

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

(Submit completed form to the Office of Education, gchilds@dental.ufl.edu)

Date: September 19, 2013

Course Title: Community Dentistry I (DEN 8708L)

Department: Community Dentistry and Behavioral Sciences

Course Director: Dr. Micaela Gibbs

Request/Revision: Add an additional 3 half days of required rotation to this course, focused on special needs patients. Experiences will be offered either at Taccachale Clinic in Gainesville, FL, the UFCD AEGD Program in St. Petersburg , or in the practice of Dr. Ralph Urbino in Miami, Florida.

Rationale: (If you are requesting additional class time please include why this time cannot come from re-prioritizing the current content, shifting to independent study in areas of direct instruction and/or cannot be incorporated in another existing course.)

Revised CODA standard 2-26 states: “Graduates must be competent in assessing the treatment needs of patients with special needs.” Prior to the most recent revision, the standard was a “should” rather than a “must” statement.

Currently, UFCD students have exposure to special needs patients in their third and fourth years. During the third year, students spend a half day observing patient care at Taccachale, They also observe special needs care during their OR and clinic time on pediatric rotation in the fourth year. Clinically, students may have interactions with special needs individuals in the TEAM clinics and during Extramural Rotations. Currently, the extramural special needs experiences are tracked, but not evaluated for competency.

To meet the new standard, we propose adding an additional 3 half days of clinical experience at one of three clinical sites within our current affiliation network. Taccachale is a local facility that has an evening and Saturday clinic at that is open to all special needs patients in the area. Up to 3 nights per week and Saturdays Dr. Tim Garvey, UFCD faculty member, and his team provide comprehensive dental services to patients who would have no other option for care. He has agreed to allow senior dental students to work with he and his staff in the direct delivery of care to these patients. The other two sites, the St. Petersburg AEGD and Dr. Urbino’s practice will also afford them these experiences.

This evening and/or Saturday experience would be an innovative alternative to daytime scheduling, avoiding further interruption of TEAM clinic comprehensive care. Seniors would choose three total additional half -day sessions in evening and/or Saturday sessions during semester 9,10 and 11. Based on the proposed night and Saturday clinic schedule, there would be 120 half-day slots available each semester for the 93 students that would need to fulfill this requirement. Scheduling of this rotation would be done electronically and would be monitored by Dr. Micaela Gibbs in Community Based Programs. Students would enter procedures completed from the rotation into the RVU database and receive credit for procedures completed as they do on other extramural rotations. The addition of these 3 half days outside of regular curricular time would be included in the additional rotation time requested by the dean. Completion of these 3 half days would be closely monitored and would be necessary in order to complete the requirements of the DEN 8708L, 8709L,

and 8710L. For students unable or unwilling to take advantage of the opportunities at Taccachale, the division of CBP will arrange the 3 half day experiences at the two alternative worksites. All of the same guidelines as above will apply, and their experiences will be tracked and evaluated consistent with the above guidelines.

Competency would be evaluated a few ways. Currently, extramural clinical feedback is obtained via a post experience evaluation tool that allows the faculty to evaluate the student’s overall performance, professionalism, and integrity. A question of the specific competency of the students ability to assess and treat special needs patients will be added to the overall extramural faculty evaluation, allowing us to capture insight not only from this specialized rotation, but from interaction with special needs patients at other extramural sites. The student’s evaluation of the site will also include an evaluation of the ability to provide this type of care at each clinical setting. Competency will further be evaluated by requiring the student to complete the “Interaction with disabled Persons Scale” prior to entering their clinical experiences in the 3rd year and again upon completion of clinics in the 4th year. Finally, a reflective writing will be required prior to completing DEN 8710L which will include reflection upon their special needs patient care experiences.

