

Curriculum Committee Meetings Tentative Schedule – July 2017-June 2018

July 6 or 13 (summer break July 3 – 7)

Aug. 3

Sept. 7 (Labor Day Sept. 4)

Oct. 5 (fall break 23-27)

Nov. 2 (Vet's Day Nov. 10)

Dec. 7 (winter break Dec. 18-Jan.1)

Jan. 4 or 11 (winter break Dec. 18-Jan.1; MLK Day – Jan. 15)

Feb. 1

Mar. 1 (spring break Mar. 5-9)

Apr. 5 (semester break Apr. 23-27)

May 3

June 7

Mid-Curriculum Debriefing Summary Semesters 1-5

Date: June 5, 2017

Attendees: R. Caudle, V. Nonabur, J. Katz, B. Wynkoop, J. Aris, V. Dodd, H. Kasahara, T. El-Kerdani, A. Delgado, M. Nasimento, A. Ribeiro, L Cassiano, P. Pereira, M. Dasilva, S. Howard, D. Kashtwari, G. Childs, C. Adams, K. Pachigar, O. Saniukovich, D. Durham, P. Barros, T. Kwak, T. Koleilat, M. Ghorbani, A. Sharma, G. Klatt, K. Radner, A. Tow

Handout: Curriculum Overview

1. Student preparation for NBDE Part I:

- Students reported a “disconnect” between what faculty think are on the board (in the old released exams) vs what is on the current NBDE exam.
- Students reported that they did not get the designated number of questions by topic. One student reported the ADA website listed how many questions by category yet they had very little dental anatomy, no eruption questions and maybe one question on tooth calcification. They reported a random bank of questions focusing on pathology, microbiology and infectious diseases. In general, students reported 0 to 2 questions using the four answer true/false format. This is an over represented format type on our exams.
- Dr. Haddix’s occlusion review was good and he reviewed an example of a complex question. Students felt all the occlusion board questions were complex. No longer does NBDE ask what fits into what but what is happening in this movement with a nonfunctional cusp...and what tooth would fracture with this movement? Planes of cusps, definitions of guiding and supporting cusps.
- In general, students felt well prepared to take the NBDE, however, the exam question format and question topics were not what they were expecting. Students reported Dr. Aris’s cell bio review had the highest yield of information for study preparation. Dental Anatomy and Occlusion were also excellent but should focus on complex question review. Students felt the questions in Exam Master more closely matched the question format on NBDE compared to faculty-developed questions.

Recommendation(s):

- Dr. Dasilva was encouraged to continue adding extra credit complex quiz questions and repeat some on the final exam to solidify basic concepts and definitions.
- Dr. El-Kerdani recommended incorporating these concepts throughout the Restorative Dental Science courses.
- During the first orientation to DEN6416C, Basic Sciences Review, students would like to be informed the current NBDE is based on a large question bank and each student will receive a randomized sub-set of questions. It would also be helpful if the faculty member providing the information is familiar with the testing interface the students are using (e.g. there is a strike out feature for students to use taking the exam.)

Additionally, the instructor could strongly emphasize students view the NDBE online vignettes and tutorials to ease stress on exam day.

- Student strongly requested more time to study for NBDE Part I rather than a core course review or an exam review. They felt they went into their 1.5 weeks of study after a brutal final exam week in semester 5.

2. Student preparation for assigned patient care in the TEAM program:

- One student reported using a common oral path lesion guide to study for the clinical entry exam.
- Generally, students felt the oral exam portion of DEN7961L was meaningful in integrating all of their previous studies. There was no consensus on the psychomotor portion of the exam as it felt duplicative of the preclinical course exams, however, students did not feel it should prevent a student from beginning patient care in the areas they had passed.
- Students expressed appreciation for faculty feedback during practice sessions.
- It was recommended to move the clinical entry psychomotor exams for Endodontics and Prosthodontics closer to when they will be experienced in clinic.
- Reschedule the radiology review in DEN7016 to take place before the Clinical Examination I.

Recommendation(s):

- Clinical Examination I should not prevent students from patient care assignments, but instead assist in identifying what patient care experiences students can complete with what level of supervision by clinical faculty.

