

Childs,Gail Schneider

From: Childs,Gail Schneider
Sent: Thursday, August 15, 2013 12:37 PM
To: Lense,Elizabeth C
Cc: Abare,Censeri P
Subject: RE: DEN6705L- syllabus revision

Liz,

You can edit the syllabi and change assignments within your course prior to the enrollment of the new class. This should be complete by Aug. 26th.

You have a 50 minute orientation with the class on 9/12. The additional lecture will need go through the Curriculum Committee, I can add this on the agenda and you do not need to complete a form but you will need to send a pretty specific justification for the request for additional face to face time. Examples may include how to set up portable equipment, how to use new evacuation system, sociobehavioral considerations in working with WIC clients, etc... They may ask if some of the material can be placed online.

Gail

From: Lense,Elizabeth C
Sent: Thursday, August 15, 2013 10:22 AM
To: Childs,Gail Schneider
Subject: DEN6705L- syllabus revision

Hi Gail- I wanted to revise the syllabus for a small change... spoke to Linda Behar-Horenstein, and we talked about adding reflective papers (500 words) at the beginning and end of the term to discuss their expectations, and then experiences. We will use a standard rubric to grade these. (I know I recently saw something about how to write or revise a syllabus- but can't remember where...)

Is this a change that has to be approved by the Curriculum Committee?

I also wanted to add 1 additional 50 min lecture to orient them better for the sealant and WIC sections of the course. I think this does have to go through Curriculum Comm- but is there a specific form or format that I need to use for this request?

Thanks so much for all your help- Liz

Elizabeth C. Lense, DDS, MSHA
Clinical Associate Professor
Dept. of Community Dentistry and Behavioral Science

University of Florida College of Dentistry
Course Debriefing Summary
DEN 6415C, Preclinical Fixed Prosthodontics 2

July 25, 2013

Present: J. Garcia, J. Nguyen, A. Hoang, M. Yanes, R. Spooner, N. Guba, L. Echeto, T. El-Kerdani, N. Sposetti, G. Childs

Debriefing Purpose: New Course Director, Dr. T. El-Kerdani

Review of course evaluation: respondents: 66, Mean range 3.6-4.1, overall score = 3.6

Syllabus:

- Course expectations were not clear to students.

Course content:

- The course was a good transition from the pros 1 course. Lectures had a lot of helpful pictures.
- At the end of a psychomotor: Dr. El-K would go over pictures of what was good/bad and how to trouble shoot it, which was helpful.

Course materials:

- Students purchased the textbook (some at the end of the course) and felt it was quite helpful.

Teaching Methods:

- Instructors made it a very positive experience for students.

Laboratory:

- Repetition of preps was a helpful confidence builder.
- Some students felt having more than one lab session to complete a project was helpful. It took off the pressure of completing by the end of a session, and a student noted he felt more comfortable asking for help from the instructor. Other students felt there was a surplus of time. Perhaps a time management assessment could be done to decrease wasted time, such as 1 or 2 sessions instead of 3 for a single prep. Another idea would be giving students extra credit for additional work that could be applied to their psychomotor grade. The students cited Dr. Sensi giving extra credit which was added to the student's psychomotor grade. It encouraged students utilize their practice time more effectively.
- Some students felt Students felt a separate biomaterials exam would have been helpful. The clinical applications of cements in lab would have been useful to help students' recollection of information for future use. A student suggested a chart could be provided for reference with biomaterials would assist as a memory guide for students, or Dr. Echeto suggested giving the students an assignment filling in a chart with biomaterials.
- The hands-on with polishing the provisional was helpful, but having one more session would have assisted in learning the concept.

Evaluation:

- Students felt the quizzes helped reinforce what they did and didn't learn.

- Dr. El-Kerdani had students create questions for the exam which aided the students in learning the materials.

