

Childs,Gail Schneider

From: Bhattacharyya,Indraneel
Sent: Tuesday, February 05, 2013 5:05 PM
To: Clark,Nereyda P; Harrison,Peter Lloyd; Spencer,Christopher; Gibbs,Micaela B
Cc: Childs,Gail Schneider; Sposetti,Venita J; Rey,Rosalia
Subject: request to add to ad hoc committee charge

Hi Nery,

I have an additional request for your workgroup. Today at the CC preplanning meeting it was brought up that an additional charge could be added to the third point of the existing workgroup charge looking in to the rotations. This point was discussed in general but not articulated per se at the last CC meeting on Jan 23rd and is somewhat related to the third point copied from your mail below.

“What are the significant issues currently affecting comprehensive care and case completion process in the TEAMs clinic and how is it affected by the existing rotations? How could we improve this part of the student education?”

Thank you so much for agreeing to be in this very important workgroup. We can discuss this more if you have any questions.

Neel

The previous email from you is copied below:

UPDATE: We have been able to set up a meeting for this Friday at 1 PM (for 1 hour). I have attached the documents with the data that I have gathered so far.

I wanted to alert you that I have very little time to work on this request due to my teaching schedule. Secondly, I don't have access to the data or the ability to query the data to get accurate information. I think that Richelle is the only person that has access and resources to help with this. If you feel this information is important, I will need Richelle to gather the information from IT.

Nery

1) For each internal and external rotation identify the purpose, scheduling, strengths, weaknesses, student productivity and student evaluation comments.

I have attached a document with the requested format of the information? What do we really need to find out?

2) Evaluate and compare the productivity of seniors in their last semester versus the previous two semesters. Does productivity decline for the class as a whole in that last semester?

How can this be accomplished? What data do we need? I have gather RVUs, and \$\$ for Fall 2012, Sum 2012, Spr 2012. I have asked censer to fill in the blanks

3) Calculate the average time for completion of a i) denture, ii) partial and iii) crown in the TEAM clinic in the senior year (semesters 9-11) and the impact of rotations on each average time.

Need average dates, maximum date, quickest date.

Should we look at specific students?

Crown: Start-Completion

Partial Start – Completion

Denture Start - Completion

How can this be accomplished? What data do we need?

Proposals

Come up **with 2 to 3 proposals** with the goal to enhance overall student productivity and to also allow efficient seniors to stay engaged during their last semesters. Consider whether we will have the chairs and the patients required for each proposal.

Not sure we can do this without more time and research.

I would like to invite the workgroup (or a representative) to attend and present their findings to the curriculum revision committee at our meeting on **Feb 15 from 7:40 to 9:40 in D8-11.**

Course: DEN 6407C

Action Plan – Summer 2013

Course Content

Improve quality of the laid out of the lectures and add written assignments developed/revised by faculties attending the course considering the evidence-based knowledge.

Course Material

Make efforts to develop and place new videos on ECO. Last year we had a microscope available 24/7 in the simlab, however the representative took it, but it might be possible to share one from Endodontic department. Negotiations are underway.

Laboratorial Sessions

Although it was mentioned by the students we used “video camera” in the Course Debriefing Summary, in fact I believe they meant “microscope” since this was the tool used in DEN 6407C for live demo and video preparation. This year it is unclear if the microscope will be used. We do have a video camera but it does not reach the same magnification and resolution when details are ought to be shown.

Stop mentioning that we don’t have enough faculties to supervise students, though timely feedback cannot be given under shortage of faculty.

Continue with daily grading, except for formative sessions.

Evaluation

Discuss with Dr. Soderholm future amalgam questions. Hopefully he will understand and collaborate or questions will be mainly related to Operative Dentistry reading assignments.

Whenever is possible, images of failures in cavity preparations and/or restorations will be shown, discussed and uploaded on ECO prior to the psychomotor exam. Students then will be fully aware of such failures.

