CURRICULUM MAPPING 101

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CURRICULUM MAPPING 101

Course Objectives

1) Describe the purpose of curriculum mapping in dental assisting education

2) Identify the uses of curriculum mapping in dental assisting education

3) Create a curriculum map that shows alignment of objectives and assessment with course description

4) Create a curriculum map that shows sequencing of content within the program

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- Curriculum's root (Latin) meaning is:
  - *A running, course, career;*
  - *Path taken in small steps*
  - *A plan for learning*
  - *A a course of study, program*

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- According to "Education World," a **curriculum map** is "A process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. -- Education World: Virtual Workshop: Curriculum Mapping"

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- Mapping is a verb:
  - Active and ongoing
  - Like learning, is it in perpetual motion
  - It is not an end in itself, but a means to an end

"Mapping is not one more thing on our plate – it is the plate!"

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- Curriculum mapping is about alignment
  - Alignment of learning standards and teaching, including assessment
- Mapping curriculum helps to identify gaps, weaknesses, misalignments and redundancies in order to improve the program's effectiveness
- Mapping is a tool that helps us visualize – to see the relationship between different aspects of the curriculum

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- **Align vertically:**
  - ensures that students are building on what they've learned previously (learning progression)
- **Align horizontally:**
  - ensures that students in a course are learning the same thing in the same course given by someone else.

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- Need to be clear on what you are trying to map and why
  - How you map is dependent on what you are trying to learn and/or accomplish

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- Format
  - Butcher paper
  - 3 x 5 cards
  - 8 ½ x 11 paper
  - Computer

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- Simplest form: 2 dimensional with courses across the top

	Course #1	Course #2	Course #3	Course #4
Objective #1	X		X	
Objective #2		X		X

	Term 1					Term 2					
	Course 1	Course 2	Course 3	Lab A	Lab B	Course 4	Course 5	Course 6	Lab C	Lab D	Lab E
Leadership											
A. Effective Leadership			X	X				X			
B. Communication and Collaboration			X	X				X			
C. Vision and Strategies			X	X							
Innovation											
A. Innovation and Disruptions	X			X							
B. Healthcare Solutions	X										
Management											
A. Fiscal						X	X		X		
B. Enterprise Risk Management						X					
C. Quality Management						X	X				
D. Human Resources										X	

Generic Public Policy Program (sampling of courses)	A. Insert course names & #'s in columns and program outcomes in rows	Micro-economics	Public Finance	Public Policy	International & Global Policy
Program Outcomes	A. Insert units	9	12	12	12
Describe organizational and bureaucratic structures involved in policy development	B. Insert "I," "A," or "M"		I	I	A
	C. Insert potential assessments		Case-based policy memos	Final paper	Final exam
Use knowledge and abilities to solve a problem in any context	B. Insert "I," "A," or "M"	I	I	I	A
	C. Insert potential assessments	Case study analyses, problem sets	Case-based policy memos, problem sets	Final paper	Final exam
Develop ethically defensible solutions to issues	B. Insert "I," "A," or "M"	I	I	A	A
	C. Insert potential assessments	Final exam (question 7)	Case-based policy memos	Final paper	Final exam
Formulate strategies to implement new policies	B. Insert "I," "A," or "M"		I	I	A
	C. Insert potential assessments		Case-based policy memos	Case-based memos, bboard discussions	Final exam
Effectively communicate ideas orally and in writing	B. Insert "I," "A," or "M"	I	I	A	A
	C. Insert potential assessments	Case study analyses	Case-based policy memos	Final paper	Reaction papers, final exam
Work effectively as a member of a team	B. Insert "I," "A," or "M"				I
	C. Insert potential assessments				Classroom simulation

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- Exercise #1: Mapping of Course Content (sample)
- Exercise #2: Mapping of Course Content (individual work)

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- This form of mapping will help ensure alignment within each course, but we also have outside agencies (the Dental Board and the Commission on Dental Accreditation/CODA) that have requirements of us relative to sequencing of curriculum content within the program – from course to course, beginning to end ….

