

Department Visits to the Curriculum Committee

Department: Community Dentistry and Behavioral Science

Representatives: Catalanotto- Chair; Course Director for DEN 5013 Foundations of Professionalism

1. Describe where student self-assessment and self-directed learning occurs in your departmental courses. Indicate how you evaluate and use the results of your evaluations to improve your courses?

Semester	Course #	Self-assessment or self-directed learning description	How are they reviewed?	How do you use the results to further enhance student learning?
1	DEN 5013	There is no real self-assessment or self-directed learning. Students are challenged most lectures with an ethical dilemma before most lectures for informal discussion. They also participate in two small group discussions of 4 ethical dilemmas with 1-2 faculty mentors.	Students turn in completed analysis forms which are reviewed in-toto, not individually, for assessment of any lack of comprehension of process.	Key issues are discussed during last formal lecture of the class before final exam.

2. Regarding the UFCD 20 competencies, indicate when they are assessed, which competencies are assessed, how they are assessed, how you evaluate the effectiveness of your methods and how you use that information to improve your courses.

(Examples of methods may include portions of MCQ exams, case-based written examinations, reflection papers, OSCE's, clinical patient care competencies, case presentations, etc.)

Semester	Course #	UFCD Competency#	Method(s) of competency evaluation	When and how are results reviewed?	How do you use the results to further enhance student learning?
1	DEN 5013	<p>Domain I: Professionalism – Apply standards of care in an ethical and medicolegal context to assure appropriate informed consent, risk management, quality assurance and record keeping and delivered within the scope of the dentist's competence in a patient-centered environment that interfaces with diverse patient populations.</p> <p>1.Ethical Standards: Apply ethical standards to professional practice.</p>	<p>During the course, the students are presented with ethical dilemmas before most lectures with informal discussion of process to solve. In addition, students have two small group sessions with faculty and are presented with 4 ethical dilemma which they solve in class. Final exam has 1 novel ethical dilemma which students must solve.</p>	<p>Graded essays are available to the students for review after completion of the course.</p>	<p>Since this is final exam, no sessions for further student learning.</p>

3. Demonstrate alignment of your course objectives with your “certifying” competency assessments.

UFCD Competency#	Semester	Course #	Course Objective	Competency Assessment
<p>1.Ethical Standards Apply ethical standards to professional practice</p>	<p>1</p>	<p>DEN 5013</p>	<p>Students will compare and contrast their own perceptions of professional values with those of experts in the field of professional ethics in health care.</p> <p>Students will identify the professional values patients deem important.</p> <p>Students will define the term "ethics."</p> <p>Students will identify the sources of ethical dilemmas ("where" ethics come from).</p> <p>Students will distinguish between personal ethics, legal responsibilities, and professional ethics.</p> <p>Students will compare how society and organizations implement ethics.</p> <p>Students will understand the basis for health care ethics.</p> <p>Students will identify the mission and values of the profession of dentistry and understand how the ADA determined its</p>	<p>Ethical Decision Making Rubric</p> <p>Final Examination- 25 short answer question and an essay- ethical dilemma</p>

			<p>code of ethics.</p> <p>Students will apply problem solving techniques to case studies, such as one depicting unprofessional behavior among classmates.</p> <p>Student will develop and critique the class code of professional conduct.</p> <p>Students will apply problem solving techniques to case studies, such as those areas depicted in the ADA code of ethics.</p> <p>Students will apply problem-solving techniques to specific dental issues (treating Medicaid patients or other patients with limited funds – pro bono dentistry – should dentists provide services for free or for limited profits?).</p>	

4. Regarding the UFCD 20 competencies that your department certifies, for each competency, report student first time pass rate and end of semester pass rate for Fall 2013,

Semester	UFCD Competency#	%Class pass 1 st Attempt	%Class pass by end of course	%Class pass after remediation	Other
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1	Ethical Standards Apply ethical standards to professional practice	100%	NA	NA	NA

5. Describe how the department uses student learning outcomes to improve the curriculum and student assessment using the Plan-Do-Check-Act (PDCA) cycle.
(The PDCA is referenced from the UFCD Strategic Plan and college's model for outcomes assessment and evaluation.)

