will submit a letter of intent to the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs and CAPS will determine, or the committee itself will determine, whether the criteria for re-entry have been met. In the case of a medical leave, a written report from the student's physician and/or an independent assessment of the student's condition by another physician may be required.

Any student in poor Academic standing who requests a second medical leave of absence within two years of the first leave of absence, must follow the same procedure. However, CAPS will review the student's entire academic record, history of medical leaves, and documentation of progress in treatment to decide if the student will be allowed to re-enter the medical school curriculum. If a student is allowed to re-enter, the conditions for re-entry will be specified at that time.

If a student requests to extend a leave beyond one year, they will be withdrawn from the curriculum and must apply for re-admission to the Admissions Committee in its regular process for consideration of dental school applicants, unless they are granted a leave extension by an appeal to the Dean as described below. (See Appeal for Denial of Leave or Re-entry)

Denial of Leave or Re-entry Appeal

- Student may submit written appeal to the dean of the WLHSDM.
- Dean may hear the matter directly or Dean may appoint a three-member faculty committee to hear the matter and make recommendations.
- The Dean will review the committee's recommendations if committee is appointed and will make a decision.
- The Dean's decision is final.

Medical Leave of Absence

A medical leave of absence may be granted by the Associate Dean of Academic Affairs. A request for a medical leave must include a written statement from a physician that such a leave is indicated in the best interest of the student. The written request by the student and substantiating information from the physician will be considered by the Associate Dean of Academic Affairs. If the student is in good academic standing, the Associate Dean may grant a medical leave for a period of up to one academic year. The Associate Dean will notify the appropriate course directors of the student's leave and set the conditions for the student to return when the leave is terminated. Granting of the leave and conditions for re-entry will be furnished in writing to the student and a copy will be placed in their Office of Academic Affairs and Registrar's Office file.

If the student requesting a medical leave is not in good academic standing, the Associate Dean of Academic Affairs will consult with the chair and chair-elect of the Academic and Professional Standards Committee, and they will either deliberate as a group or refer to the entire committee the decision on granting of leave, duration of leave, and conditions for re-entry. Granting of the leave and conditions for re-entry will be furnished in writing to the student and a copy will be placed in their Office of Academic Affairs and Registrar's Office file. Upon completion of a medical leave, the Associate Dean of Academic Affairs, and where applicable, the chair and chair-elect of the Grading and Promotions Committee, and/or the committee itself will determine whether the criteria or conditions for re-entry have been met. They may require a written report from the student's physician and/or may require an independent assessment of the student's condition by another physician of their designation.

If a student who is not in good academic standing requests a second medical leave of absence within two years of the first leave, the student must again produce a written request along with a written statement by a physician supporting the request. The leave may then be granted as per the procedure noted above for up to one year. However, granting of a second leave under these circumstances will not guarantee that a student may return to the dental curriculum. At the time the student wishes to return, the student will produce a written request to do so along with a letter from an appropriate physician that supports that request. CAPS will then deliberate as to whether or not the student will be allowed to re-enter the curriculum. This decision will be based on a progress in treatment. If a student is allowed to re-enter, the conditions for re-entry will be specified at that time.

For D1 student, a request for a medical leave of absence longer than one year will necessitate the withdrawal of the student, with the requirement that the student apply for re-admission to the D1 year through the regular admissions process. WLHSDM students in the D2, D3 or D4 year with a medical leave

of absence longer than one year may petition the Committee on Admissions to reenter the year during which they took the leave of absence. These decisions will be made on an individual basis and will involve a comprehensive review of the student's entire academic record and professionalism evaluations.

Denial of Medical Leave Appeal

- Student may submit written appeal to the dean of the WLHSDM.
- Dean may hear the matter directly or Dean may appoint a three-member faculty committee to hear the matter and make recommendations.
- The Dean will review the committee's recommendations if committee is appointed and will make a decision.
- The Dean's decision is final.

Substance Abuse and Impaired Students

WLHSDM hereby establishes this policy to identify and aid, within ethical and legal parameters, students who previously have been or are currently impaired.

1. Purpose: This Policy will work in conjunction with the Impaired Physician Policy. (See Impaired Physician/House Staff/Medical Student Policy)

The Policy is designed to:

- a. Identify and adequately address the needs of dental students with ongoing impairment;
- b. Enhance awareness among faculty, students, and staff of the typical characteristics of impairment in an effort to identify students in need of help;
- c. Promote educational programs and other methods of primary prevention of impairment;
- d. Provide treatment, monitoring, and support of any student identified as impaired;
- e. Take administrative actions as necessary; and
- f. Preclude non-treatable or unresponsive individuals from achieving professional status necessary to practice dentistry.