DEN 7413 Removable Partial Denture course – Action Plan

The Removable Partial Denture course was completely revised to a Team-Based learning course.

The course evaluation, debriefing and students comments stated that this learning methodology will definitely make a difference in the students' learning styles and engagement in the topic. It really motivated them to learn and seek for answers among each other.

The action plan for this course is to continue using the Team-Based learning methodology with few changes as following:

- 1- An RPD overview lecture to be given the first day of class
- 2- Dr. Nimmo has graciously volunteered to help me review the lectures grammar
- 3- The major connectors and direct retainers lectures will be separated in two different Readiness Assurance Tests (RATs).
- 4- 6 RATs will be given rather than 5. The best 4 will be taken for final grades calculations
- 5- 8 Application Examinations will be given rather than 10 (the best 6 will be taken for final grades calculations) including but not limited to:
 - 1 Gallery exercise
 - Laboratory exercises as part of the assignment
 - 2 or 3 A, B, C.... Case examinations/discussions
 - The framework recognition exercise will be done with limited amount of frameworks/cases (less and more relevant samples)
 - Several cases will be designed using provided models and clinical information
 - Development of different tx stages by different groups and presentation
 - Assignment of duties within the teams to ensure all members does the work

Fall 2009 - 2012 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Summary of Student Comments
5013	Foundations Of Professionalism/ Dr. Catalanotto	3.9 (81)	4.5 (81)	4.3 (82)	4.0 (63)	Less lectures and more small groups. Students would like feedback on essay.
5100C	Gross Anatomy/ Moira Jackson	4.7 (65)	4.7 (70)	4.7 (68)	3.7 (65)	Turning Point-no comments
5121	Biochemistry, Molecular & Cellular Biology / Michael Kladde	3.3 (76)	3.9 (81)	3.4 (83)	3.7 (64)	Wide difference in teaching styles and exam construction (esp. exam 2.) Students request 2-3 maxium faculty. Some faculty received very high praise.
5210C	Developmental Biology and Psychosocial Issues over the Lifespan, Part I / Abi Adewumi	4.6 (65)	4.4 (60)	3.5 (80)	3.5 (70)	Turning Point-no comments
5404C	Dental Anatomy and Stomatognathics / Deborah Dilbone	3.7 (52)	3.7 (71)	4.0 (72)	3.3 (71)	More time for waxing. Request for more waxing videos and large models. Lack of perceived calibration of faculty in providing feedback in lab and on grading teeth. Mixed review on self-guided lectures. Request to meet more than one time per week. There is a sense this course is minimized due to all of the basic science content in other classes.
6251	Science and Clinical Management of Dental Pain / Robert Caudle	3.7 (21)	4.0 (62)	3.2 (67)	4.0 (31)	Too many faculty instructors with different teaching methods. Allow two hours for the exams. Remove minute detail from the beginning of the course. Dr. Cohen and Dr. Cooper's lectures could be more organized. Overall, Good course and possitive feedback on essay exam.
6302C	Introduction to Clinical Diagnosis and Treatment Planning				4.2 (29)	Dissapointment with VM Ware access to Axium. More work in Axium before this course so there is more time to focus on cases. Some suggestions to improve or remove quiz questions (that have more than one correct answer) and give homework assignments

