

**University of Florida College of Dentistry Course Debriefing**  
**DEN8263 Advanced Oral Medicine and Clinical Pharmacology**  
**January 9, 2013**

---

Present: C. Weldon, M. Alfonso, S. Young, C. Eastman, A. McNeight, G. Childs,  
Dr. C. Stewart

Course Evaluation: Respondents: 14

Mean course evaluation scores on all items ranged from 4.6-4.8. Overall course evaluation, 4.6.

Debriefing Purpose: Course revision to online material to replace lecture portion of the course.

**Syllabus**

- No recommendations

**Course Content**

- Two lectures were just the handout; which was difficult to discern what information was important.
- Acquired more cases to assist with independent learning, but made it that much more for students to review.

**Teaching Methods**

- Overall the class was receptive to the lectures being online.
- It was suggested students didn't review all of the cases for the exam since it was a lot of material
- Scheduling was a challenge for students to attend all five seminars

**Text(s)**

- No comments

**Evaluation**

- The midterm was helpful for Board Review and the final was fair.

**Summary of Recommendations:**

- Prepare voice narrated PowerPoints for topics without Mediasite recordings.
- Consider assigning two students per case to cover more depth than breath.
- Have all the course's online e-lectures available at one time as opposed to one per week.
- Keep the Advanced Differential Diagnosis course, 8352, close to 8263 since they have correlational material.
- Include Tobacco cessation, anti-cancer and codeine alternative drugs, perhaps adding these and/or tweaking the existing material to the lectures and/or cases since boards do cover them.
- Condense the six lectures to two weeks, three each week, and then a midterm exam.
- Put all the review cases in one document making it easier to download and less time consuming.

**University of Florida College of Dentistry**  
**Course Debriefing Summary**  
**DEN 6412C, Preclinical Fixed Prosthodontics I**

---

**February 7, 2013**

**Present:** M. Yanes, E. Ramirez, J. Garcia, J. Parmar, M. Yuan, Drs. Fernandez, Echeto, Sposetti

**Debriefing Purpose:** New Course Director, Dr. Maria Fernandez

**Course Evaluation:** 44 responses, Overall course evaluation 2.9.

**Syllabus**

No recommendations

**Course Content**

The schedule was very detailed and well organized, yet overwhelming due to the amount of material.

Quizzes assisted in the learning process by making students keep up and understand the course material.

**Course Materials/Textbook**

No recommendations

**Laboratory**

Lab synopsis sheet was very helpful due to its specific detailing and it additionally serves as the psychomotor grade form.

TA's were knowledgeable and potentially a bit more stringent with grading.

The white board gave all students the opportunity for feedback.

**Evaluation**

The percentage grade break down with the added mid-term would be: 10% quizzes, 10% midterm, 25% psychomotors, 20% final and 35% labs.

**Summary of Course Recommendations**

- Divide the lecture into information given during lectures and slide(s) with its dimensions during lab.
- Add a midterm, so the class will have a total of two exams. To account for the grade percentage change for the new midterm, the first psychomotor and quizzes would be worth less of the total grade.
- Biomaterials definitions vs. the clinical applications of them needed more integration to make them more relevant on the exam. A midterm exam might assist in clearing up this disconnect.
- Last lab project of pin-dexing, change how the project is presented such as a video and a quiz since this is now done by the lab.
- Make announcements in sim-lab at the beginning of the class to avoid classroom noise interruptions.

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5120C \_\_\_\_\_ Course title: Physiology \_\_\_\_\_

Faculty reviewer: Robinson, \_\_\_\_\_ Date 2/2013 \_\_\_\_\_

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></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: This is just a straight lecture course with multiple choice tests. ?what is being taught with dentistry in mind or can it be?</p>	X  X  X  X	
<p><b>Teaching Methods</b></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: Straight lecture course. Passive learning.</p>		X
<p><b>Course Content:</b></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>	X	X
<p><b>Methods of Evaluation</b></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:</p>	X  X	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	X	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments: I am not sure if a student would purchase the required text or not. I would assume that they would not.</p>		X