Sem	Course #	Student learning outcomes	Action Plan for changes to bring about improvements
NA	DEN 5013	<i>Since there is a 100% first time pass rate, the only process used is to review student comments and evaluation and make modest changes in the course</i>	<i>Best example I can give is that several years ago, students complained that a short answer final did not test their ability to solve an ethical dilemma. I therefore added an ethical dilemma to the final exam. It has worked out extremely well.</i>

6. Report any new or emerging technologies utilized in your curriculum.
(If implemented, how were students and faculty trained in the use of the new technology? If none implemented do you see any in the near future? Please describe.)

Semester	Course #	New or emerging technology	How did you evaluate the effectiveness of this change?	How did you use this evaluation to improve your curriculum?
1	DEN 5013	Do not consider this a new technology but several years ago, introduced Response Clicker technology to assess	Could see that students were engaged in	Continued using this technology

		students responses to some issues raised during class	class activities.	

7. Identify where and how evidence-based dentistry is included in your courses.
(In addition to the ECO teaching methods database report how (activities) support EBD and student use of EBD.)

Semester #	Course #	ECO teaching methods	Summary of Results	Use of Results
1	DEN 5013	EBD is not used in the classical sense of using prior scientific literature. BUT, the role models in the Rule and Bebeau text do provide evidence of how professionals might act. In addition, we bring in 3-4 outside practicing dentists to show students how others solve ethical dilemmas	NA	NA

Department Visits to the Curriculum Committee

Department_____Community Dentistry and Behavioral Science

Representatives_____Catalanotto- Course taught/coordinated by Jaana Gold DEN6001

1. Describe where student self-assessment and self-directed learning occurs in your departmental courses. Indicate how you evaluate and use the results of your evaluations to improve your courses?

Semester	Course #	Self-assessment or self-directed learning description	How are they reviewed?	How do you use the results to further enhance student learning?
3	DEN6001	4 team assignments (6 students per team) and final EBD project and oral presentation	Team assignments reviewed by course director (5% of course grade) final EBD project (25%) and presentation graded using evaluation form, students grade each other	Summative feedback given back to students

2. Regarding the UFCD 20 competencies, indicate when they are assessed, which competencies are assessed, how they are assessed, how you evaluate the effectiveness of your methods and how you use that information to improve your courses.

(Examples of methods may include portions of MCQ exams, case-based written examinations, reflection papers, OSCE's, clinical patient care competencies, case presentations, etc.)

Semester	Course #	UFCD Competency#	Method(s) of competency evaluation	When and how are results reviewed?	How do you use the results to further enhance student learning?
3	DEN6001	II-4	Exam, team assignments,	Course director grades the	Annual review of exams

			final EBD project, oral presentation	assignments and exam	and lecture content, deficiencies in student performance are addressed, feedback given to students

3. Demonstrate alignment of your course objectives with your “certifying” competency assessments.

UFCD Competency#	Semester	Course #	Course Objective	Competency Assessment
II-4	3	DEN6001	<p>Understand the importance of evidence-based decision making in health care.</p> <p>Describe the five steps and skills necessary to perform evidence-based decision making.</p> <p>Identify characteristics of a good research question.</p> <p>Formulate an appropriate clinical question.</p> <p>Identify at least two databases in which primary and secondary research can be found.</p> <p>Effectively use PubMed to find evidence using the key functions of PubMed including MeSH, Boolean Operators, Search History, Limits, and Clinical Queries.</p> <p>Discuss the difference between experimental and non-experimental</p>	<p>Exam</p> <p>Final EBD project</p>

			<p>research.</p> <p>Identify distinguishing characteristics of various research methods: cross-sectional, cohort, case-control, case series, case report and randomized controlled studies.</p> <p>Identify the study design in published dental research articles.</p> <p>Identify the levels of evidence.</p> <p>Identify the type of study most appropriate to answer questions related to therapy/prevention, diagnosis, harm/etiology/causation, and prognosis.</p> <p>Define the critical appraisal process.</p> <p>Identify international guidelines and evaluation tools for critical appraisal process.</p> <p>Identify sources of bias and confounding.</p> <p>Identify and evaluate Web-based health resources.</p> <p>Explain the rationale for establishing Practice Based Research Networks (PBRN).</p> <p>Discuss how a question encountered in daily practice can become a research project.</p>	

4. Regarding the UFCD 20 competencies that your department certifies, for each competency, report student first time pass rate and end of semester pass rate for Spring and Summer 2013,

Semester	UFCD Competency#	%Class pass 1 st Attempt	%Class pass by end of course	%Class pass after remediation	Other
3	II-4	100%	100%		

5. Describe how the department uses student learning outcomes to improve the curriculum and student assessment using the Plan-Do-Check-Act (PDCA) cycle.