Summary of Recommendations:

- Consider making undercuts a failing error on the latter projects since many students had to remediate the clinical entrance exam due to failing fixed prosthodontics. Dr. El-Kerdani suggested re-sequencing it in the course so it comes later and therefore is easier to remember for the exam.
- Add a lecture “Why Provisions Fail” in clinical applications.
- Sequencing the bridge prep towards the end of the course.
- Add a project that includes preparing and provisionalizing anterior and posterior teeth.
- Add the next phase of treatment planning focusing on phase 3, health rehabilitation, a prosthodontic focus.

Other Curricular Recommendations (Dr. El-Kerdani):

- Change the distribution of grade weights – reduce the weight of projects and increase the weight of the exams. The projects will be 5% (originally 10%) and the exam will be 15% (originally 10%).
- Submitting questions before the exam would be 5% of the grade (originally not graded).
- Bisect lecture time to a classroom session, which would show the students a road map of what students would do in the lab, and a shorter lecture of 30 minutes. A longer reference lecture would be posted for students in ECO.
- Re-sequence exam 1 to the 3 week of February (originally 1st week of February), so it can include cement material.
- Redo the “Color and Shade Selection” lecture, and make it more clinically oriented.
- frameworks as the best one out of every group of four students, for a total of 23 castings, (22 for the students plus one for me to do a demo) then every group of four students will work together to fit one framework..

MINUTES: Curriculum Management: Semester 5 Debriefing

Tuesday, August 07, 2013

Time: 1:00 PM to 2:00 PM

Location: D8-46

Present: M. Aguiar, M. Brown, M. Dennis, T. El-Kerdani, U. Foerster, J. Garcia, M. Gibbs, A. Hoang, M. Jackson, J. Katz, C. Miskovich, C. Murzi, U. Nair, C. Sargent, C. Spencer, R. Spooner, V. Sposetti, T. W. Willis, P. Xirau-Probert, M. Yanes

Course	Presenter/Discussion	Action/Motion	Implementation Timeline
DEN 6260	Oral Medicine and Pharmacotherapeutics in Dentistry Dr. Katz mentioned his course's lectures were concentrated into two months and felt these should be spread out for a semester, and students agreed with this. Overall course evaluation: 4.3 (22 submissions)	Dr.Katz	Spring 2014
DEN 6432C	Basic Endodontic Therapy Add more "in clinic" type lectures such as patient management, problem solving, how to do an inner clinic referral, etc. Lab lines were very long, and a student wanted to know if the lab times could be divided in half to cut down on wasted time standing in line. This was also mentioned at the recent course debriefing. Overall course evaluation: 3.5 (17 submissions)	Dr. U. Nair, said these type of lectures could be included into the course.	Spring 2014
DEN 6440	Introduction to Oral Surgery More rotations though oral surgery for exposure and visualization of other students who know how to use dental tools. Overall course evaluation: 4.6 (18 submissions)	Dr. Dennis	
DEN 6415C	Preclinical Fixed Prosthodontics 3 This was covered in a recent debriefing. Overall course evaluation: 3.6 (66 submissions)	Dr. El-Kerdani is the new course director.	
DEN 6302C	Introduction to Clinical Diagnosis and Treatment Planning Students felt the course would be helpful if took place more in the spring when they go into clinics. Students suggested shadowing a senior and do a COE from start to finish would be helpful in preparing them with treatment planning. Trial program was part of the course in Fall 2011-Spring 2012 where students were assigned a patient in semester 5 and paired with a senior and the student did the treatment planning with the upper class student. This was not able to be done this last year due to needed case scheduling, yet it Dr. Spencer felt it was helpful to the students. A student suggested treatment planning each other in the class, and another suggested having a COE video. Overall course evaluation: 3.8 (20 submissions)	Dr. Spencer will further integrate peer treatment planning.	Fall 2013-Spring 2014