2. Biannual Review: The Committee on Academic Performance and Standards (CAPS) Committee will review this WLHSDM policy biannually and submit recommendations to the Executive Committee.

3. Definitions: The Impaired Physician Policy includes the following definitions, all of which will be applied to dental students:

- a. **Impairment by substance abuse or misuse** refers to any condition, resulting from substance abuse that interferes with the individual's ability to function as normally expected.
- b. **Impairment from other neuropsychiatric illnesses or medical reasons** refers to any other categories of impairment, including major debilitating illnesses, depression, dementia, or other psychopathology or disruptive behavior that may interfere with the individual's ability to function as normally expected.
- c. **Symptoms of impairment** may also include the following: declining work/school performance as manifested by unavailability, missed appointments or other responsibilities; lapses in judgment; incomplete record-keeping; mood swings; unexplained absences; embarrassing behavior; signs of intoxication or self-medication; and/or withdrawal from any other professional or personal activities. Family problems and changes in character or personality are further accompaniments of impairment.

4. Presentations

a. To promote prevention of impairments, the Chair of the Physician Wellbeing Committee (PWC), or designee, shall make a presentation each year at Orientation to promote awareness of this policy by:

- discussing this policy with the D1 Class of dental students;
- introducing the members of the committee; and
- distributing other helpful, applicable educational literature which will be developed by the PWC and made available to all dental students.

5. Reporting possible impairment

a. Self-reporting. Any student who is concerned that he/she might be impaired or likely to become impaired should contact a member of the PWC, who will bring the matter to the PWC to formulate a plan of action and provide appropriate assistance resources to the student.

b. Report by others. Any person (i.e., student, faculty, staff, or administrator) who has reasonable cause to suspect that the ability of a dental student to perform may be impaired shall, in good faith, report the student to a member of the PWC.

c. If a report is determined to be made in bad faith or for malicious reasons, the reporting person's name will be conveyed to the Dean, who may pursue disciplinary action under applicable institutional policies and/or laws and regulations.

6. Basis for Intervention

Intervention may be considered for behavior that may be Associated with, but not limited to, the following conditions:

- a. Demonstrated ineffectiveness in handling the responsibilities of dental school, and/or manifestations of other personal problems or behaviors;
- b. Psychoactive substance abuse or dependence;
- c. Manifestations of a psychiatric disorder;
- d. Indication(s) of physical illness with other accompanying pathophysiological and/or psychological manifestations;
- e. Self-reporting by consulting with a member of the PWC;
- f. Concern expressed to the PWC by a faculty member, administrator, staff, or another student.

7. Verification

a. Reports of impairment will be reviewed by the PWC, and the PWC will decide whether to go forward under this policy based on the evidence presented, or document that no further action is warranted.

b. The PWC may also find it useful to consult with representatives of the appropriate local and state committees that deal with the issue of impairment in dentists.

8. Process

a. The chair of the PWC or the designee will meet with the identified student (or person who is reporting a student) to gather information about the concern.

b. The PWC subcommittee will meet to discuss the concerns and formulate a plan for the student.

c. The plan will be discussed with the student. If the student agrees with the committee recommendation(s), they will proceed with implementation.

d. The PWC may direct the student to obtain a drug test if there is concern about use of substances.

e. Costs of treatment will be the student's 'responsibility.

- f. The student will select a treating provider and must sign a release of information for that provider to communicate with an assigned PWC member.
- g. The student must seek a provider as recommended by the PWC in a timely manner (i.e., within two (2) weeks).
- h. The provider will discuss the case with the designated PWC member prior to onset of treatment, and advise him/her of the treatment plan and the approximate amount of time required. The provider will make periodic progress reports to the designated member. At the end of the projected treatment period, the provider will report to the designated member that: a) treatment has been completed successfully; b) further treatment is required and likely to produce a favorable outcome, or c) treatment was unsuccessful.
- i. The student will meet with the PWC member on a regular basis to review his/her progress.

