



UP!

2014 Spring Faculty Retreat

Monday, April 28
8:30am to 4:30pm
Best Western Gateway Grande

Agenda *(updated 4/21)*

8:30 to 9 am	Buffet Breakfast & Welcoming Remarks Boyd Robinson, D.D.S., M.Ed. Interim Dean	Springhills Ballroom West
9 to 9:30 am	Cultural Competence & Diversity Patty Probert	
9:30 to 10:20 am	Accreditation Rountables Group activity includes discussion on the standards and a review of strengths and opportunities or each and goals of their committee, followed by time for a Q & A session	Springhills Ballroom West
10:20 am to noon	Breakout Sessions to Report Discussion Summaries	Springhills Ballroom West
Noon to 1:45 pm	Lunch & Seminar: Change Jodi Gentry, UF Human Resources -- Reviewing the change cycle that illustrates our normal reaction to change -- Discussing the role of resistance while experiencing change -- Identifying steps for moving through the change cycle as effectively as possible	Springhills Ballroom West
1:45 to 5 pm	Curriculum Changes Office of Education and Curriculum Committee members -- includes general discussions and breakout sessions	Springhills Ballroom West
5 to 5:30 pm	Reception	Poolside

Important Points

- If you're planning to attend, please [RSVP via the college's online system here](#).
- All attendees will receive **1.5 hours of CE credit**.
- Don't know how to get to Best Western Gateway Grande? [Click here](#).
- For more information, contact Sheila Altizer at 273-5800 or saltizer@dental.ufl.edu

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

April 8, 2014

Present: K. Losin, R. Killam, K. Brusoski, K. Schey, R. Lombardo, S. McAninley, A. Meyers, G. Childs, Drs. Fernandez, Echeto, Sposetti, Shen, Behar-Horenstein

Debriefing Purpose: Low course evaluation

Course Evaluation: 49 responses, Overall course evaluation 2.6 on a 5 point scale.

Syllabus

- The students felt the syllabus evaluation section needed clarification. This section was changed mid-course and then updated to reflect the original syllabus language which created some confusion. Students also pointed out the statement –“ a student cannot fail a psychomotor based on the provisional restoration”-which was not consistent with the psychomotor grading.

Course Content

- Lectures were too long and sometimes redundant after students completed the first or second preparations. Dr. Fernandez suggested giving a short version in class and a longer (step-by-step) version online for students to review.
- Biomaterials lectures were long and difficult to grasp the concepts even with pre-reading the text. The PowerPoint presentations needed more descriptive text and labeling to be useful as study references. Clarifying provided charts would be helpful. Dr. Shen posts questions in red text for student discovery beyond class yet students have a hard time finding the answers and have no clinical experience. Students felt a clinical biomaterial discussion time in class would be helpful.
- Students supported Dr. Fernandez’s suggestion of developing a chart comparing metal, ceramic and PFM restorations which could be a student assignment.

Course Materials/Textbook

- Students in general felt the videos were helpful because of the detail for each step of the procedure.

Laboratory

- Students appreciated having a physical matrix so that they could objectively check for clearance.
- Explain in detail the expectations for equilibration of the dentoform.
- Sim lab sessions felt rushed due to the length of lectures and amount of exercises; however the students appreciated the practice.
- Able to work ahead and spend more time on things that needed to be worked on. They appreciated the “complete as you go, work at your own pace” learning environment.
- Students felt the instructor should review good examples of the preps with the class before a psychomotor similar to Dr. Kerdani in Pros II.

- Students said the definition of an undercut and occlusion concepts were different from pros I to Pros II. Students a felt it would be beneficial to provide more foundation information.
- This request was added upon the emailed review of this debriefing summary. Students would prefer that faculty use English when providing instruction around the lab stations as they collect tips when instruction is provided to students near their areas.

Evaluation

- Students felt their lower performance on the final exam was due to fatigue as this was their last final.
- One student commented that the 4 answer true/false were challenging questions.
- Clinical application questions, as opposed to strictly physical property questions would be helpful for student learning and student assessment.
- Students are not clear on what is a “critical error”.
- A suggested grade weighting with an added mid-term would be: 15% quizzes, 10% midterm, 30% psychomotors, 10% final and 35% labs.

Summary of Course Recommendations

- Set the student expectations for preclinical labs and psychomotor exams at the first class or enrollment conference. Have sim lab faculty proctors rotating throughout the sim lab during psychomotor exams.
- It was suggested class time be used to discuss dental biomaterials and clinical decision making. The Department may consider TBL to accomplish this.
- Restorative Dentistry Department to discuss value and/or need for typodont equilibration exercises or ordering equilibrated dentoforms with Course Directors for future course planning. Consider both divisions evaluating occlusion. Also clarify differences in undercuts from single to multi-unit preparations in Pros 1 and Pros 2. Faculty calibration regarding cement choices would be helpful.
- Assessment and psychomotor professional behavior and expectations need to be defined clearly at the onset of the course. A student suggested having a mock psychomotor before the first psychomotor to establish expectations. Another suggestion was have simultaneously a faculty calibration and student expectation instruction to establish preparation base-lines.
- In the next course planning Dr. Fernandez will provide a short class version and a longer version online for students to review prior to sim lab. She will consider either a TBL class activity or a student assignment to develop a chart comparing properties and shearing forces of metal, ceramic and PFM restorations for clinical decision-making. Additionally, she will define what is considered a “clinical error” and remove or revise the statement that a student cannot fail a psychomotor based on the provisional restoration.
- Faculty will provide sim lab instruction in English, unless this is the most efficient/clarifying method of teaching with someone where English is their second language.