DEN 6460C	Prosthodontic Treatment for the Edentulous Patient Overall course evaluation: 4.2 (42 submissions)	Dr. Aguilar	
DEN 6705	Public Health Rotation Students said this course was very helpful, yet difficult because some students missed class time. Ms. Janiec said the schools send their schedules very late; which results in some students occasionally missing class. Students asked if the quiz, assignment, etc. policies for other courses could be modified for this rotation.	Dr. Lense	
DEN 6416C	Basic Science Review Dental anatomy and occlusion sections were very helpful as reviews, but the remainder of the course was new and very concentrated. It was too much new information to absorb for the time allotted. In addition, the questions on the quizzes were too specific as opposed to the board questions which were very general. Students felt it would also be helpful to have a biochemistry review. Overall course evaluation: 3.4 (17 submissions)	Dr. Jackson and Dr. Brown	
DEN 6262	Principles of Pharmacology Overall course evaluation: 4.6 (34 submissions)	Dr. Law	
DEN 6250	Pain and Anxiety Control in Dental Patients Overall course evaluation: 4.6 (15 submissions)	Dr. Foerster	
DEN 6015	Professionalism In Patient Care and Practice Management I Overall course evaluation: 4.0 (11 submissions)	Dr. Willis	
DEN 6011	Interdisciplinary Service Learning II	Dr. Gibbs	
	Which courses require the most critical thinking? and through what types of activities? Are there redundancies that need to be identified and removed? Are there curricular gaps that require re-sequencing? Where and what types of are emerging technologies incorporated this semester? Overall recommendations?		
Action Plan:			

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>

Childs,Gail Schneider

To: Corbin Neilson
Subject: RE: Exhibit A and LDAP addendum

From: Corbin Neilson [mailto:cneilson@examsoft.com]
Sent: Tuesday, August 20, 2013 10:50 AM
To: Childs,Gail Schneider
Cc: Sposetti,Venita J; Sweitzer,Jean M; Haskins,Christina L
Subject: RE: Exhibit A and LDAP addendum

Good Morning,

Thank you very much for the update. I share your enthusiasm and am ecstatic to have an institution such as UF Dentistry as a new member of our family. There are a few activities you may or may not have already completed that will help you during onboarding. Even if you simply ponder these with a few others you will be positioning yourself for success.

It's important to use categories so you can link metadata to assessments. As you know, categories are the key to unlocking data that can change the way students prepare for licensure and the way faculty educate them (please see www.examsoft.com/resources for supporting resources). Consider and prepare your category structure; it does not have to initially be perfect. Create a list of the subjects, topics, NBDE comps, Cognitive domains that you will want to use to measure student performance. I have attached a zipped file folder with some helpful literature. I've included some files that contain example categories based on Bloom's Taxonomy and NBDE comps. The 'Framework Selection' document is a template you can modify to fit your own category usage. You can edit the doc if you think it would be helpful to outline the categories you want to use, which is helpful for documentation and to share with others.

Next start planning how you will structure your item folders. Use courses, cohorts, organ systems, disease states, subjects, topics, anything but exams. The hierarchical folder structure will be your filing cabinet and doesn't have to be restrictive to exams. You can search out your questions in a number of different ways in our system. You can actually use a category level called 'Exams' and create subcategories underneath it to which you can link to individual questions. That is an example of using categories in a functional manner, and your account manager will be able to elaborate.

Let me know if you have any questions about this. I hope it helps. I look forward to hearing from you soon.

Regards,
Corbin

Corbin Neilson

Director of Sales, Undergraduate
ExamSoft Worldwide, Inc.
6400 Congress Ave Suite 1050
Boca Raton, FL 33487

direct: (866) 429-8889 x 128
email: cneilson@examsoft.com

From: Childs,Gail Schneider [mailto:GCHILDSD@dental.ufl.edu]
Sent: Monday, August 19, 2013 4:11 PM
To: Corbin Neilson (cneilson@examsoft.com)
Cc: Sposetti,Venita J; Sweitzer,Jean M; Haskins,Christina L
Subject: FW: Exhibit A and LDAP addendum
Importance: High

Corbin,
I wanted to let you know our Examsoft licensing is in process. I am anxiously awaiting to here updates as Christina and I are anxious to begin training.
Gail

