

**Department Visits to the Curriculum Committee
COM courses in the basic sciences curriculum**

Representative: David Culp

The answers below pertain to seven courses: DEN5100 Gross Anatomy, semester 1

DEN5120 Physiology, semester 2

DEN5121 Biochemical, Molecular and Cellular Biology, semester 1

DEN5126 Histology, semester 2

DEN6350 General Pathology, semester 3

DEN6262 Pharmacology, semester 5

DEN6416 Basic Sciences Review, semester 5

These courses are designed to provide students with a foundation of knowledge in the basic sciences during the early phase of the dental curriculum as predicated by the current system of two-tiered NBD examinations.

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

Student self-assessment and self-directed learning: Students assess themselves based upon results from exams and quizzes. Self-directed learning is primarily by students reviewing lectures, completing any assigned readings. If a student remains unsure of their grasp of the material they can pursue other self-directed methods including; meeting with the instructor, researching the material through textbooks and on-line resources available through the library or available on the internet. Students also have the opportunity to work together in groups outside of classes.

Methods to evaluate and improve courses: Individual faculty members are evaluated by students through the University's on-line evaluation system. These evaluations are recorded and submitted by faculty in their yearly "Tool Kit" reports. In addition, the course director receives a course evaluation from students through a University on-line system. Both evaluations are used in determining potential changes to the delivery of course content or student assessment by individual faculty members. At regular intervals each course undergoes review (i.e., debriefing) during a meeting of faculty, student representatives, the Office of Education, associated department Chairs and the Basic Sciences Coordinator. These sessions are used to discuss any issues students may have regarding the course material (e.g., redundant, too complex), the frequency and spacing of scheduled classes or exams, presentations by instructors and the fairness and difficulty of exams. These reviews are by-far the most effective in initiating changes in these courses.

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

These courses are foundational to clinical practice and teach to the UFCD competencies indicated below, but do not certify these competencies, as they are certified later in the clinical curriculum. The courses rely exclusively on written examinations.

Domain II: Health Promotion and Maintenance - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.

4: Critical Thinking: Apply scientific principles and clinical expertise to critically evaluate literature when making decisions in the diagnosis and treatment of patients.

5: Assessment of Treatment Outcomes: Analyze the outcomes of patient care and previous treatment to improve oral health through application of best practices.

Domain III: Health Assessment - Recognize systemic diseases, substance and patient abuse and evaluate the patient's medical and oral condition and plan treatment needs.

9: Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medications, chief complaint(s), biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions accordingly.

10: Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the patient history and interview, the clinical and radiographic examinations, and other diagnostic tests to accurately assess.

11: Treatment Planning: Develop properly sequenced alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient's medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.

12: Emergency Treatment: Prevent, recognize and manage dental and medical emergencies in the office.

Domain IV: Health Rehabilitation – Perform procedures that manage oral diseases and restore the patient to optimal oral health.

20: Manage oral mucosal and osseous diseases or disorders, including oral cancer.

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

These courses teach to the competencies indicated below, but do not certify these competencies.

4. Report student first time pass rate and end of semester pass rate for Spring and Summer 2013,

All courses have a 100% pass rate on the first attempt.

5. How are student learning outcomes used to improve the curriculum and student assessment using the Plan-Do-Check-Act (PDCA) cycle.

The Office of Education schedules mid semester academic reviews with first and second year course directors to evaluate student learning outcomes. Tutors are offered to students that are marginally or not passing the course. Additionally, The Office of Education also works with Course Directors when an exam item analysis identifies a need for consultation.

6. Report any new or emerging technologies utilized.

DEN 5100, Gross Anatomy uses the automated response system (Turning Point) to implement quizzes. Students utilize web-based digital images in DEN 5126, Histology. Because these courses are taught almost exclusively by COM faculty members, it is difficult to anticipate the future, especially given the impending transition to a single Board exam and possible revisions to the curriculum. A lot will be dependent upon further cooperation of the COM to adapt to curriculum changes and to any new technologies or teaching methods the curriculum committee wishes to impose.

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

These courses provide students with foundation knowledge in biochemistry, cell biology, anatomy, physiology, pathology and pharmacology. Students will ultimately use this knowledge to more effectively research and understand the scientific literature in development of treatment plans to solve clinical dilemmas related to the oral and systemic presentation of the patient. Faculty make every effort to add relevant clinical examples to their lectures when appropriate.

University of Florida College of Dentistry
Course Debriefing Summary
DEN 8303, Advanced Radiologic Interpretation

January 16, 2014

Present: S. Nedrud, R. Kalra, T. Hensley, H. Freymiller, S. Patel, M. Nair, N. Sposetti, R. Katkar, G. Childs

Review of course evaluation: 7 respondents – Mean range 3.9-4.3, overall score = 3.9

Syllabus:

No recommendations. Students understood all expectations in the course.

Course content:

Students felt the course was very comprehensive.

Course materials:

- Students liked the Documents folder set up. Each folder included objectives, reading assignment, handout(s) and the Mediasite link .
- Some students preferred the Mediasite video recordings and others preferred the Camtasia video recordings.

Teaching Methods:

- Students liked that the course was online. It made it easier for students to review videos while on rotations and to set their own pace and go back and review as needed.
- Suggestion to go over more cases step by step in the lectures and used Dr. Katkur's example as a best practice.
- Students felt comfortable with the communication with faculty especially since Outlook was used. It made certain all the dental.ufl.edu accounts were contacted.

Evaluation:

- Students felt the quizzes should be due at different times instead of one
- Students would have preferred higher quality images on the final, however, it replicated the National Board images which were of the same quality and could not be manipulated
- Students felt the overall grading of the course was fair
- Students like the pacing between assignments and exams

Summary of Course Recommendations:

- Re-sequence course before Advanced Differential Diagnosis
- The laser pointer and mouse were difficult to see in the lectures. If this could be enlarged it would help with students watching the lecture videos.
- Provide more examples of boney window verses soft-tissue window and of lesions from different angles.
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Summary of IT and Instructional Support Recommendations:

- These 4DN students reported that increased security via VPN access set up and checking they understand UF Copyright rules for every document download) now poses too many hurdles so they use ECO much less frequently than prior to VPN. The question was raised why ECO was under more security levels than E-learning.

- ECO email is currently authenticated with MyUFL. Many students email accounts are not updated to the dental accounts although some have them forwarded to the Outlook account. The send has no way of knowing if the communication is being received but can opt to have the communication posted to the announcement section of ECO. Explore methods of how ECO emails could be updated.