This new clinical experience for senior dental students will ensure that they are competent in the clinical evaluation of special needs patients, thereby meeting the requirement of the revised CODA standard.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar			0	0
Independent study			0	0
Laboratory			0	0
Clinical			12	12
TOTAL HOURS			12	12

Department Chair Approval: _____YES_____NO Signature_____

Proposed implementation date/semester _____ Fall 2013 _____

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

MEMORANDUM

Date: July 1, 2013

To: Dr. Rosalia Rey,
Chair, Curriculum Committee
Dr. Sharon Cooper,
Vice-Chair, Curriculum Committee

Copy to: Dr. Don Cohen, Faculty Assembly
Dr. Venita Sposetti, Associate Dean for Education
Ms. Gail Childs, Director of Curriculum and Instruction

From: Dr. Boyd Robinson, Dean 

Subject: Charge to the Curriculum Committee, 2013-14

Thank you for your service to the University of Florida College of Dentistry as chairperson of the Curriculum Committee for 2013-14. As stated in the Constitution and Bylaws, it is the responsibility of the committee to evaluate, revise, and recommend policies to implement the pre-doctoral curriculum. As dean, I have empowered the committee to oversee all pre-doctoral curricular issues in the college.

I am requesting that the Curriculum Committee or ad hoc groups established by this committee accomplish a number of important activities this year. The following activities should be grounded in student learning outcomes and can be addressed during the recommended time period:

1. Participate in the Accreditation Self-Study including a review of current competency certifications.
2. Develop a detailed curriculum revision plan and timeline.
3. Appoint a "Student Assessment Workgroup" that aligns with the curriculum revision efforts.
4. Develop a "completed cases" clinical education grading model.
5. Complete evaluation of rotations and develop recommendations.

6. Finalize grading criteria for the Professionalism Stream Courses to include the faculty (TEAM leaders and Clinical Course Directors) review of the student performance.

Ongoing

1. Employ adult learning teaching and assessment principles including a greater emphasis on active learning strategies in and out of the classroom.
2. Continue to monitor Community-Based Program rotations and evaluations and review for any further action items.
3. Produce an annual report of committee activities and accomplishments.
4. Monitor proposed centralization of educational technology and support at the HSC IT services and identify potential integration of emerging UF technology resources, i.e. E-Learning, portfolios, etc.
5. Recommend potential programs for consideration by the Faculty Development Committee.

Each standing faculty committee is charged with reviewing relevant outcome measures from the college's new strategic plan. The measures which should be reviewed by the Curriculum Committee in 2012-2013 include:

- D.M.D. students' first time pass rate on NBDE Parts I and II
- D.M.D. students' pass rate on Florida licensure exam
- DMD student confidence in 20 clinical competencies upon graduation (senior survey)
- Alumni periodic survey (2017-18)
- First time competency pass rate.
- DMD ADEA Senior Survey.
- Student satisfaction (Senior Exit Interviews).
- Number of DMD students accepted/applied to advanced education programs.
- Proportion of classroom clock hours in evidence-based practice and critical thinking/active learning.

The committee consists of seven faculty members elected by the Faculty Assembly, the Basic Science coordinator, the Associate Dean for Education, one student from each of the second, third, and fourth year classes, the Associate Dean for Clinical Affairs as ex officio (voting) member, the Director of Curriculum and Instruction as an ex-officio (non-voting) member, and a member of the library faculty selected by the Health Science Center library as a non-voting member. The Committee elects the chairperson and vice chairperson from

among the members. The vice chairperson will become chairperson upon completion of the chairperson's term.

I am looking forward to another productive academic year for our college and thank you for all of your efforts leading the Curriculum Committee.

Curriculum Management Review Assignment
Semester 2
February 2013
DUE date: September 19, 2013

Curriculum Committee	Course
Dr. Cooper	DEN5127 Infectious Diseases
Dr. Harrison	
Dr. Clark	
M. Yanes	
Dr. Culp	DEN5126C: Histology
Dr. Lense	
Dr. El-Kerdani	
H. Freymiller	
Dr. Bhattacharyya	DEN5221: Oral Health Management and Psychosocial Issues over the Lifespan
Dr. Rey	
Dr. Guelmann	
N. Isaacs	

received

UF Faculty Handbook <http://handbook.aa.ufl.edu/>

The syllabus for a course is a written record of the instructor's plan for the organization and management of the course, and his or her expectations of the students. The UF Policy on Course Syllabi outlines the information that must appear in all course syllabi, independent of course level or discipline. Instructional faculty are expected to post their course syllabi to a student accessible website and submit copies of course syllabi to the departmental office to document compliance with this policy.