Gail Schneider Childs
University of Florida College of Dentistry
Director of Curriculum and Instruction
1395 Center Drive, Room D3-11
Gainesville, FL 32605
352-273-5952
gchilds@dental.ufl.edu

From: Sweitzer,Jean M
Sent: Wednesday, August 14, 2013 10:30 PM
To: Vincent,Deborah W
Cc: vpha-contracts; Sposetti,Venita J; Abare,Censeri P; Childs,Gail Schneider; Kostewicz,Stephen H; Robinson,Boyd E
Subject: FW: Exhibit A and LDAP addendum
Importance: High

Debbie – Our college would like to move forward with a pilot test of ExamSoft for test administration as described below. I understand that UF has a master agreement already (see attached). Can you please assign this to someone to review? We will need to turn it around quickly since we will begin exams shortly. We really need to have it in place for fall semester. Please let me know if you have questions. Thanks, Jean

Jean M. Sweitzer, MHA, MS
Director of Finance and Administration
University of Florida College of Dentistry
1600 SW Archer Road, Room D4-6A
Gainesville, FL 32610
PH: 352-273-5787
Fax: 352-392-3070

From: Sposetti,Venita J
Sent: Friday, August 09, 2013 10:01 AM
To: Robinson,Boyd E
Cc: Sweitzer,Jean M; Childs,Gail Schneider; Abare,Censeri P; Kostewicz,Stephen H
Subject: FW: Exhibit A and LDAP addendum

I am forwarding this on to you for review and signature. We have the option of LDAP security process which we do not want to do for this initial pilot year. I am including it so that you are aware we will need to do this going forward after this year.

From: Childs,Gail Schneider
Sent: Tuesday, August 06, 2013 4:12 PM
To: Sposetti,Venita J
Cc: Kostewicz,Stephen H
Subject: FW: Exhibit A and LDAP addendum

Nini,
Attached is the revised documentation from Examsoft and placed it on our OOE G drive folder. Can you and Boyd review these on Friday for final approval?
I will also cc Steve about the authentication security process without LDAP until we migrate other classes next year.
Gail

From: Corbin Neilson [<mailto:cneilson@examsoft.com>]
Sent: Tuesday, August 06, 2013 3:51 PM
To: Childs,Gail Schneider
Subject: RE: Exhibit A and LDAP addendum

Dr. Childs,

For your LDAP inquiry: Normally clients would import a list of users and passwords into our system. When they attempt to login to ExamSoft, we would authenticate that user against our database. With this integration, clients import usernames, but not passwords into our system. Authentication is done against your LDAP system. You will manage the passwords on your end, they won't be stored in our system. The students can't make two profiles, because you are the ones that make their profiles for them, they have no control over this. I've attached two documents that should be helpful to illustrate the process.

Exhibit A changes:

- The name and address change has been made to Dean Robinson
- The estimated enrollment is of the entire COD, it has no bearing on this agreement
- The bimodal statement was referring to the last column in the table under Section III, which contained labels "not applicable," but it is now removed
- The term dates placed in the table under Section III were ones we discussed so that you weren't restricted from beginning training nor charged extra to begin right away, but were also inline with next year's final exams. I'm sorry I forgot to clarify this in my email
- I have included the Exhibit A attached to this email and an additional one that has the requested start dates indicated in your revised version

I also apologize for not clarifying that the Master Agreement is one that is used for the whole University of Florida system and the Exhibit As are used for individual programs/colleges/departments to outline their term dates, prices, and minimum number of users. This drastically reduces the amount of legal paperwork that must be done, which is usually by the same person or department at a University. So you are able to use the Master Agreement I sent when seeking approval.

Thanks for getting back to me! Let me know if you have any questions and you too are welcome to call me. My phone will forward to my cell if I'm not close by.

Regards,
Corbin

Corbin Neilson

Regional Sales Director

ExamSoft Worldwide, Inc.

