

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 Looks to be well organized.</p>		
<p>Summary: Weaknesses of the course 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>Recommendations (continue on separate sheet, if necessary) 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>		

Comments: n/a		
<p>Readings and Assignments: 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>Timing/Sequencing: 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>	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>Excellent faculty. Important material</p> <p>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>Summary: Weaknesses of the course</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>Recommendations (continue on separate sheet, if necessary)</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>		

DRAFT

Curriculum Committee

February, 2013

March 11, 2013 Edits

The Curriculum Committee was charged by the Dean of the college to consider the impact of expanding the current three senior year offsite rotations. The existing rotations would be lengthened from two weeks to three weeks each, adding a total of an additional three weeks of experience in community clinics.

A workgroup was created at the request of the Curriculum Committee to study this proposal. The workgroup findings are attached.

The Curriculum Committee has identified two overarching issues that need to be addressed in order to move forward with this proposal.

- 1) Clinical patient care in the UFCD TEAM clinics must ~~continue to~~ be comprehensive, high in quality and timely.
 - a. Timely clinical patient care in the TEAM clinics is already a concern. Adding an additional 3 weeks out of the building will increase the burden on the current system. The CC requests a workgroup from Clinical Affairs and relevant departments develop a plan, including an implementation timeline to address this issue. (Lead – Richelle Janiec, Dr. Dr. Rey, Dr. Willis, Dr. Howard-March 25thApril 22)
 - ~~a-b.~~
- 2) Experiences in ~~offsite-all~~ clinical settings need to be meaningful to DMD education.
 - a. Continue ongoing monitoring of offsite clinical sites to maintain high quality educational experiences for dental students. (Lead - Dr. Gibbs/ongoing active monitoring is already taking place)
 - b. Explore potential for multi-visit procedures to take place in offsite clinics due to additional week of rotation time.(LEAD - Dr. Gibbs, ~~others/~~Dr. Sposetti- March 25thApril 22)
 - c. Revisit clinical assessment processes in departments to allow for seamless assessment of student clinical progress (internal and external) and minimize disruption to clinical progress toward graduation.(~~LEAD ??~~Dr. Spencer, Dr. Dilbone, Echeto, Willis, Harrison, U. Nair/ March 25thApril 22)
 - ~~e.~~ Re-evaluate the time and value of intramural rotations in the clinical curriculum.

Curriculum Committee Workgroup on Clinical Rotation

Executive Summary

February 11, 2013

Members: Dr. Nery Clark, Chair, Dr. Peter Harrison, Dr. Micaela Gibbs, Dr. Christopher Spencer, Ms. Censeri Abare

This workgroup met on <insert date>, to review clinical rotation hours, student evaluations of rotations and available clinical data. This information was shared at the February 11, 2013 Curriculum Committee meeting and contributed to this Executive Summary.

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

“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?”

The Curriculum Committee appreciates the value of the extramural rotations in the student’s educational process and in administratively managing student assignment to complete patient care in the clinics. The clinical years of the curriculum balance some coursework, TEAM clinics, intramural rotations and extramural rotations. To add a third week to each rotation, (increasing from 6 weeks to 9 weeks) without addressing the existing concerns below would not be in the best interest of our students and patients in providing comprehensive patient care.

- Student assessment is driven by clinical expectations (requirements) and RVU’s and does not adequately address the accompanying processes needed for completing comprehensive patient care in the TEAM program.
- Lack of correlation between RVUs and delivery of comprehensive care. Need to define comprehensive care. Students and faculty do not always adhere to Comprehensive Patient Care in our DMD clinics since many patients are transferred between students as and when their competencies are complete or “requirements” are done.

- Lack of data on multi step appointments from start to completion and ways this could be streamlined to provide more timely patient care,
- Some senior dental students slow their clinical patient care once they perceive they are “done.”
- Students report UF clinics have too many “roadblocks” to completing clinical care.
- There are a large number of internal rotations that impact student availability for TEAM clinical scheduling and maintenance of comprehensive patient care. (3DN students spend 106 half days on rotations in semesters 6, 7 and 8. 4DN students spend 61 half days on rotations in semesters 9, 10, and 11.

Additional information needed:

Could multistep appointment procedures (i.e. dentures, crowns) be coordinated for completion by students on a 3 week extramural rotation? Which sites?

Is it possible for patient coordinators to block book multi-step appointments in coordination with QA processes?

UFCD Intramural Rotations

Course	Department	Credits	Course Director	Reviewers
7762L	Radiology	1	Dr. Katkar	
8765L		1		
7805L	Oral Surgery	2	Dr. Dennis	
8809L		2		
7825L	Pediatric Dentistry	1	Dr. Perez	
7826L		1		
8827L		1		
8828L		1		
7819L	Orthodontics	1	Dr. Donatelli	
7743L	Hospital Dentistry	1	Dr. Torres	
8767L	Oral Oncology	1	Dr. Sandow	
8837L	Periodontology	(part of 3)	Dr. Harrison	
7735L	Endodontics	2 half days	Dr. Nair	



Curriculum Committee DMD Program Rotation Form

Complete one form for each rotation

Rotation Title: _____

Course number _____ Faculty completing form: _____

Description of Rotation:

- When does rotation occur in curriculum?

Timing/Sequencing:

- Is the rotation scheduled at the appropriate time in the curriculum?

Comments

- Length of Rotation

- How many times does an individual repeat the rotation?

- Describe any other required DMD rotations in your discipline.

- What are the rotation's educational goals and objectives?

- Does the course provide learning experiences for students to achieve the course goals and objectives? Describe

Teaching Methods

- What teaching methods are used in the rotation? _____

- Do the teaching methods support

- active learning, YES NO

- evidence-based practice, YES NO

- multidisciplinary integration, YES NO

- development of critical thinking skills or reflective judgment, YES NO

Describe _____

Course Content

- Does the rotation content overlap with other courses in the curriculum such that time could be used in other ways?

Methods of Evaluation

- How are students evaluated?

- Is ~~evaluated~~ evaluation based on the objectives? Describe

- Describe any competencies evaluated in this course if applicable?

- _____

How are competencies graded?

Summary: Rotation Strengths

Summary: Rotation Weaknesses

Recommendations

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

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

Date: March 11, 2013

Course Title: DEN7762L Clinical Radiology 1: Radiographic Technique (1 cr)

Course Title: DEN8765L Clinical Radiology 2: Radiographic Interpretation (1 cr)

Department: Oral Diagnostic Sciences

Course Director: Dr. Katkar

Request/Revision: Integrate the two clinical radiology courses into the existing

DEN8765L Clinical Radiology: Technique and Interpretation (2 cr.)-New title

Students would still complete 10-12 FMX (1 hour@) and (PA's, BWX, Panorex based on patient need),

a minimum of 5 FMX/Panorex radiographic interpretations (@30 minutes each) and one

competency in technique and interpretation (45 min). Currently DEN7762 certifies

technique competency Sem 6-8 and DEN 8765L certifies interpretation competency Sem 6-11.

Grades issues in semesters 8 & 11. The integrated clinical course would run semesters 6-10.

The competency would be completed in semester 8 and the grade issued in semester 10.

Students can check their progress in Axium Personal Planner.

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.)

The department is administering two clinical course that currently overlap several semesters.

This integration would remove duplicate administrative tasks such as instructor

workload assignments, student grading, revising 2 similar syllabi.

Student hours requested by event and science type:

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

Department Chair Approval: _____YES_____NO Signature_____

Proposed implementation date/semester **Summer 2013**_____

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

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.