

## Curriculum Committee Syllabus Evaluation Form

Course number 6015 Course title: Professionalism In Patient Care & Practice Management I

Faculty reviewer: \_\_\_\_\_ Date 7/2014

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?            Are the educational goals and objectives clearly stated?            Are the course objectives and content thorough and appropriate for predoctoral students?            Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?            Comments:</p>	XX XX XX XX	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?            Active Learning?            Evidence-based practice?            Multidisciplinary integration?            Development of critical thinking skills or reflective judgement?            How many hours has the course decreased scheduled lecture hours in the past three years?  <b>Comments:</b> Clock hour information not reflected on syllabi for the past 3 years.</p>	XX  XX XX XX  0	
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?            Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?            Comments:</p>	X X	
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?            What are the methods of evaluation? <b>Evaluation is based on attendance and participation only</b>            Do students conduct self-evaluation?            Is the grading criteria clear?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?  <b>Comments:</b> no clear rubric for evaluation. no clear grading system</p>	X  X X X	X  X X X
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school</p>		

and university guidelines? Comments:		
<b>Readings and Assignments:</b> Are course readings and assignments thorough and appropriate? Comments:	X	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	XX	
<p><b>Credit Hours</b> 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	X
<p><b>Summary: Strengths of the course</b> ample time for shadowing and participation in the clinic</p>		
<p><b>Summary: Weaknesses of the course</b> grading criteria</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number: 6251 Course title: Science and Clinical Management of Dental Pain

Faculty reviewer: Culp, Cooper Date: 7-9-14

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document? <b>XX</b></p> <p>Are the educational goals and objectives clearly stated? <b>XX</b></p> <p>Are the course objectives and content thorough and appropriate for predoctoral students? <b>XX</b></p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency? <b>XX</b></p> <p>Comments: <b>XX</b></p>		
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? <b>X</b></p> <p>How many hours has the course decreased scheduled lecture hours in the past three years? <b>X</b></p> <p>Comments: Mainly a lecture course. Some case-based information. Plans are to implement a small group case, which should decrease lecture hours. <b>?</b></p> <p>The course is primarily lecture based but also includes clinical case-based exercises for active learning and critical thinking. Although it is not explicitly stated in the syllabus, it appears that students are also assigned journal articles for evidence-based learning. In the Evaluation section, there is mention of laboratory/discussion sessions, however, there is no further elaboration as to what those sessions include. It appears that the course includes integration of information from pain management specialists and dental professionals, however, I do not see other evidence of multidisciplinary integration. I was not able to determine a decrease in lecture hours over the past three years. Discipline clock hours were listed under administrative practices, however, teaching method clock hours were not indicated. <b>XX</b></p>		
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information? <b>XX</b></p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? <b>XX</b></p> <p>Comments: For the most part there is little overlap, except for some content in oral surgery and general pathology. <b>XX</b></p> <p>The course incorporates emerging information through assigned scientific journal articles and through a variety of dental and pain specialists who lecture in the course. I do not see evidence of excessive course overlap.</p>		

<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? <b>XX</b></p> <p>What are the methods of evaluation? <b>Mcq</b> <b>X</b></p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear? <b>X</b></p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments: <b>Grading includes midterm and final exams and two quizzes, all of include multiple choice, short answer, matching, true/false, and essay type items. There is no evidence of practical or oral exams, OSCE, standardized patients, or reflection papers. Student self-evaluation is not evident in the syllabus. Grading criteria is clearly stated as is the course remediation policy.</b> <b>XX</b> <b>XX</b></p>		
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines? <b>XX</b></p> <p>Comments:</p>		
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate? <b>X</b></p> <p>Comments: <b>Course readings and assignments are unavailable or cannot be determined from the syllabus.</b> <b>X</b></p>		
<b>Criteria</b>	<b>Yes</b>	<b>No</b>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum? <b>X</b></p> <p>Comments: <b>Should be earlier.</b> <b>X</b></p>		
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course? <b>X</b></p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum? <b>X</b></p> <p>Comments: <b>All are within UF guidelines.</b> <b>X</b> <b>The credit assignment was not available on the syllabus, therefore the answers to these two questions could not be determined.</b> <b>X</b></p>		

**Summary: Strengths of the course**

Thorough coverage of the topic.