<http://handbook.aa.ufl.edu/policies.aspx>

Status Log - Curriculum Management Review Assignment

Semester 2

September 2013

DUE date: Sept. 19, 2013

Curriculum Committee Member	5127C	5405C
Cooper	No	No
Harrison	No	No
Clark	No	No
M. Yanes	No	No
	5126C	5320C
Culp	Yes	Yes
Lense	No	No
El-Kerdani	No	No
H. Freymiller	Yes	Yes
	5221	
Bhattacharyya	Yes	
Rey	No	
Guelmann	No	
N. Isaacs	No	

Completed	5
Not Completed	15
Completed all assigned Evaluations	3

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Curriculum Committee Syllabus Evaluation Form

Course number DEN 5126 _____ Course title: Histology
Faculty reviewer: Freymiller, Culp _____ Date: 9/2013 _____

Criteria	Yes	No
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document? Are the educational goals and objectives clearly stated? Are the course objectives and content thorough and appropriate for predoctoral students? Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency? Comments:</p>	XX XX XX XX	
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? Comments: Yes and no: From the comments it seemed that the lab wasn't extremely helpful to the students, however the course director has put multiple sources on Eco to help them learn to identify histological sections. One may say that the labs represent a form of active learning.</p>	XX	
<p>Course Content:</p> <p>Does the course incorporate emerging information? Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? Comments: It does have some overlap with some of the biochem lectures, but I don't believe it should be cut from either course to make time that could be used in other ways. The nature of the material precludes emerging information. There is overlap with physiology in trying to put into context the relevance of each organ system. Future efforts towards revision are intended to eliminate this redundancy and at the same time give even more relevance to the material.</p>	X	X XX
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments: They must remediate the written exam, passing with a score of 70% but the highest grade they will receive is a D</p>	XX XX	
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	XX	
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate? Comments: They have added additional resources to online histology pictures that can aid the students</p>	X n/a	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: This course is scheduled when all of the other foundation courses are being taken, and after biochemistry so students already have an idea of what the different cell types are.</p>	XX	
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the hours scheduled for the course? Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments: From the comments from the students the lecture had less credit hours than the lab, yet the lab was less helpful since the pace was too fast and they felt they weren't able to keep up on their own microscopes.</p>	X XX	X
<p>Summary: Strengths of the course Lots of resources online-Seems to do a decent job of laying the foundation for histology-Students enjoyed Dr. Aris's lectures and also loved Dr. Jackson Many students disagree, but 2 credits is appropriate by university policy.</p>		
<p>Summary: Weaknesses of the course The lab was too fast paced-According to student comments Dr. Schroder is still having difficulty giving a clear, concise lecture-Students felt that exam questions didn't relate to what they were taught during the lectures and labs Dr. Jackson and Dr. Aris.</p>		
<p>Recommendations (continue on separate sheet, if necessary) A few comments regarding Dr. Schroder's attitude need to be addressed at the course directors meeting.</p>		

Curriculum Committee Syllabus Evaluation Form

Course number DEN 5320C_____ Course title: Foundations of Patient Care
Faculty reviewer: Freymiller, Culp _____ Date: 9/2013_____