3. Stream 1: Structure and Function of Body Systems:

- Students reported Stream 1 as “solid” with good cross integrations in Stream 2.
- One student reported biochemistry related questions on the NDBE included questions related to dextrans and clinical dentistry implications and cycles/biomaterial breakdowns/ monosaccharides and disaccharides.

Recommendation(s):

- Consider extension of Stream 1 content throughout the curriculum in preparation for the implementation of Integrated Dental Board Examination (INBDE).

4. Stream 2: Developmental Biology, Diagnostic and Therapeutic Sciences:

- One student felt DEN6251 Science and Clinical Management of Dental pain in semester 4 should be integrated with DEN6250C Pain and Anxiety Control in Dental Patients in semester 5 (Stream 4). However, other students felt that DEN6251 was a good overview of neurons and pathways prior to DEN6250C the following semester.
- There was a suggestion to “tighten up” Host Defense and General Pathology. Both are excellent but have some overlap.
- Another student spoke positively about the quizzes in the Oral Surgery course. They are extra credit so they don’t hurt students’ final grades but they do keep students accountable to the content and still allow time to study for other courses.
- Dr. Echeto employed a quiz at the end of class that helped students stay focused and it summarized the important points of the material in the presentation.

Recommendations:

- Use more extra credit option quizzing.

5. Stream 3: Principles of Professionalism and Oral Health Management:

- Some of the students felt Dr. Nascimento's lectures were scattered throughout the curriculum, and they were supportive of the new cariology course.
- Students felt the DEN 6015 course was helpful in gaining exposure to the TEAM clinics but suggested an earlier clinical course be developed with simple patient experiences. Students expressed earlier clinical experiences as high yield opportunities to integrate all of their foundation knowledge.
- One student communicated she liked the seminar, case sessions in DEN 6260 Oral Medicine on systemic diseases. These cases provided practical relevance as opposed to reading it in a book.

Recommendation(s):

- Students requested integrating blended courses (e.g., flipped classroom model) earlier in the curriculum to promote active learning experiences with cases and release time for earlier clinical experiences. This would provide better use of teaching time to promote student learning and perhaps less focus on faculty trying to get students to attend lectures.

6. Stream 4: Foundations of Psychomotor Skills:

- Students continue to be frustrated with the dental biomaterials instruction, which they feel, is thwarting learning rather than promoting critical thinking. The lecture time could emphasize the material's clinical relevance to the students, which would then provide the foundational importance of their physical properties.
- Regarding the Sim lab, students expressed concern over:
 - CE and alumni events taking precedence over student practice for psychomotors,
 - Some areas in the back of the sim lab get very little faculty attention.
- Students felt they did not receive enough experience with taking and interpreting radiographs in the fundamentals course.

Recommendation(s):

- Use clinical cases with students to evaluate advantages and disadvantages of dental materials in specific clinical situations.
- Consider integrating biomaterials with evidence-based dentistry in order to give the material a heightened clinical relevance.
- All disciplines reinforce radiographic interpretation to the depth of emphasis of the discipline.
- Have more TA's in the sim lab.
- Increase the use of labeled images in pre-clinical courses.
- Integrate more radiographic interpretation and less axiUm instruction into the treatment planning course, DEN 6302C.

Prioritized Summary of Recommendations:

- Additional days off to study for NBDE Part I and student self-practice of NBDE questions in Exam Master.
- Change the purpose of Clinical Exam I to identifying what patient care experiences students can complete under what level of supervision by clinical faculty.

- Integrate earlier clinical experiences in the curriculum.
- Development of blended courses (e.g., flipped classroom model) to promote active learning and clinical relevance in the curriculum.
- Re-evaluate sequencing of radiology instruction throughout the curriculum and additionally have all disciplines reinforce emphasis of radiographic interpretation to the depth of their discipline.
- Focus dental biomaterial instruction within clinical cases where students critically evaluate advantages and disadvantages of dental materials properties in specific clinical situations.
- Incorporation of occlusion concepts throughout the Restorative Dental Science courses.
- Consider extension of Stream 1 content throughout the curriculum in preparation for the implementation of Integrated Dental Board Examination (INBDE).