Comprehensive overview of the subject, utilization of multiple instructors representing specialties in pain management and dentistry.

**Summary: Weaknesses of the course**

Too much lecture based. May be too detailed for the general dental practitioner. Are the labs really necessary? Could models be used instead?

While this course did not contain all of the criteria listed in this evaluation form, I believe that the course is taught in a manner that best covers the material while allowing students to apply knowledge through case-based exercises. I did not find a particular weakness in this course.

**Recommendations (continue on separate sheet, if necessary)**

Consider integrating more clinical material into the course through case studies via small group. Cut back on lectures and review the need for all the basic information provided. Look closely at overlap with other courses.

Address issues regarding information missing from the syllabus.

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number: 6302 Course title: Introduction to Clinical Diagnosis and Treatment Planning

Faculty reviewer: Culp

Date: 7-9-14

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>?</p>	
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments:</p>	<p>X</p>	<p>X</p>

<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p>	<p style="text-align: center;"><b>Yes</b></p> <p style="text-align: center;"><b>Quizzes, participation, Case-based exams – not sure of method.</b></p> <p style="text-align: center;"><b>No</b></p> <p style="text-align: center;"><b>Yes</b></p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	X	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p>	X	
<p><b>Criteria</b></p>	<b>Yes</b>	<b>No</b>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: Should be moved up.</p>		X
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	X  X	



**Summary: Strengths of the course**

Overall content is very good.

**Summary: Weaknesses of the course**

Hands-on experience is minimal.

**Recommendations (continue on separate sheet, if necessary)**

Consider integrating more of the content into the TEAM clinic, with students assisting upper level students, and together they go through the processes of diagnosis and treatment planning, followed by interaction with clinical faculty.

## Curriculum Committee Syllabus Evaluation Form

Course number \_6351\_\_\_\_\_ Course title: Oral Pathology\_\_\_\_\_

Faculty reviewer: Yanes, Clark \_\_\_\_\_ Date \_7/2014\_\_\_\_\_

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: Introductory course that is mainly lecture based however it includes case based assignments.</p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Active Learning?</p> <p>Evidence-based practice?</p> <p>Multidisciplinary integration?</p> <p>Development of critical thinking skills or reflective judgement? There are some cases in which the student has to read and come up with a diagnosis based on the reading/lectures</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: Provided case based examples allow student to apply information covered in class critically to analyze and diagnose cases on their own time. Therefore, promoting active learning. I'm sure there is active learning going on- just not sure it is reflected in the syllabus... I am not sure if the course has decreased lecture hours.</p>	<p>X</p> <p>X</p> <p>XXX</p> <p>XXX</p> <p>XX</p> <p>1, 0,</p> <p>Don't</p> <p>Know</p>	<p>XX</p>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information? Course is up to date but much of the information has not change</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? There is some overlap since some of the disease entities are discussed within the disciplines course. I assume there is no different information in the perio disease section as there is in the perio course section</p> <p>Comments:</p>	<p>XXXX</p> <p>XX</p>	<p>X</p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation?</p> <p>MCQ and Fill in the blank exam</p> <p>Written exams</p> <p>written exams multiple choice</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p> <p>Students are able to self-evaluate their understanding of covered material by studying and diagnosing online cases</p>	<p>XXXX</p> <p>XX</p> <p>XXX</p> <p>XXX</p>	<p>XX</p>

<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	XX	
<p><b>Readings and Assignments:</b> Are course readings and assignments thorough and appropriate? Comments: Book is assigned but I do not see where they need to read it</p>	XXX	X