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	X	
<p><b>Credit Hours</b> 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><b>Summary: Strengths of the course</b> Looks to be well organized.</p>		
<p><b>Summary: Weaknesses of the course</b> This would be a hard one to use active learning but it would be nice to try. I am not sure if all the lectures are needed here and the hours could be cut or some added to some active learning modules.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b> Look at the hours and see how this can be cut back and how it can be incorporated with a case based approach. Hard since it is introductory.</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5210 \_\_\_\_\_ Course title: Developmental Bio. and Psy. Issues

Faculty reviewer: Spencer, Robinson \_\_\_\_\_ Date \_\_\_\_\_

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></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: The learning experiences are through lecture, mediasite, research paper, and seminars with presentations &amp; disucssions</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>	
<p><b>Teaching Methods</b></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: I wanted to answer both yes and no.            Yes: the research papers with the leadership of the faculty provide opportunity of learning the evidenced-based practice and hopefully some critical thinking skills. There are points awarded for active discussion.            No: Much of the course is still lecture based (embryology). Could this course move to more acitve learning? Could the students be held responsible for the didactic material before class so that the information could be actively integrated with developmental defects/treatment of these defects? This course does stress the dental implications of developmental issues.            There are some elements that would - paper - but this is only worth 10% of the grade so I am not sure the drive. I think the lectures are evidenced based and I feel that this could have some case studies in it to drive some critical thinking and active learning.</p>	<p>X</p>	<p>X</p>
<p><b>Course Content:</b></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: I don't really know. Is this the only time that embryology is taught?</p>	<p>XX</p>	<p>XX</p>
<p><b>Methods of Evaluation</b></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: The discussion is brief and seems to indicate that specific materials/information could be retested as necessary</p>	<p>XX</p> <p>X</p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p>	<p>XX</p>	

Comments: n/a		
<p><b>Readings and Assignments:</b>          Are course readings and assignments thorough and appropriate?          Comments: I don't see specific reading assignments(n/a)          I am not sure if students would read the material or not based on the course outline. Not sure if there are reading items that are tested on.</p>		X

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:  I don't know? Much of the information seems foundational but at the same time it seems beyond the D1s</p>	<b>X</b>	
<p><b>Credit Hours</b></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:</p>	<b>XX</b>  <b>XX</b>	
<p><b>Summary: Strengths of the course</b></p> <p>Excellent faculty. Important material  Evidenced based research project with discussion</p> <p>Very well organized and the flow of the course if very good. It seems to have elements that build on each other.</p>		
<p><b>Summary: Weaknesses of the course</b></p> <p>Still much passive learning. How much could become case based? How much could be required learning before class as in a TBL approach?</p> <p>There could be some more case based exercised in the course and also weight the paper differently to emphasize this more. I like the idea of the paper but I am not sure that the students would put that much into it for 10%.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p> <p>Explore more active learning options with more of the responsibility placed on the students to learn the material before class. Perhaps a few cases could be developed that utilize the embryology and developmental issues that dental professionals will likely see in practice.</p> <p>Flow looks great. Introduce some case studies and teach from them with active learning in the classroom. I really think the paper is a great idea and would weight it differently and emphasize it more.</p>		

## Haskins,Christina L

---

**From:** Nair, Madhu K. <nairmk@radiology.ufl.edu>  
**Sent:** Wednesday, February 27, 2013 10:26 AM  
**To:** Sposetti,Venita J; Childs,Gail Schneider  
**Cc:** Katkar,Rujuta; Pettigrew,James C.  
**Subject:** RE: Clinical courses and Dr. Katkar

Hi Nini, Gail,

Please make note of the change in course directorship of both clinical radiology courses DEN 7762 and DEN 8765. Dr. Katkar is taking over from Dr. Pettigrew starting this year.

Thank you,  
mn

---

**From:** Pettigrew, James C.  
**Sent:** Wednesday, February 27, 2013 10:22 AM  
**To:** Nair, Madhu K.  
**Cc:** Katkar, Rujuta  
**Subject:** Clinical courses and Dr. Katkar

As per Censeri. please notify Gail and Dr. Sposetti that Rujuta has taken over 7762 and 8765 beginning with the Summer semester when the next class begins clinic. Rujuta needs to meet with Gail ASAP. I have already met with Gail to begin the process.