Fall 2009 - 2012 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Summary of Student Comments
6351 - 2010	Oral Pathology / Don Cohen	4.7 (71)	4.7 (75)	4.4 (76)	4.3 (33)	Overall great course. Two comments to revise ambiguous exam questions, add an additional exam and test on most relevant lesions.
6408C	Preclinical Operative Dentistry III / Luis Sensi	4.5 (21)	4.4 (68)	4.4 (75)	3.9 (26)	The structure and organization promoted active learning. This should be Operative model. Daily grades helped provide student feedback. Operative exams do not reflect material in the course (this may be biomaterial related.) Schedule post and core lecture before finals.
6412C	Preclinical Fixed Prosthodontics II / Monica Fernandez	3.7 (19)	2.4 (69)	3.6 (76)	2.9 (44)	Many comments on quizzes and final exam. Dental Biomaterial content had little clinical relevance and exam questions very challenging for beginning students. Desire to know why procedures are done before teaching how to remove tooth structure. Limit quizzes to the most recent and relative topics. Don't read slides. Students did not feel video was helpful in preparing for lab.
6421C	Periodontic Treatment Planning and Disease Control / Luciana Shaddox	4.4 (64)	4.7 (77)	4.3 (77)	3.8 (49)	Do not schedule 3 hour lectures. Many perio lectures ran over on other perio lecturers time. Need to keep scheduled time periods. Psychomotor exam poor evaluation of student's knowledge of instrumentation. Standardize graders. More sim lab time on using periodontal instruments. Great use of clickers for attendance and asking questions during lectures.
6430C	Principles of Endodontics / Uma Nair	4.2 (69)	4.8 (62)	4.4 (70)	4.5 (31)	Would have been nice to see instruments talked about. Speed up taking xrays of endo teeth. Most students received 100 on all quizzes.
7411C	Overview of Dental Implantology (with IEDP) / Arthur Nimmo	4 (72)	4.0 (52)	4.4 (74)	4.0 (36)	Implant part identification lab is too long. Taking impressions during lab seemed wast of time and resources as they were not utilized. Exams consisted of many facts not crucial to understanding implant dentistry. Historical questions should be FYI so exam can test understanding of how to evaluate implants, place them, restore them and maintain them.
7422C	Periodontal Surgery for the General Practitioner / Theofilos Koutouzis	3.8 (72)	3.5 (54)	3.9 (70)	3.7 (41)	Lectures heavily research based. Final not indicative of material presented. Videos of surgical procedures would be helpful. The laser portion of the pig jaw was unorganized.
7441	Introduction to Oral Surgery (Part II) / Matthew Dennis	4.4 (17)	4.6 (4.6)	4.8 (56)	4.4 (19)	More medicolegal information. "How can our other courses be more like this one?"

Fall 2009 - 2012 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Summary of Student Comments
8263	Advanced Oral Medicine and Clinical Pharmacology (makeup exam 1/20) / Carol Stewart	3.7 (7)	4.0 (19)	4.2 (58)	4.6 (14)	Need clearer explanation of grading criterial for the presentations (rubric.) Need more time for student presentations.
8303	Advanced Radiologic Interpretation / Madhu Nair	3.5 (15)	4.0 (40)	3.7 (36)	4.3 (15)	Make lecture portions of the course online and then schedule a review to clarify points before final.
8321	Dental Practice Management / Nick Minden	4.5 (4)	4.3 (15)	4.4 (28)	4.6 (14)	The dental insurance lectures and technical lectures would have been beneficial before NDBE II.
8719L	Selection of Dental Clinical Materials / Karl Soderholm	3.6 (7)	3.9 (14)	3.8 (25)	4.6 (15)	Critical analysis of dental materials is very helpful. (Sole comment.)
8290	Clinical Orthodontics / Leandra Dopazo (2009-10), Shreena Patel (2011)	3.7 (3)	4.0 (10)	4.1 (10)	Not evaluated in 2012	
8290	Discussion of Research Interests / Shannon Wallet		4.7 (40)	Not evaluated in 2011	Not evaluated in 2012	
8290	Occlusal Concepts and Design / Paul Guidi		4.2 (6)	Not evaluated in 2011	Not evaluated in 2012	
8290	Advanced Oral and Maxillofacial Surgery Seminar / Franci Stavropolous			5.0 (2)	Not evaluated in 2012	
8290	Interdisciplinary Aspects of General Dentistry / Geraldine Weinstein			4.5 (2)	Not evaluated in 2012	