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	<p>XX XX</p>	
<p><b>Credit Hours</b>  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>	<p>XX XX  XX XX</p>	
<p><b>Summary: Strengths of the course</b>  Promotes critical thinking. Students are evaluated with case based exams which foster reasoning and deep understanding rather than memorization.  Promotes critical thinking by having case based exams that promote the use of reasoning and logic rather than pure memorization.  The students gave this course very high evaluations- they seem particularly impressed with the professors ability to communicate and case examples used to illustrate different pathologies.  Well taught course, excellent lectures, engaging lecturers</p>		
<p><b>Summary: Weaknesses of the course</b>  Aside from the cases presented in class, there is no clinical/lab component for this class which would enable students to see first hand patients exhibiting studied pathologies in a clinical setting.  Appears to be completely lecture-based; not sure if case presentations are used.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  A shadowing day(s) in oral medicine clinic, as a mandatory component of this class, could further enhance students "oral pathology" experience and help them gain a better understanding of diagnosing and managing patients with oral pathology.  A shadowing day(s) in oral medicine clinic, as a component of this class, would enhance student's "oral pathology" experience and foster understanding of managing and treating patients with oral pathologies in a clinical setting.  Case-based clinical-pathologic correlations or student- presented cases might be an interesting addition to this class.  However, there is so much material to cover for this subject, I am not sure where or how it could be fit. Students did note they review previously recorded lectures- maybe using a "flipped-classroom" approach?</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number 6408C Course title: Preclinical Operative Dentistry III

Faculty reviewer: \_\_\_\_\_ Date 7/2014

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?            Are the educational goals and objectives clearly stated?            Are the course objectives and content thorough and appropriate for predoctoral students?            Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?            Comments:</p>	XX XX XX XX	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Active Learning?            Evidence-based practice?            Multidisciplinary integration?            Development of critical thinking skills or reflective judgement?            How many hours has the course decreased scheduled lecture hours in the past three years?            Comments:</p>	XX XX X X 2	X
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?            Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?            Comments:</p>	XX	XX
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?            What are the methods of evaluation? <b>psychomotor, written</b></p> <p>Do students conduct self-evaluation?            Is the grading criteria clear?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?            Comments:  <b>need to add self evaluation forms for psychomotor exams</b></p>	XX  X XX XX	X
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school</p>		

and university guidelines? Comments:		
<b>Readings and Assignments:</b> Are course readings and assignments thorough and appropriate? Comments:	XX	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	XX	
<p><b>Credit Hours</b>  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	X
<p><b>Summary: Strengths of the course</b>  the course concentrates on developing psychomotor skills. firm grading criteria</p>		
<p><b>Summary: Weaknesses of the course</b>  needs self evaluation forms</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		



**Curriculum Committee Syllabus Evaluation Form**

Course number \_6412C\_\_\_\_\_ Course title: Preclinical Fixed Pros. \_\_\_\_\_

Faculty reviewer: Yanes, Clark \_\_\_\_\_ Date \_7/2014\_\_\_\_\_

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?  Are the educational goals and objectives clearly stated?  Are the course objectives and content thorough and appropriate for predoctoral students?  Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?  Comments: Introductory course that is both didactic and laboratory. Developing a difficult psychomotor skill set which is critical to dentistry</p>	<p>XXX X XXX X XXX X XXX X</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?  Active Learning?  Evidence-based practice?  Multidisciplinary integration?  Development of critical thinking skills or reflective judgement?  How many hours has the course decreased scheduled lecture hours in the past three years? Don't Know  Comments: Self evaluation component of class promotes critical thinking.  Student self evaluation component promotes reflective judgement.  A separate form is provided students so they may self-assess.  No information could be found on whether # of course hours have changed.</p>	<p>X  XX  XX X  XX  0, 0</p>	<p>  X    XX  X</p>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information? Course is up to date, much of the information has not change,  Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? No overlap to my knowledge  Comments:  It is difficult to determine from a syllabus the degree to which emerging information is incorporated into the course. This is done by the faculty via annual updating of lectures and materials.</p>	<p>XX X  X</p>	<p>X   XX</p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?  What are the methods of evaluation?  Multi-format test (includes short answer, MCQ,etc) and practical exams  Written quizzes (13), One (1) written final exam, Three (3) psychomotor practical exams  written exams multiple choice, psychomotor tests  Do students conduct self-evaluation?  Is the grading criteria clear?  Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?  Comments:  The syllabus states that remediation must be discussed with the course director, and that activities are at the discretion of the director.</p>	<p>XX XX   XX X  XX X  XX XX</p>	