6400 Congress Ave Suite 1050

Boca Raton, FL 33487

direct: (866) 429-8889 x 128

email: cneilson@examsoft.com

From: Childs,Gail Schneider [mailto:GCHILDS@dental.ufl.edu]
Sent: Tuesday, August 06, 2013 2:47 PM
To: Corbin Neilson
Subject: RE: Exhibit A and LDAP addendum

Hi Corbin,

I had a meeting on Friday with Dr. Sposetti and we went through the documents. I have made some corrections, date changes and notes on the attached pdf's. Dean Boyd Robinson has to be named on license contracts and this is reflected. Christina Haskins and I will be the main persons of contact with UFCD. We also discussed waiting until next year to do the LDAP authentication but I have our IT person reviewing the LDAP addendum. If we proceed in having students set up their own username and password how do we manage this process? In other words how do we prevent students from setting up more than one account and how do we manage if they forget their username or password. Please feel free to contact me on my cell if you have any other questions or suggestions.
352-377-7419

Gail

From: Corbin Neilson [mailto:cneilson@examsoft.com]
Sent: Tuesday, August 06, 2013 11:05 AM
To: Childs,Gail Schneider
Subject: RE: Exhibit A and LDAP addendum

Good Morning, Dr. Childs:

I wanted to thank you again for taking the initiative to evaluate ExamSoft and navigate through the security process with us and COP. Were you able to review the documents yet? I wanted to make sure you have all your questions answered about training and your Account Manager. When you give the go ahead, I'll submit the request for your database account to be built and coordinate the recorded trainings to be made available to you.

Please email or call with any questions,
Corbin

Corbin Neilson

Regional Sales Director

ExamSoft Worldwide, Inc.

6400 Congress Ave Suite 1050

Boca Raton, FL 33487

direct: (866) 429-8889 x 128

email: cneilson@examsoft.com

From: Childs,Gail Schneider [mailto:GCHILDS@dental.ufl.edu]
Sent: Monday, July 29, 2013 7:13 PM
To: Corbin Neilson
Subject: RE: Exhibit A and LDAP addendum

Corbin,
Thank you. I'll review these documents with Dr. Sposetti tomorrow and let you know if I have any further questions.
Gail

From: Corbin Neilson [mailto:cneilson@examsoft.com]
Sent: Monday, July 29, 2013 6:49 PM
To: Childs,Gail Schneider
Subject: RE: Exhibit A and LDAP addendum

Dr. Childs, please see the title change for the Exhibit A document. The previous one was titled COP instead of COD.

Corbin Neilson
Regional Sales Director
ExamSoft Worldwide, Inc.
6400 Congress Ave Suite 1050
Boca Raton, FL 33487

direct: (866) 429-8889 x 128
email: cneilson@examsoft.com

From: Corbin Neilson [mailto:cneilson@examsoft.com]
Sent: Monday, July 29, 2013 5:34 PM
To: 'Childs,Gail Schneider'
Subject: Exhibit A and LDAP addendum

Dr. Childs,

Thank you again for considering adoption of ExamSoft as your computer-based testing vendor. On behalf of ExamSoft, I wanted to share with you that we are all very excited about working with you and your colleagues over the months to assist you in advancing your assessment objectives and improve your student learning outcomes.

As promised, attached please find an ExamSoft License Agreement's associated Exhibit A and LDAP addendum. We will require the LDAP settings so we can begin the LDAP integration. In addition, I've attached the executed Master Agreement. Once approved, please ask that they return it as follows:

- 1) **Print** a copy of each document
- 2) **Sign** the document
- 3) **Scan & email** to cneilson@examsoft.com or **Fax** a copy to **(866) 213-9270**

Upon receipt of the signed agreement, your institution will be established as a client on our website which will be accessible through your Custom Home Page URL. We will introduce you to your Account Manager and immediately begin aligning you with training sessions. Upon receipt of the agreements, one executed copy of the Agreement will be returned to you. Of course should you have any questions, please never hesitate to contact me.

Best Regards,
Corbin

Corbin Neilson

Regional Sales Director

ExamSoft Worldwide, Inc.