(The PDCA is referenced from the UFCD Strategic Plan and college's model for outcomes assessment and evaluation.

Sem	Course #	Student learning outcomes	Action Plan for changes to bring about improvements
3	DEN6001	100% pass rate	

6. Report any new or emerging technologies utilized in your curriculum.

(If implemented, how were students and faculty trained in the use of the new technology? If none implemented do you see any in the near future? Please describe.)

Semester	Course #	New or emerging technology	How did you evaluate the effectiveness of this change?	How did you use this evaluation to improve your curriculum?
NONE				

7. Identify where and how evidence-based dentistry is included in your courses.

(In addition to the ECO teaching methods database report how (activities) support EBD and student use of EBD.)

Semester #	Course #	ECO teaching methods	Summary of Results	Use of Results
3	DEN6001	All the material in the course is EBD related		

UFCD Curriculum Committee Review

Department **Community Dentistry and Behavioral Science**

Representatives **Dr. Frank Catalanotto-Chair; Course Director- Dr. Elizabeth Lense DEN6705L**

1. Describe where student self-assessment and self-directed learning occurs in your departmental courses. Indicate how you evaluate and use the results of your evaluations to improve your courses?

Semester	Course #	Self-assessment or self-directed learning description	How are they reviewed?	How do you use the results to further enhance student learning?
4 and 5	DEN6705L	This is DN2-students' first experience working on patients, as well as on young children, so it requires applying what they have learned in class and lab about sealants as well as behavior management. They are also required to do a reflection paper on their experiences.	Students are being reviewed using a Public Health Rotation (PHR) Evaluation Rubric developed in collaboration with the Curr Comm, as well as the Reflection Paper Rubric being used in other courses.	Results of students' reflection papers and student evaluations will be used to shape the method of evaluation and the types of student experiences that will make up the course.

2. Regarding the UFCD 20 competencies, indicate when they are assessed, which competencies are assessed, how they are assessed, how you evaluate the effectiveness of your methods and how you use that information to improve your courses.

(Examples of methods may include portions of MCQ exams, case-based written examinations, reflection papers, OSCE's, clinical patient care competencies, case presentations, etc.)

Semester	Course #	UFCD Competency#	Method(s) of competency evaluation	When and how are results reviewed?	How do you use the results to further enhance student learning?
4,5	DEN6705L	2-15			
		Patient-centered approaches for promoting, improving and maintaining oral health;	Use of PHR Evaluation Rubric and student reflection papers	Results will be reviewed at the end of Sem 5 by 2-3 CDBS profs	Results will be used to refine and adjust course activities
		2-16			
		Graduates must be competent in managing a diverse population and have skills to function in a multicultural environment	Students are viewing firsthand disparities in oral health and addressing the needs of underserved populations by providing care to low-income, minority mothers and children in WIC and the sealant program. This is evaluated by student reflection papers on their experiences, as well as the PHR rubric.	Results will be reviewed at the end of Sem 5 by 2-3 CDBS profs	Results will be used to refine and adjust course activities

3. Demonstrate alignment of your course objectives with your “certifying” competency assessments.

UFCD Competency#	Semester	Course #	Course Objective	Competency Assessment
Dom II- Communication, Pt Mgmt, Community Involvement			3. Apply sealants in a school-based dental sealant program. 4. Provide fluoride varnish and oral health education to patients.	PHR Rubric
Dom III- Exam, Dx, Tx Planning			1. Conduct professional oral health surveillance screenings. 2. Collect and submit surveillance data	PHR Rubric

4. Regarding the UFCD 20 competencies that your department certifies, for each competency, report student first time pass rate and end of semester pass rate for Spring and Summer 2013,

Semester	UFCD Competency#	%Class pass 1 st Attempt	%Class pass by end of course	%Class pass after remediation	Other
DEN6705L	N/A- 1 st time course is being offered				

5. Describe how the department uses student learning outcomes to improve the curriculum and student assessment using the Plan-Do-Check-Act (PDCA) cycle.

(The PDCA is referenced from the UFCD Strategic Plan and college's model for outcomes assessment and evaluation.