<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	XX	
<p><b>Readings and Assignments:</b> Are course readings and assignments thorough and appropriate? Assigned reading in the course is appropriate Comments:</p>	XX XX	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	<p>XX  XX</p>	
<p><b>Credit Hours</b>  Does credit assignment for the course reflect the hours scheduled for the course?  There are 14 lectures, and based on that information, I would say that 3 credits may be more appropriate.  Does the credit assignment for the course reflect appropriate weight within the curriculum? Should review  Comments:</p>	<p>XX  X  XX  X</p>	<p>X</p>
<p><b>Summary: Strengths of the course</b>  Well taught course,  Significant need for the students to develop their clinical skills.</p>		
<p><b>Summary: Weaknesses of the course</b>  Insufficient time to develop the appropriate level of knowledge. Minimal dental laboratory time and biomaterials information. In my opinion, it's a mistake to have decreased the curriculum hours for this course, and remove the lab instruction. I know students don't do lab work but they need to learn cause and effect for the information, especially when one considers the amount of time DENTISTS spend in this area.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number: 6421C Course title: Periodontic Treatment Planning and Disease Control

Faculty reviewer: Culp

Date: 7-9-14

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>?</p>	
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: <i>Overlap with 5127. Can cut 3-4 lectures.</i></p>	<p>X</p> <p>X</p>	

<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p>	<p><b>Yes</b></p> <p><b>Multiple</b></p> <p><b>No</b></p> <p><b>Yes</b></p> <p><b>Yes</b></p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p><b>X</b></p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p>	<p><b>X</b></p>	
<p><b>Criteria</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: <i>Consider moving a semester earlier.</i></p>		<p><b>X</b></p>
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	<p><b>X</b></p> <p><b>X</b></p>	

**Summary: Strengths of the course**

Good introduction to specific aspects of clinical periodontology.

**Summary: Weaknesses of the course**

Overlap with 5127.

**Recommendations (continue on separate sheet, if necessary)**

Consider moving earlier in the curriculum and including a component where students observe in the perio clinic.

## Curriculum Committee Syllabus Evaluation Form

Course number \_6430C\_ Course title: Principles of Endodontics

Faculty reviewer: \_\_\_\_\_ Date \_7/2014

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?            Are the educational goals and objectives clearly stated?            Are the course objectives and content thorough and appropriate for predoctoral students?            Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?            Comments:  <i>Course objectives seems to be too long</i></p>	XX XX XX XX	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Active Learning?            Evidence-based practice?            Multidisciplinary integration?            Development of critical thinking skills or reflective judgement?            How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	XX  XX X XX 0	   X
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?            Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?            Comments:</p>	XX X	 X
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?            What are the methods of evaluation? <i>exams and quizzes</i></p> <p>Do students conduct self-evaluation?            Is the grading criteria clear?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?            Comments:</p>	XX  X XX XX	  X
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school</p>		



and university guidelines? Comments:		
<b>Readings and Assignments:</b> Are course readings and assignments thorough and appropriate? Comments:	XX	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	XX	
<p><b>Credit Hours</b>  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>	XX XX	
<p><b>Summary: Strengths of the course</b></p>		
<p><b>Summary: Weaknesses of the course</b>  course objectivs seem to be too long (66 items). the course is very intense</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  with the higher number of students in the upcoming class, this course will be very hard to teach due to its intensity. some materal( objectives ) will need to be moved to another course</p>		

## Curriculum Committee Semester Debriefing Template

**Semester:** Two \_\_\_\_\_ **Date** 7/22/14 \_\_\_\_\_

**Attendees:** A. Adamec, K. Cronauer, T. Wahl, K. Lee, J. Nestle, A. Spinuso, P. Cohen, M. Jackson, D. Dilbone, V. Sposetti, S. P. Oh, M. Nascimento, V. Dodd, S. Cooper, D. Culp, G. Childs

### Criteria

#### Courses & Content Sequencing

*Are the courses sequenced adequately?*

*Is the semester of **courses sequenced** to build on content development sufficiently?*

*Identify where this stream incorporates **emerging information**?*

*Do the courses have **excessive** content **overlap** with other streams in the curriculum such that time could be used in other ways?*

*Are their **content gaps** or **redundancies** that need to be addressed?*

*Comments:*

- Students felt histology was well placed with pathology.
- Students reported low attendance in DEN 5127, Infectious diseases because covered is thoroughly covered in the lecture slides.
- Students felt the Foundations of Patient Care course was well sequenced and students appreciated working in the clinics.
- The Preclinical Operative Dentistry course was a bit slow in the beginning and then moved quite quickly after the first psychomotor. Students suggested either moving up the first psychomotor or spreading the information out evenly through the semester would be helpful with the learning process.
- Semester 3 comment: The majority of the students felt immunology (DEN 6128, Host Defense) was well sequenced. The first exam in pathology exam is heavy in immunology and suggested this portion of DEN 6128 be moved forward.