DENTAL BOARD REQUIREMENTS:

- **1070.(f)(2)(C)**
- Prior to clinical assignment, students must demonstrate competence in laboratory or preclinical performance of the procedures they will be expected to perform in their clinical experience.

DENTAL BOARD REQUIREMENTS:

- **1070.(h)**
- A program or course shall sequence curriculum in such a manner so as to ensure that students complete instruction in basic life support prior to performing procedures on patients used for clinical instruction and evaluation.

DENTAL BOARD REQUIREMENTS:

- **1070.2.(d).(8).(A)**
- Programs that admit students in phases, including modular or open-entry programs, shall provide, at minimum, basic instruction in tooth anatomy, tooth numbering, general program guidelines, basic chairside skills, emergency and safety precautions, Infection control, and sterilization protocols associated with and required for patient treatment. Such instruction shall occur prior to any other program content and prior to performance or activities involving patients.

DENTAL BOARD REQUIREMENTS:

- **1070.2.(d).(8).(B)**
- All programs shall provide students with additional instruction in the California Division of Occupational Safety and Health (Cal/OSHA) Regulations (Cal. Code Regs., Title 8, Sections 330-344.85) and the Board's Minimum Standards for Infection Control (Cal. Code Regs., Title 16, Section 1005) prior to the student's performance of procedures on patients.

DENTAL BOARD REQUIREMENTS:

- **1070.3.(b)** sealants
- Prerequisites. Each student must possess the necessary requirements for application for RDA licensure or currently possess an RDA license. Each student must have already completed a Board-approved course in coronal polishing.

CODA REQUIREMENTS

- **2-5** The curriculum must be designed to reflect the interrelationship of its biomedical sciences, dental sciences, clinical and behavioral sciences, preclinical and clinical practice. Curriculum must be sequenced to allow assimilation of foundational content in oral anatomy; basic chairside skills, medical emergencies, confidentiality and privacy regulations, infection control, sterilization, and occupational safety precautions, procedures and protocols prior to any patient contact or clinical experiences.

CODA REQUIREMENTS

2-8 Curriculum content must include didactic and laboratory/preclinical objectives in the following dental assisting skills and functions. Prior to performing these skills/functions in a clinical setting, students must demonstrate knowledge of, and laboratory/preclinical competence in the program facility.

a. Take/review and record medical and dental histories

b. Take and record vital signs

c. Assist with and/or perform soft tissue extra/intra oral examinations

d. Assist with and/or perform dental charting

e. Manage infection and hazard control protocol consistent with published professional guidelines

f. Prepare tray set-ups for a variety of procedures and specialty areas

g. Seat and dismiss patients

h. Operate oral evacuation devices and air/water syringe

i. Maintain clear field of vision including isolation techniques

j. Performa variety of instrument transfers

k. Utilize appropriate chairside assistant ergonomics

l. Provide patient preventive education and oral hygiene instruction

m. Provide pre-and post-operative instructions prescribed by a dentist

n. Maintain accurate patient treatment records

o. Identify and respond to medical and dental emergencies

CODA REQUIREMENTS

2-9 Curriculum content must include didactic and laboratory/preclinical objectives in the following dental assisting skills and functions. Prior to performing these skills/functions in a clinical setting, students must demonstrate knowledge of, and laboratory/preclinical competence in the program facility.

a. Assist with and/or apply topical anesthetic and desensitizing agents

b. Assist with and/or place and remove rubber dam

c. Assist with and/or apply fluoride agents

d. Assist with and/or apply bases, liners, and bonding agents

e. Assist with and/or place, fabricate, and remove provisional restorations

f. Assist with and/or place and remove matrix retainers, matrix bands, and wedges

g. Assist with and/or remove excess cement or bonding agents

h. Assist with a direct permanent restoration

i. Fabricate trays, e.g., bleaching, mouthguard, custom

j. Preliminary impressions

k. Clean removable dental appliances

CODA REQUIREMENTS

2-16 The curriculum must include content at the in-depth level in dental radiology.