Sem	Course #	Student learning outcomes	Action Plan for changes to bring about improvements
	N/A	No student outcomes yet	

6. Report any new or emerging technologies utilized in your curriculum.
 (If implemented, how were students and faculty trained in the use of the new technology? If none implemented do you see any in the near future? Please describe.)

Semester	Course #	New or emerging technology	How did you evaluate the effectiveness of this change?	How did you use this evaluation to improve your curriculum?
n/a				

7. Identify where and how evidence-based dentistry is included in your courses.
 (In addition to the ECO teaching methods database report how (activities) support EBD and student use of EBD.)

Semester #	Course #	ECO teaching methods	Summary of Results	Use of Results
4,5	DEN6705L	Students are deciding when application of sealants is advisable based on evidence cited in JADA and JDR in 2008 and 2009 on applying sealants to early, non-cavitated lesions	No results yet	

Department Visits to the Curriculum Committee

Department Oral and Maxillofacial Surgery

Representatives Dr. Matthew Dennis

1. Describe where student self-assessment and self-directed learning occurs in your departmental courses. Indicate how you evaluate and use the results of your evaluations to improve your courses?

Semester	Course #	Self-assessment or self-directed learning description	How are they reviewed?	How do you use the results to further enhance student learning?
6-8 And 9-11	7805L And 8809L	<p>Students are expected to familiarize themselves with procedures and background medical conditions prior to arrival in the SOS clinic or case presentation. Didactic courses 6440, 7441 and 7442 provide foundation knowledge.</p> <p>Students present their patients to the faculty/ staff, and are responsible for researching any medical conditions and medications and reporting back to the faculty or staff.</p> <p>At the conclusion of OS procedures students discuss their level of performance and patient difficulty with the faculty. Although not formal, faculty pose questions to the students in a variety of clinical situations.</p>	Faculty discuss student preparation and performance throughout the courses and assign grades at course completion.	<i>Faculty have identified the need for student application of foundation knowledge beyond lecture and prior to the first clinical rotation. One faculty member from the department has now received training in PBL and is now participating in small group case-based development and implementation to increase student critical thinking skills prior to the clinical SOS rotations.</i>

2. Regarding the UFCD 20 competencies, indicate when they are assessed, which competencies are assessed, how they are assessed, how you evaluate the effectiveness of your methods and how you use that information to improve your courses.

(Examples of methods may include portions of MCQ exams, case-based written examinations, reflection papers, OSCE's, clinical patient care competencies, case presentations, etc.)

Semester	Course #	UFCD Competency#	Method(s) of competency evaluation	When and how are results reviewed?	How do you use the results to further enhance student learning?
6-8	7805L	7.Patient	Competencies for	Faculty use the	<i>Faculty review</i>

And 9-11	And 8809L	Management 9.Examination of the 10.Diagnosis 12.Emergency Treatment 16. Manage conditions requiring surgical procedures of the hard and soft tissues, and to employ appropriate pharmacological agents to support the treatment and to manage the patient's anxiety and pain.	oral surgery begin with directing the student to read the components of the competencies, which is posted on the clinic wall, so they will know what is expected. Students are assessed based on whether they performed the expected behaviors involved in patient assessment and management, ie history taking, medications, understanding of cultural/psychosocial issues, basic medical risk assessment, anesthesia, surgical treatment, post op care and instructions, and pain control/prescription writing.	criteria in the syllabus to certify completion of these skills to judge satisfactory completing for an entry level provider without faculty assistance.	<i>student competency outcomes to refine or modify grading criteria.</i> <i>Faculty in the SOS clinic use a socratic method of student interaction and this process lends itself to cross faculty calibration.</i>

3. Demonstrate alignment of your course objectives with your “certifying” competency assessments.

UFCD Competency#	Semester	Course #	Course Objective	Competency Assessment
1.Ethical Standards Apply ethical standards to professional practice	EX: 1	DEN XXXX	Students will apply problem solving techniques to case studies, such as those areas depicted in the ADA code of ethics	Ethical Decision Making Rubric
7.Patient Management 9.Examination of the 10.Diagnosis 12.Emergency Treatment 16. Manage conditions	6-8	7805L	<i>Dx and Tx of pain, local anesthesia, asepsis, postoperative instructions, management of complications, suturing</i>	<i>Each student will be required to perform 3 specific procedures as graded competencies. These competencies represent 30 percent of the student's</i>