9. Monitoring

- a. The student successfully completing the treatment obligation will be monitored by the designated faculty member of the intervention team. The faculty member will prepare a report of the anticipated scope and length of time of monitoring, which the student will acknowledge by signature. A copy of this document will be provided to the student.
- b. Monitoring may include, but is not limited to, random drug and alcohol testing, after-care therapy sessions, and formal or informal meetings with the selected PWC faculty member.
- c. If post-graduate monitoring is recommended, notification of the appropriate Impaired Health Professionals Committee will occur, in accordance with laws and regulations governing such actions. Those remaining in Texas will continue monitoring and support through the Professional Recovery Network (PRN) of Texas, which is fully recognized and supported by the Texas State Board of Dental Examiners. <http://www.txprn.com/> Together, they adhere to a system that provides an opportunity for confidential recovery while protecting the public from unsafe professional practice.

10. Leave of Absence and Re-entry

- a. An impaired dental student will be allowed a leave-of-absence in accordance with the policies set forth in this WLHSDM Student Handbook.
- b. If the student requests a medical leave-of-absence, the designated faculty member described above may provide the required written statement as noted in the Student Handbook.

11. Unresponsiveness to intervention

- a. If the PWC determines that evaluation, treatment and/or monitoring are warranted and the student does not responsibly cooperate or respond, the PWC, by majority vote of the Committee, may refer the student to the Committee on Academic Performance and Standards (CAPS) for administrative action, which may include, but is not limited to, administrative leave of absence, suspension, or dismissal.

12. Confidentiality

- a. All Committee activities shall remain confidential.
- b. Representatives of administration will not be notified of specific cases unless: (1) the impaired student refuses or is unresponsive to the appropriate treatment; (2) the student's actions constitute a danger the public and/or himself/herself; or (3) a leave-of-absence is sought by the PWC and/or student.

c. Although specific cases will be presented to the PWC, confidentiality will be maintained to the extent reasonably possible.

13. Files

a. All files will be maintained by the Chair of the PWC for a period of five (5) years after the student graduates or is no longer enrolled at WLHSDM.

b. For those who require post-graduate monitoring, notification of the appropriate Impaired Health Professionals Committee will occur, in accordance with laws and regulations governing such actions. Those remaining in Texas will continue monitoring and support through the Professional Recovery Network (PRN) of Texas, which is fully recognized and supported by the Texas State Board of Dental Examiners. <http://www.txprn.com/> Together, they adhere to a system that provides an opportunity for confidential recovery while protecting the public from unsafe professional practice.

14. Student Participation

a. Student representatives shall serve as ad hoc members of the committee. Three students across the four classes will be appointed by the Associate Academic Dean. The student representatives will attend training with the rest of the committee and be available for committee work related to their peer group.

Title IX Compliance

Texas Tech University Health Sciences Center El Paso (TTUHSC El Paso) is an Equal Employment Opportunity employer and ensures compliance with federal and state employment laws and regulations. TTUHSC El Paso provides a fair and equitable student conduct process, utilizing a thorough, neutral, and impartial investigation, from which is generated a prompt resolution.

TTUHSC El Paso does not tolerate discrimination or harassment based on or related to sex, race, national origin, religion, age, disability, protected veteran status, genetic information, or other protected categories, classes, or characteristics. While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is TTUHSC El Paso's policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on these bases.

Discriminatory behavior is prohibited by this policy, as well as by federal laws such as Title VII, which prohibits discrimination in employment, Title IX, which prohibits discrimination on the basis of sex in education programs or activities, the Equal Pay Act, the Age Discrimination in Employment Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Civil Rights Act of 1991, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, Title II of the Genetic Information Non-Discrimination Act, and state laws such as Chapter 21 of the Texas Labor Code. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

Please see the HSCEP OP 51.03 on Harassment, Sexual Assault, Sexual Misconduct, and Title IX Policy and Complaint Procedure.

For more information visit the [Title IX Compliance](#) webpage.

Student Success

Academic Success and Accessibility Office (ASAO)

The Academic Success and Accessibility Office is committed to providing equitable access to learning opportunities for all students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical). Accommodations are not provided retroactively and students are encouraged to register as soon as they begin their academic program. TTUHSC El Paso encourages students to access all resources available for consistent support and accommodations.

Please contact Hector Noriega, M.A., in the Academic Success and Accessibility Office to schedule a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

For more information on the TTUHSC El Paso services offered to students please visit the Academic Success and Accessibility Office website at:

<https://elpaso.ttuhs.edu/studentservices/office-of-academic-and-disability-supportservices/default.aspx>