Criteria	Yes	No
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document? Are the educational goals and objectives clearly stated? Are the course objectives and content thorough and appropriate for predoctoral students? Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency? Comments: Students seemed to really enjoy the lab sessions and felt that they learned skills that will help them throughout dental school and beyond</p>	XX XX X XX	
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? Comments: There seems to be a lot of active learning with lab sessions allowing students to put in practice what they learned in the lectures. Mainly a how-to course, but extremely important nonetheless.</p>	X	X
<p>Course Content:</p> <p>Does the course incorporate emerging information? Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? Comments: This course is an introduction to many clinical aspects from four handed dentistry to CPR to proper posture. These are all possibly informally covered at various points in the curriculum but this is a formal teaching of it all.</p>	X	X XX
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments: If remediation is required the student must meet with the course director and take a written and/or practical remediation exam.</p>	XX XX	
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	XX	
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate? Comments: This is a hard course to have readings for, but there are several powerpoints on Eco going through topics such as proper ergonomic positions for the dentist and infection control. There are also lab check-list folder for infection control, ergonomics, and four handed dentistry that students were to complete during their lab sessions.</p>	XX	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: I'd like to see it in semester 1.</p>	X	X
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the hours scheduled for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	XX	XX
<p>Summary: Strengths of the course</p> <p>From student comments they really enjoyed the lab sessions and felt they go a lot of valuable information that they can apply to their dental career. This seems to be a very practical course, teaching things that are used in clinics everyday. Students also loved Dr. Cooper.</p>		
<p>Summary: Weaknesses of the course</p> <p>None seen by me, and nothing mentioned from students.</p>		
<p>Recommendations (continue on separate sheet, if necessary)</p> <p>None</p>		

Curriculum Committee Syllabus Evaluation Form

Course number DEN 5221_____ Course title: Oral Health Management and Psychosocial Issues over the Lifespan

Faculty reviewer: Bhattacharyya _____ Date: 9/2013_____

Criteria	Yes	No
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Comments: This is a good example of a course which uses methods and means utilizing group discussions and simulation exercises and students learn to self appraise. Reflective writing (and portfolio development) are important components of evaluation and detailed instructions are available to the students.</p>	<p>X</p>	
<p>Course Content:</p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments:</p>	<p>X</p> <p>X</p>	
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments: Only "meet with course director" is stated in the syllabus</p>		<p>X</p>
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p>X</p>	
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:material is provided to the student throughout the course for reading and to aid with reflective writing</p>	<p>X</p>	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	X	
<p>Credit Hours Does credit assignment for the course reflect the hours scheduled for the course? Does the credit assignment for the course reflect appropriate weight within the curriculum? Comments:</p>	X X	
<p>Summary: Strengths of the course This is a very well designed and thought out course that exposes students and increases awareness to cultural diversity and behavioral issues that students must deal with in their professional careers. Uses faculty well versed in the stated goals and objectives.</p>		
<p>Summary: Weaknesses of the course none</p>		
<p>Recommendations (continue on separate sheet, if necessary)</p>		

DEN 7717C, Clinical Use of Dental Materials Assessment Rubric

Criteria	Superior/Excellence	Acceptable	Marginally Acceptable	Unacceptable/ Critical Errors
<p><u>Preparation</u></p> <p style="text-align: right;">10%</p>	<p>The student is on time, enthusiastic and well prepared by reading the syllabus, posted objectives and Philip’s Science of Dental Materials to a level that they can converse about the advantages and disadvantages of dental materials and has brought the appropriate instruments and materials to the rotation. (10)</p>	<p>The student is on time, alert and prepared by reading the syllabus and posted objectives to a level that they can converse about the advantages and disadvantages of dental materials and has brought the appropriate instruments and materials to the rotation. (8)</p>	<p>The student is on time, prepared by reading the syllabus and posted objectives to a level that they can answer basic questions about dental materials and has brought the appropriate instruments and materials to the rotation. (6)</p>	<p>The student is not well prepared and minimally answers basic questions about dental materials and has not brought the appropriate instruments and/or materials to the rotation. (4)</p>
<p><u>Foundation knowledge</u></p> <p style="text-align: right;">30%</p>	<p>Extensive in-depth foundation knowledge and understanding. Information is complete, accurate, concise and well organized. Ability to synthesize physical and chemical principles with the clinical issues presented. (30)</p>	<p>Foundation knowledge is complete, accurate and organized. Ability to correlate physical and chemical principles with the clinical issues presented. (25)</p>	<p>Foundation knowledge is incomplete and not well organized. Ability to associate physical and chemical principles with the clinical issues presented. (20)</p>	<p>Foundation knowledge is incomplete with some accuracies and inaccuracies. Weak or unable to associate physical chemical principles with the clinical issues presented. (10)</p>
<p><u>Integration of Science: Evidence-based judgment/Critical Thinking</u></p> <p>The student drew upon evidence-based judgments in their use/selection of dental materials and presented reasoning to justify the best material for the clinical situation presented.</p> <p style="text-align: right;">50%</p>	<p>Substantially analyzes literature findings. Presents strong credible evidence and reasoning to interprets evidence defensibly and convincingly. Consistently makes logical connections between the evidence with the clinical issues presented. (50)</p>	<p>Adequately analyzes literature findings. Presents credible evidence and reasoning to interpret evidence defensibly and convincingly. Makes logical connections between the evidence with the clinical issues presented. (45)</p>	<p>Minimally analyzes literature findings. Some information is flawed or absent. Presents credible evidence and reasoning to interpret evidence defensibly. Makes some connections between the evidence with the clinical issues presented. (40)</p>	<p>Scanty to no real analysis of literature findings. Key information is missing and planning is incomplete. Presents little evidence Few connections between the evidence with the clinical issues presented. (30)</p>
<p><u>Manipulation of Materials</u></p> <p style="text-align: right;">10%</p>	<p>Dispenses appropriate amount of material. Incorporates material sufficiently. Material characteristics are ideal for placement. (10)</p>	<p>Dispenses appropriate amount of material. Incorporates material adequately. Material characteristics are acceptable for placement. (8)</p>	<p>Dispenses excess or insufficient amount of material. Incorporates material adequately. Material characteristics are acceptable for placement.(6)</p>	<p>Dispenses excess or insufficient amount of material. Incorporates material inadequately. Material characteristics are less than ideal for placement. (4)</p>