University of Florida College of Dentistry Course Debriefing
DEN 5502C, Cariology and Preventive Dentistry

July 11, 2017

Present: G. Childs, A. Delgado, M. Nascimento, P. Xirau-Probert, M. Ottenga, L. Arguelles, L. Chiang, I. Ezzi, S. Funaro, C. Isme, A. Diaz, S. Romano, C. Orrego

Course Evaluation: Respondents: 68, Mean course evaluation questions scores ranged from 3.93-4.54, and rated the course overall 3.93.

Purpose of debriefing: New Course and Course Director

Syllabus

- Have all assignment expectations detailed in the syllabus when the class begins (noted on course evaluation).

Learning Environment:

- One student noted that this class provided a “safe place to learn” as she felt comfortable asking questions of the faculty and the TA’s.
- Dr. Nascimento asked the students about their use of the Mediasite recordings. Students reported that the videos provide multiple opportunities for them to learn in and out of the classroom.
- Students asked that Dr. Nascimento not use the whistle technique to get the class attention. She reported that it was effective and did not receive any student feedback earlier. She encouraged students to share this feedback during the semester and she will explore another technique at the next class offering if needed.

Course Content:

- Students generally felt the nutrition lectures were repetitious of semester one. One student expressed the key points of the lecture could have been given in less time. (Note: there were 2 two hour blocks of lectures in the same week.)
- There was some content overlap with other operative courses specifically in caries development. Some students found this beneficial and others felt time could have been used for an additional lab or clinic.
- Student suggested the radiology interpretation placement be in the latter part of the course for better integration with their radiology course in semester 3.
- Student felt some of the public health content was very dense with lots of numbers and statistics. Lectures seemed especially long over double hours of lecture. One student reported the fluoridation controversy portion of the content was very relevant. Students asked if this portion could be shortened or to make the statistical portions of the course more relational on how to use this in practice. There was a suggestion that these exam questions focus on global concepts rather than memorized numbers. One student suggested this material be integrated throughout the course. (Note: there were 3 two-hour blocks of lectures in a two-week time period.)
- Dr. Nascimento indicated she will be re-sequencing some of the course content for next year.

Laboratory

- Students were enthusiastic about the clinical experiences this course provided in semester 2. They expressed this really helped them integrate and apply material from all of their courses. It was also a good transition to the Occlusion course clinical labs this semester.

- This group of students felt the sealant sim-lab provided ample preparation before applying them on fellow students. The ratio of faculty and TA's in the lab and clinic was more than appropriate and they appreciated faculty/clinic time was reserved the next day if students felt their occlusion was too high.
- In general, students did not have any difficulty securing teeth for the sim-lab and some students had teeth they shared.
- Students asked if Dr. Ribeiro's caries removal lab could be integrated into this course.
- Students appreciated being able to choose their clinic groups. It made it more comfortable on their first intraoral experience with their peers.

Teaching Methods:

- Students were not required to attend all lectures but pop quizzes were implemented so students generally attended to achieve potential grade points.
- When asked about the seminar groups, student enjoyed preparing their presentations yet 21 separate presentations were too long to sit through all of them. Three groups did not get to present due to time limitations.

Text: No comments

Evaluation:

- Quizzes and exams were fair.
- Students expressed scheduled quizzes prior to labs and clinics would help them with focus, preparation and application as opposed to the "pop" quizzes. They noted there were no dropped quizzes.
- Students felt uncomfortable being called on to answer questions in class for points during lectures. It was noted that while the points were minimal not all students were called on.
- Students noted there were no nutrition questions from the lectures. Dr. Nascimento indicated a few were added from the student presentation on nutrition.

Summary of Recommendations-prioritized by students:

1. Consider larger seminar groups and sequence them throughout the course.
2. Decrease the nutrition and public health lectures or redesign them with integrations of clinical relevance.
3. Add another lab or clinical activity (e.g. Dr. Ribeiro's caries removal lab)
4. Additionally, Dr. Nascimento conveyed she will be re-sequencing some of the course content based on her evaluation of the course and student feedback.