#### Teaching Methods

*What are the primary methods of instruction this semester?*

*Where do teaching methods support:*

*active learning,*

*evidence-based practice,*

*multidisciplinary integration,*

*the development of critical thinking skills and reflective judgment?*

*Where and how does faculty mentoring occur?*

*Comments:*

- Teaching practices that encourage attendance are dependent on the information and how it is presented in class.
- Students found evening practice sessions were helpful to improve technique.
- The short videos in Preclinical Operative Dentistry students found quite helpful. Students were also very complementary about the last psychomotor section in DEN 5405C. It prepared them well for DEN 6407C/
- To motivate students to purchase a text, a student suggested having quizzes taken from the text.
- Students felt they did more critical thinking in DEN 5120C and complemented Dr. Peter Sayaski as a model instructor.
- A student felt Dr. Progulsk-Fox was very responsive Course Director.

#### Methods of Evaluation

*What are the primary methods of student assessment this semester?*

*Are there more integrated ways to assess student performance?*

*How did the faculty interpret the most recent course evaluations?*

*Comments:*

- Students that read the text for Operative Dentistry felt they scored lower on the quizzes and this was frustrating as a beginner.

#### Student Preparation and Assignments:

*Are course readings and assignments throughout the semester appropriate?*

*Identify where group projects/student presentations occur this semester?*

*Comments:*

- Students felt the Preclinical Operative Dentistry textbook was lengthy and they had little background for association. Dr. Nascimento noted the text was changed to give the students a larger information base that they can't get in lectures.

## **Credit Hours**

*Does credit assignment for the courses reflect the hours scheduled and the assignments completed?*

*Do the credit assignments for the courses reflect appropriate weight within the curriculum?*

*Comments:*

A question arose about DEN 5127 and DEN 5405 both being 4 credit courses. G. Childs explained the University system of 1:1 credit hour for lecture course and 3:1 for lab hours.

## **RECOMMENDATIONS**

- Targeted reading would be helpful in learning important information in DEN 5405C and instructional emphasize focus on applied dental point of view verses a textbook point of view.
- Maintain the operative sequencing for DEN 5405C and DEN 6407C.
- Clarification on terms and concepts are needed specifically for DEN 5405C exams.
- Break up the long lectures into shorter sections for DEN 5221, Oral Health Management and Psychosocial Issues.
- Increase continuity between courses' star systems across courses. In one course one star is most important and another course it means least important.
- Schedule Histology in a communicore room with a wider screen. Its current room doesn't allow the entire class to see the lecture and digital histology images.
- See the DEN 5221 Debriefing Summary (conducted this month) for specific recommendations.

## UFCD Competencies for the New Dental Graduate

### Independent Skills

Students will be competent in the following concepts and skills, and be expected to be able to perform them independently when they begin unsupervised dental practice. These independent skills are taught in the core curriculum. The competencies relate to the child, adolescent and adult geriatric and special needs patient. Students will be competent to assess patients with special needs.

**Domain I: Professionalism** – Apply standards of patient care in an ethical and medicolegal context to assure high quality patient care, appropriate informed consent, risk management, quality assurance, and record keeping delivered within the scope of the dentist's competence in a patient-centered environment that interfaces with diverse patient populations.

**1: Ethical Standards:** Apply ethical standards as a professional.

**2: Legal Standards:** Apply legal standards (state and federal regulations) to professional practice.

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

**3: Communication and Interpersonal Skills:** Demonstrate culturally sensitive patient-centered communication using the scientific and lay literature and behavioral principles and strategies with patients from diverse populations.

**4: Critical Thinking:** Apply self-assessment, evidence-based decision making, problem solving skills and biomedical science knowledge in clinical patient care.

**5: Assessment of Treatment Outcomes:** Analyze the outcomes of patient care, previous treatment, appropriate recall and best evidence to improve and maintain oral health.

**6: Practice Management:** Apply business principles, human resource skills, human and technology resources to evaluate and manage oral health care delivery models and function as the leader of the oral health care team.