6400 Congress Ave Suite 1050

Boca Raton, FL 33487

direct: (866) 429-8889 x 128

email: cneilson@examsoft.com

Learning Outcomes	Bloom's Taxonomy	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation
	Course Learning Outcomes	<input type="checkbox"/> <input type="checkbox"/>
	Board Exam Content Area	<input type="checkbox"/> <input type="checkbox"/>
	Accreditation Competencies	<input type="checkbox"/> <input type="checkbox"/>
Functional	Educational Method	<input type="checkbox"/> Case Study <input type="checkbox"/> Clicker Lecture <input type="checkbox"/> Laboratory <input type="checkbox"/> Lecture <input type="checkbox"/> Patient Presentation <input type="checkbox"/> Self-study <input type="checkbox"/> Tutorial <input type="checkbox"/> Web Module <input type="checkbox"/> Just in Time Teaching (JITT) <input type="checkbox"/> Problem Based Learning (PBL) <input type="checkbox"/> Patient Oriented Problem Solving (POPS) <input type="checkbox"/> Simulation <input type="checkbox"/> Team Based Learning (TBL) <input type="checkbox"/> Standardized Patient
	Findings/Results	<input type="checkbox"/> Low Difficulty Index <input type="checkbox"/> High Difficulty Index <input type="checkbox"/> Low Point Biserial
	Actions/Decisions	<input type="checkbox"/> Discard <input type="checkbox"/> Review <input type="checkbox"/> Continue Use <input type="checkbox"/> Review Distractors
	Course	<input type="checkbox"/> <input type="checkbox"/>
	Faculty	<input type="checkbox"/> <input type="checkbox"/>
	Exam	<input type="checkbox"/> <input type="checkbox"/>

Discipline-Based Component

- Endodontics
 - Clinical Diagnosis, Case Selection, Treatment Planning, and Patient Management*
 - Basic Endodontic Treatment Procedures*
 - Procedural Complications*
 - Traumatic Injuries*
 - Adjunctive Endodontic Therapy*
 - Post-Treatment Evaluation*
- Operative Dentistry
 - Dental Caries*
 - Examination, Diagnosis, & Treatment Planning*
 - General Operative Procedures*
 - Preparation of Cavities*
 - Restoration of Prepared Cavities*
- Oral and Maxillofacial Surgery / Pain Control
 - Surgery*
 - Anxiety and Pain Control*
 - Medical Assessment and Emergency Care*
 - Treatment Plan*
 - Diagnosis*
- Oral Diagnosis
 - Oral Pathology*
 - Oral Radiology*
- Orthodontics / Pediatric Dentistry
 - Individual Tooth Pathology*
 - Supporting Tissue Pathology*
 - Dentofacial Variations Behavior Systemic Pathology [10]*
- Patient Management
 - Communication and Interpersonal Skills*
 - Anxiety and Pain Control*
 - Health Behavior Change*
 - Disabled and Medically Compromised*
 - Epidemiology*
 - Prevention of Oral Diseases*
 - Evaluation of Dental Literature*
 - Infection Control*
 - Materials and Equipment Safety*
 - Professional Responsibility/Liability*
- Periodontics
 - Diagnosis*
 - Etiology*
 - Pathogenesis*
 - Treatment Planning*
 - Prognosis*
 - Therapy*
 - Prevention and Maintenance*
- Pharmacology
 - General Principles*
 - Central Nervous System*
 - Autonomic*
 - Cardiovascular*
 - Local Anesthetics*
 - Chemotherapy*
 - Endocrines/Immunosuppressants*
 - Analgesics*
 - Antihistamines and Autocoids*

- Prosthodontics
 - General Considerations*
 - Complete and Removable Partial Denture*
- Prosthodontics
 - Fixed Partial Prosthodontics*

Case-Based Component

- Synopsis of a patient's health and social histories
- Patient dental charting
- Diagnostic radiographs
- Clinical photographs of the patient (when necessary).

Source:

http://www.ada.org/sections/educationAndCareers/pdfs/nbde_02_examinee_guide.pdf