Summer 2009-2012 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2009	Overall Mean/ Respondents 2010	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	CD	
6001	Introduction to Evidence-based Dental Practice	Introduced in 2010, orig. 5001	2.8 (53)	3.3 (77)	4.1 (34)	3.0 (21)	Baccaglioni (2009-11) Gold (2012-13)	
6407	Preclinical Operative Dentistry II	4.2 (16)	4.3 (46)	3.7 (54)	2.3 (37)	1.8 (31)	Young (2009) Clark (2010-11) Geraldelli (2012-13)	
6128	Host Defense	3.8 (26)	4.6 (48)	4.0 (56)	4.3 (31)	4.1 (21)	Brown	
6213C	Fundamentals of Occlusion	4.3 (22)	4.6 (56)	4.2 (76)	3.1 (33)	3.6 (60)	Notzer (2009-11) A. Clark (2012-13)	
6301C	Fundamentals of Oral & Maxillofacial Radiology	4.1 (22)	4.4 (52)	3.8 (49)	4.3 (33)	3.9 (20)	Katkur	
6350	General Pathology	4.2 (21)	4.5 (44)	3.6 (47)	4.1 (31)	4.2 (20)	Winter	
6502	Preventive Dentistry	4.4 (23)	4.6 (58)	4.2 (47)	4.3 (28)	4.1 (14)	S. Cooper	
7241	Emergency and Disaster Preparedness	4.3 (35)	4.3 (19)	4.2 (46)	3.9 (19)	4.7 (6)	L. Primosch	
7352 (8352)	Advanced Differential Diagnosis	4.5 (39)	4.9 (28)	4.8 (16)	4.6 (50)	4.8 (30)	Bhattacharyya	
7413C	Removable Partial Prosthodontics: Principles & Techniques	4.6 (25)	4.8 (27)	4.6 (61)	3.2 (76)	3.0 (46)	Echeto	
7417	Concepts in Orofacial Pain	4.3 (20)	4.4 (20)	4.5 (43)	3.9 (16)	4.6 (5)	Widmer	
7450C	Orthodontics for the General Practitioner	3.8 (50)	3.7 (45)	4.3 (46)	3.7 (17)	4.4 (41)	Dopazo (2009-11) Rody (2012-13)	

Summer 2009-2012 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2009	Overall Mean/ Respondents 2010	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	CD	
7452C	Fundamentals of Pediatric Dentistry	3.9 (14)	4.5 (20)	4.4 (46)	3.9 (16)	4.4 (30)	Jerrell	
8423	Periodontics in General Practice	4.7 (63)	3.6 (40)	3.7 (15)	4.1 (29)	3.3 (3)	Aukhil	