requiring surgical procedures of the hard and soft tissues, and to employ appropriate pharmacological agents to support the treatment and to manage the patient's anxiety and pain.				<p><i>grade. Students must obtain a grade of "4" in order to receive credit for the clinical competency. If the student receives a "0", "1", "2" or "3", they will not receive credit for the competency or the clinical procedure and will be required to repeat it at a later date.</i></p> <p><i>Rotation competencies:</i></p> <p><i>1 maxillary simple tooth extraction</i></p> <p><i>1 mandibular simple tooth extraction</i></p> <p><i>1 Treatment of a Dental Emergency</i></p>
Same as above	9-11	8809L	<p><i>management of patient medical issues, preparation for treating medical emergencies, complications, management of dental infection</i></p>	<p><i>Grading criteria are same as above</i></p> <p><i>Rotation Competencies:</i></p> <p><i>1 Surgical extraction of an tooth with a flap</i></p> <p><i>1 Alveoloplasty, maxillary or mandibular tori removal, removal of buccal exostosis, or tuberosity reduction (Alveoloplasty in conjunction with 2 or more teeth or of an edentulous ridge)</i></p>

4. Regarding the UFCO 20 competencies that your department certifies, for each competency, report student first time pass rate and end of semester pass rate for Spring and Summer 2013,

Semester	UFCD Competency #	%Class pass 1 st Attempt	%Class pass by end of course	%Class pass after remediation	Other
6-8	7,9,10,12,16	<i>Class of 2014-100% Class of 2015- TBD</i>			
9-11	7,9,10,12,16	<i>Class of 2014-2 failures Class of 2015- TBD</i>	TBD		

5. Describe how the department uses student learning outcomes to improve the curriculum and student assessment using the Plan-Do-Check-Act (PDCA) cycle.

(The PDCA is referenced from the UFCD Strategic Plan and college's model for outcomes assessment and evaluation.

Sem	Course #	Student learning outcomes	Action Plan for changes to bring about improvements
EX: 3	DEN XXXX	<i>20% of students did not pass the final psychomotor examination.</i>	<i>Students that did not pass the course will remediate. At the next course offering the sim lab will have a 10:1 student to faculty ratio; student will self-check their work against ideal pre-prepared teeth.</i>
5	DEN 6416	<i>Confirmation of 100% student pass rate on Basic Science Review Course</i>	<i>For the past six years student have had 100% pass rate on this course and NBDE Part I therefore no changes suggested at this time. The Curriculum Committee has a revision workgroup in process for the transition to the combined NDBE.</i>
	DEN 6440	<i>Confirmation of 100% student pass rate in Intro to OMFS, Part I</i>	<i>For the past six years student have had 100% pass rate on this course. Director reviews grade distribution and testing performance issues to adjust future emphasis. Faculty evaluations are reviewed and have been positive to date, therefore no substantial changes have been made because of this.</i>
	DEN 6250	<i>Confirmation of 100% student pass rate</i>	<i>For the past six years student have had 100% pass rate on this course. Director reviews grade distribution and testing performance issues to adjust future emphasis.</i>
7	DEN 7441	<i>Confirmation of 100% student pass rate in Intro to OMFS, Part II</i>	<i>For the past six years student have had 100% pass rate on this course. Director reviews grade distribution and testing performance issues to adjust future emphasis. Faculty evaluations are reviewed and have been positive to date, therefore no substantial changes have been made because of this.</i>
8	DEN 7442	<i>Confirmation of 100%</i>	<i>For the past six years student have had 100% pass</i>

		<i>student pass rate in Overview of Advanced Oral and Maxillofacial Surgery</i>	rate on this course. Director reviews grade distribution and testing performance issues to adjust future emphasis.
6-8	DEN 7805L	<i>Confirmation of 100% student pass rate in 1 maxillary simple tooth extraction 1 mandibular simple tooth extraction 1 Treatment of a Dental Emergency</i>	For the past six years student have had 100% pass rate on these competencies by the end of the course. Director reviews senior exit interviews. Senior exit interviews have been positive to date, therefore no changes have been made.
9-11	DEN 8809L	<i>Confirmation of 100% student pass rate in 1 Surgical extraction of an tooth with a flap 1 Alveoplasty, maxillary or mandibular tori removal, removal of buccal exostosis,</i>	For the past six years student have had 100% pass rate on these competencies by the end of the course. Director reviews senior exit interviews. Senior exit interviews have been positive to date, therefore no changes have been made.