Students must demonstrate knowledge and skills to produce diagnostic dental image surveys on manikins. Prior to exposing dental images on patients, students must demonstrate competence in:

a. Radiation health protection techniques,

b. Processing procedures,

c. Anatomical landmarks and pathologies,

d. Mounting survey of dental images, and

e. Placing and exposing dental images on manikins

CODA REQUIREMENTS

- **2-17** Prior to exposing dental images during extramural clinical assignments, students must demonstrate competence, under faculty supervision, in exposing diagnostically acceptable full-mouth dental image surveys on a minimum of two patients in the program, or contracted facility.

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- So, let's look at another form of mapping that will show alignment of content sequencing across all courses within a program
- Exercise #3: Mapping of Curriculum Sequencing with a Program

MAPPING PROGRAM SLO'S

Learning Outcomes	Chairside Assisting	Dental Materials	Clinical Skills	Advanced Chairside
Demonstrate general chairside skills	Introduced		Reinforced	Mastered
Communicate in written and verbal form	Introduced		Reinforced	
Demonstrate dental and laboratory sciences skills		Introduced	Reinforced	Mastered

Courses and Experiences	Program Learning Outcomes			
	Apply the scientific method	Develop laboratory techniques	Diagram and explain major cellular processes	Awareness of careers and job opportunities in biological sciences
BIOL 101	I	I		I
BIOL 202	R	R	I	
BIOL 303	R	M, A	R	
BIOL 404	M, A		M, A	R
Other: Exit interview				A

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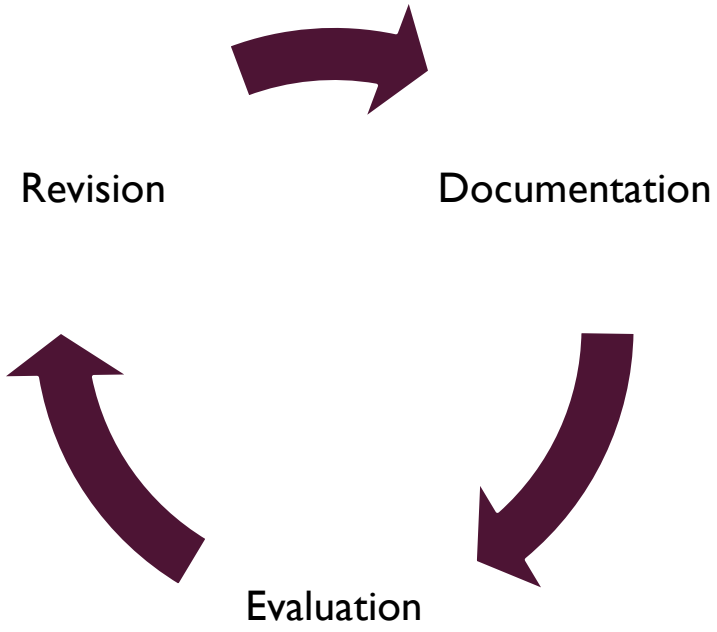

RESOURCES

- Hale, Janet. *A Guide to Curriculum Mapping: Planning, Implementing and Sustaining the Process*. Corwin Press. 2008
- Jacobs, Heidi. *Mapping the Big Picture*. Association for Supervision & Curriculum Development. 1997
- http://www.learningoutcomesassessment.org/curriculum_mapping_toolkit.html
- https://www.edglossary.org/curriculum-mapping/
- https://www.educationworld.com/a_curr/virtualwkshp/curriculum_mapping.shtml
- http://www.teachhub.com/how-create-curriculum-map
- http://www.ascd.org/publications/books/197135/chapters/Procedures-for-Curriculum-Mapping.aspx
- https://study.com/academy/lesson/what-is-curriculum-mapping.html
- http://www.tnellen.com/alt/curr_maps.html
- http://www.learningoutcomeassessment.org/documents/Mapping_OregonTech_CSUSanBernardino.pdf
- http://www.curriculumdecisions.com/curriculum-mapping-basics/
- http://www.curriculumdecisions.com/curriculum-mapping-research/
- http://www.learningoutcomesassessment.org/documents/Mapping%20Learning.pdf