New Course Director

2012-2013 Curriculum Committee Charge

Strategic Actions	Timeline/Progress	Person Responsible
1. Select an electronic platform to support the Department of Community Dentistry and Behavioral Sciences initial implementation of student assessment in professionalism and cultural competency across the curriculum.	Implemented Spring 2013/DEN 5221/CBDS	OOE
2. Complete the curriculum revision design resulting in a curriculum that more closely simulates general clinical practice, promotes active learning, is patient-centered, supports interdisciplinary professional education and provides for earlier clinical experiences.	As of the 1/28/13 Curriculum Revision Steering Committee meeting the didactic portion of the curriculum has been organized. Assessment will be the focus of the February 1 meeting and the rotation information from the new workgroup for the February 15 meeting.	Dr. Culp
3. Review revisions in the CODA Standards and update the UFCD Competencies Document while assisting the Restorative Dental Sciences Department in designing and executing a "completed cases" requirement model.	Curriculum Committee completed CODA review standards in 2011-2012 Charge. RDS under new leadership. Dr. Robinson and Dr. Sposetti to discuss further with Dean Dolan	
4. Collaborate with the Office of Clinical Affairs in evaluation of the APGD Clinic model and transfer innovations as appropriate to the DMD TEAM clinics.	A meeting is scheduled with Dr. Rey, Dr. Robinson, Richelle Janeic, Dr. Sposetti, G. Childs in February to determine these attributes.	
5. Collaborate with the Student Performance Evaluation Committee and the TEAM Program Director in reviewing processes and metrics which evaluate student's professionalism, cognitive, critical thinking and clinical skills.	An informal process has begun with the 3DN and 4DN class review with TEAM leaders and awarding of grades to DEN 7016, 7017, 8018. A February meeting is scheduled with Dr. Willis, Dr. Robinson, Richelle Janic and Dr. Sposetti to formalize the process.	Dr. Sposetti
6. Assist in the Commission on Dental Accreditation self-study beginning in 2013.	The Dean to assign which faculty member will lead this process.	Committee and OOE
7. Assist the Office of Education, the Office of Clinical Administration and the TEAM Program Director in the development of a Gainesville-based two year DMD program for international dentists.	The Dean and the Associate Dean for Education are reviewing this charge.	Dr. Sposetti

Ongoing Actions		
1. Implement the UFCD Curriculum Management Process and identify methods to further enhance the curriculum.	Ongoing	Committee and OOE
2. Assist the program coordinator in implementing a DMD/PhD track in the DMD curriculum.	Implemented Fall 2012. One student currently enrolled.	Dr. Culp
3. Produce an annual report of committee activities and accomplishments.	6/1/2013	G. Childs, Dr. Bhattacharyya
4. Monitor proposed centralization of educational technology and support with the HSC IT services and UF AT services.	Ongoing	OOE
5. Recommend potential programs and retreats for consideration by the Faculty Development Committee.	Small Group Case Based Learning and Teaching Methods workshop scheduled for Spring 2013 Faculty Development Week and a Teaching Methods Workshop	
6. Refer all committee action items to the FAB on an ongoing basis for FAB review, discussion and subsequent action, as needed.	Mediasite and Podcasts	

Review of Outcome Measures		
D.M.D. students' first time pass rate on NBDE Parts I and II	Completed	
D.M.D. students' % pass rate on Florida licensure exam		
Proportion of classroom clock hours in evidence-based practice and critical thinking/active learning		
DMD student confidence in 20 clinical competencies upon graduation (senior survey).	Re-review data with Department Competency Process	
First time competency pass rate		
Student satisfaction (Senior Exit Interviews)		
Number of DMD students accepted/applied to advanced education programs		
Alumni periodic survey (2012-13)	The Dean and the Associate Dean for Education are reviewing this process and timeline.	Dr. Sposetti

Trends in number of students graduating with research honors		
Educational expenses and indebtedness for DMD students		

Completed

Not Yet Determined