6. Report any new or emerging technologies utilized in your curriculum.

(If implemented, how were students and faculty trained in the use of the new technology? If none implemented do you see any in the near future? Please describe.)

Semester	Course #	New or emerging technology	How did you evaluate the effectiveness of this change?	How did you use this evaluation to improve your curriculum?
<i>6-8 And 9-11</i>	<i>7805L And 8809L</i>	<i>Instruction and use of a computerized anesthesia delivery system available for students based on patient need. Clinical Pharmacology databases</i>	<i>Faculty training and patient response Students informed responses to discussing clinical objectives and patient care</i>	<i>Student use and patient response. Periodically evaluate other database resources.</i>

7. Identify where and how evidence-based dentistry is included in your courses.

(In addition to the ECO teaching methods database report how (activities) support EBD and student use of EBD.)

Semester #	Course #	ECO teaching methods	Summary of Results	Use of Results
<i>6-8 And</i>	<i>7805L And</i>	<i>CT 5-Students under faculty direction reason aloud about</i>	<i>In the clinical courses, students are</i>	<i>Literature is updated to</i>

<p>9-11</p>	<p>8809L</p>	<p><i>patient care, such as case analysis that may consider critical appraisal of scientific evidence supporting clinical applications as well as patient factors.</i> <i>EB 5-The communication of scientific, professional or lay literature to patients in relation to their care.</i></p>	<p>encouraged to utilize resources from the health sciences library (medical databases, pharmaceutical databases, available medical texts and journals) to identify clinically relevant issues in their assigned patients. Due to the complexity of our patient population, these resources are utilized frequently during an average day, and students routinely access them. A small library of published review papers is kept in the clinic and frequently referenced, as well as multiple reference texts and databases. In the didactic courses, reading assignments are given of peer reviewed published articles, and material from these is included in the assessments.</p>	<p><i>support the patient care in the clinic.</i></p>

APPLICATION INSTRUCTIONS FOR UFCD RESEARCH TRACK

PROGRAM OVERVIEW

The Research Track is a mechanism to integrate an intensive research experience into the dental curriculum. **It is important to note that dental students do not have to apply to the Research Track Program to perform research while in dental school.** The Research Track Program will consist of 2 components: an elective seminar course and a mentored research experience. The Research Track Program requires dental students to commit on average 4 to 6 hours per week to the research program. The specific activities and their timing will be agreed upon by the student and their mentor, and thus the research experience will be customized for each student.

To ensure that an intensive research experience will be gained by the student, the student-mentor team must complete an application for the Research Track Program. The UFCD Research Committee will review the application and make a recommendation to the Associate Dean for Research, who will make the final decision as to the suitability of the project for the program. To ensure a continuous productive experience, six month written progress reports will also be submitted to the UFCD Research Committee by the student-mentor team.

Students who complete the Research Track will be eligible for the Excellence in Research Award. **Students who do not participate in the Research Track Program are also eligible for this award.**

ELIGIBILITY

Entry into the program requires a defined student-mentor team. Students who wish to enroll in the program but are not already paired with a mentor should contact the Associate Dean for Research for additional information. The student-mentor team must work together to develop a research plan for the application for the Research Track Program which will be reviewed by the UFCD Research Committee and Associated Dean for Research. The Research Committee of the College of Dentistry will review all applications within the two-week period following each submission. Major factors considered in the evaluation of an application include:

- the research plan's clarity, significance and originality
- feasibility of the research plan, based on the experimental design and efforts indicated
- qualifications of the mentor and the student

MENTORSHIP

Mentors must be full-time tenure-accruing faculty of the UFCD with a clear track record of productivity, consistent external funding, and student mentorship. In addition, mentors must be able to demonstrate financial support for the proposed project.

APPLICATION FORMAT:

Applicants must submit the entire package as **one** PDF file via email to Denise Webb in the UFCD [Office of Research](#) (dwebb@dental.ufl.edu). **Applications not conforming to the format instructions will be returned without review.**

Applicants must observe the font and page format limitations as well as PDF guidelines below.