**7: Patient Management:** Apply behavioral and communicative management skills during clinical patient care.

**8: Community Involvement:** Communicate and collaborate with individuals from other professions in the protection, promotion and restoration of oral health of the community.

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

**9: Examination of the Patient:** Perform an evidence-based comprehensive patient evaluation to include patient history including medications, chief complaint(s), medical, oral and extraoral conditions, biological, behavioral, cultural, socioeconomic information, and consultation(s) to assess the patient's prognosis and treatment risks.

**10: Diagnosis:** Interpret and correlate findings from the patient history, interview, clinical and radiographic examinations, and other diagnostic tests to accurately assess patients with special needs; determine a differential, provisional, or definitive diagnosis for all other patients across the life span.

**11: Treatment Planning:** Develop properly sequenced treatment and/or referral plan options, as appropriate, to achieve patient satisfaction that includes obtaining informed consent; and modify the accepted plan, based upon preventive care, unexpected situations, or special patient needs when appropriate.

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

**Domain IV: Health Rehabilitation** – Using universal infection control guidelines, and managing the patient's anxiety and pain, perform procedures and restore the patient to oral health or refer appropriately.

**13:** Prescribe and/or apply clinical and/or home therapies for the management of dental caries and monitor their effect on the patient's oral health.

**14:** Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

**15:** Prevent, diagnose and manage periodontal diseases.

**16:** Manage conditions requiring surgical procedures of the hard and soft tissues.

**17:** Diagnose and manage temporomandibular disorders.

**18:** Diagnose and manage limited developmental or acquired occlusal abnormalities.

**19:** Prevent, diagnose, and manage pulpal and periradicular diseases.

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

### **Non-independent Skills**

Students ~~will be exposed to the following concepts and skills, but are not expected to be able to perform these skills independently. Most of these non-independent skills are taught in the elective curriculum.~~

- ~~1. Perform periodontal surgical procedures~~
- ~~2. Observe placement of endosseous implants~~
- ~~3. Order and interpret advanced laboratory and radiological evaluations~~
- ~~4. Administer conscious sedation~~
- ~~5. Provide limited orthodontic treatment~~
- ~~6. Perform treatment for complex orofacial trauma and advanced intraoral infections~~
- ~~7. Provide complex restorative and pulpal therapies for primary teeth~~

DRAFT

## UFCD Course Debriefing

### DEN 5221C, Oral Health Management and Psychosocial Issues over the Lifespan July 7, 2014

Present: D. Bunon, L. Steinberg, A. Adamec, D. Weaver, P. Cohen, J. Walker, T. Wahl, K. Cronauer, G. Childs, P. Xirau-Probert, V. Sposetti, L. Behar-Horenstein, F. Catalanotto, V. Dodd

Course Evaluation: Respondents, 66. Overall course mean, 3.55 (range 3.55-4.8)

Purpose of Debriefing: New Course Director

#### Syllabus:

- Final exam grading scale was different than what was stated in the syllabus. Students found this unfair.

#### Course Content:

- Dr. Dodd's lectures were informative and entertaining, and they used a lot of information for the standardized interviews.
- The cultural competency materials felt redundant.
- Students expressed some difficulty in finding people to interview for the reflection. They felt it was unfair that papers were marked down if the interviewee did not share personal information about his/her experiences.
- The lecture on stereotypes was seen as offensive by some of the students. Students thought this could be revised to fit patient communication and treatment of today.
- Three-hour block lectures were difficult especially if they were on consecutive days.

#### Teaching Methods:

- Students felt they utilized critical thinking in the midterm and final exams, patient reflection papers and the lecture on body language and filtering what you say regarding patient communication and treatment.

#### Evaluation:

- The essay portion of the standardized interviews weighted more and was appreciated by some students by making them feel they had more control over their final grade.

#### Summary of Recommendations

- Students felt there was variability in feedback grading among the faculty, and the students thought it would be helpful for the feedback criteria to be standardized.
- Assigning grades on reflection papers should be reviewed (grade weights were not on the posted rubric) and an exemplar model be posted.
- Reduce the redundancy of the cultural competency component by interviewing a student peer and 1 interviewee instead of 2.
- Students suggested that communities/associations for the persons to be interviewed be identified and listed in the course.