- Arial font, black color, 11 point font size, single space
- 1/2 inch margins
- No header, but with consecutive page numbers in the center of footer.
- No fillable fields in any included documents.
- Print text documents to PDF. Do not scan documents to PDF.
- Disable all security features in the PDF document
- When naming your PDF file, do not use special characters or spaces in the file names.

APPLICATION CONTENTS:

Applications must be prepared according to the following application template. **Applications that do not conform to these instructions will be returned to the applicant without review.**

A. Student's Information (2 Pages Maximum)

Student must provide either a Curriculum Vitae or Resume which includes a personal statement (no more than ½ page) describing current and/or past research experiences, what is to be accomplished by joining the Research Track Program, and long term career goals.

B. Mentor's Information (4 Pages Maximum)

Mentor's must provide an NIH Biosketch which includes active, pending and past extramural and intramural support. Please indicate which sources of funding support the proposed project. In addition a list of prior and current trainees must be included.

C. Research Plan (5 Pages Maximum)

- 1) Specific Aims
- 2) Background and Significance
- 3) Preliminary Studies
- 4) Research Design and Methods
- 5) Timetable for completion of each component of the project

Graphs, diagrams, tables, charts and photographs must be in the body of the application. No appendix material may be submitted.

PROGRESS REPORT CONTENTS:

A. Introduction. A short summary of the project rationale and design should be provided.

B. Method and Results. A summary of methods performed and results obtained thus far.

C. Conclusions. A summary of conclusions made based on results obtained thus far.

D. Previous six month accomplishments. This can be provided in bullet point format

E. Next six months goals. This can be provided in bullet point format

REQUIREMENTS FOR COMPLETION OF THE PROGRAM:

A. Completion of the seminar elective course entitled "Discussion of Research Interests."

The seminar elective course will be offered annually for 1 credit. The course will meet for once a month for 10 class periods each year.

B. Membership and participation in the Florida Chapter of the AADR Student Research Group.

Dues for these organizations will be paid by the UFCD for members of the program.

C. Continuous involvement in a mentored research experience (minimum of two consecutive years).

Six month written progress reports must be submitted to the UFCD Research Committee by the student-mentor team. This report is designed to: 1) ensure that the goals defined at the initiation of the project or previous report were met, or if not, that an appropriate explanation and alternative goals are provided; and 2) establish new goals for the next six-month period. **This evaluation is done to ensure a productive experience for the student and the mentor.**

D. Certification by the primary mentor that the student has completed a research project.

Evaluative criteria may include (only one of the following is necessary):

- A Final Report in the format of the aforementioned Progress Report
- Publication of abstract(s) and/or manuscript(s)
- Application for Excellence in Research (highly encouraged)

Class of 2014
Comparison of Student Benchtop Outcomes
on Mock Board and Florida Board Exam

DEN 8960L: Clinical Examination 2 (Mock Board Examination) Part I
October 2013

Endodontics

Total of 48 failures.

- 2 students failed #8 only.
- 40 students failed #14 only. *See note below
- 5 students failed both #8 and #14.
- 2 students who have a "0" for access on anterior started on the wrong teeth and were allowed to remediate during the mock board session. They successfully remediated #8, but have a fail grade for #14.

*Administrative Note: This was the first year we used the Accidental model and the primary issue was the access opening on tooth #14. Many of our students failed the mock board and this was not a problem previously with the other model for the access prep. The Accidental molar is much more constricted at the cervical portion than the previous model which resulted in the student's poor performance on the mock board.

Endodontics allowed the students to **retake** the exam after a one on one practice session. Only students who fail again would need to remediate.

All students remediated by December 12, 2013

Prosthodontics

Total of 25 failures

- 11 students have failed all preparations
- 6 students have failed the anterior crown preparation (# 9)
- 8 students have failed the bridge preparation (#3 to #5)

DEN 8960 -Clinical Exam II	# Students	Passed	Failed	Passed 1 st Remediation	Yet to complete	Passed 2 nd Remediation
2009	82	N/A	N/A	N/A		
2010	81	52	29	N/A		
2011	81	60	21	18		3
2012	84	25	59	49		10
2013	80	71	9	7	1	1
2014	81	56	25	16	9	

North East Regional Board of Dental Examiners
December 2013

Overall: 13 Students had failures (4 failed both Endo and Pros sections)

Endodontics

Total of 9 failures
5 had endo failures only

Prosthodontics

Total of 8 failures
4 has pros failures only