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Keyword	DEN ID	Title	Start Date	End Date	Term / Year	Department	Course Director
7241	DEN7241	Emergency and Disaster Preparedness	2016-05-05	2016-08-22	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2015-05-05	2015-08-22	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2014-05-05	2014-08-22	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2013-04-22	2013-08-16	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2012-06-29	2012-09-03	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2011-06-29	2011-09-03	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2010-04-14	2010-09-03	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2009-04-14	2009-08-29	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
7241	DEN7241	Emergency and Disaster Preparedness	2008-04-25	2009-02-25	Summer 3DN	DN-PERIODONTICS	Lorie L Primosch
<b>Total Results: 9</b>							

## DEN7241: Emergency and Disaster Preparedness Summer 2015

### Course Description:

This course provides information on bioterrorism and catastrophe response for the health care practitioner in the community and emergency preparedness / management in the dental office.

### I. General Information

Course Director: Lorie L Primosch  
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Phone: 1 352 2738365  
Course Credits: 1  
Semester: Summer

### Contributing Faculty

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### II. Course Goals

The goals of this course are to provide information on bioterrorism and catastrophe response for health care practitioners in the community and emergency preparedness / management in the dental office. The goals for the course include:

1. Be familiar with the key agents likely to be used in a bioterrorism attack with the ability to recognize the signs and symptoms resulting from these agents focusing on the CDC Category A and B chemical, nuclear, and radiological threats and the ability to triage by severity of signs and symptoms.
2. Prepare the student to respond once an attack is recognized and assist in containing an agent and isolating infected individuals to minimize the spread and impact.
3. Be able to report surveillance information to appropriate sources by monitoring the spread of disease, recurrence of disease following the initial treatment and basic understanding of the Federal Emergency Response Plan including the students' own role to respond appropriately.
4. Understand the need for office preparation for emergencies and treatment of the 8 most common medical emergencies in the dental office.

### III. Course Overview

This lecture course prepares the dental student for emergency and disaster preparedness. Completion of this course will provide the student with the education necessary to prepare and manage medical emergencies in the dental office and to be a community responder in the event of a catastrophic event.

### IV. Course Outline

#### Lecture 1

- I. Introduction and Course Overview
- II. Importance
- III. Existing Skills and Knowledge
- IV. Federal Agencies
  - A. National Incident Management System (NIMS)
  - B. Department of Homeland Security
  - C. Federal Emergency Response Plan
  - D. Federal Emergency Management Agency (FEMA)

## Lecture 2 - Hurricane Preparedness and Other Natural Disasters

- I. Home/Family - Are you Ready? FEMA
- II. Practice/Office - FDA's Five Step Guide for Disaster Preparedness & Recovery and Florida Business Disaster Survival Kit

## Lecture 3- Weapons of Mass Destruction-Part I

- I. Chemical Agents
- II. Biological Agents

## Lecture 4 - Weapons of Mass Destruction-Part I I

- I. Radiological
- II. Nuclear
- III. Explosive

## Lecture 5 - Local Support/Agencies

- I. Medical Reserve Corps
- II. Community Emergency Response Team (CERT)
- III. Citizen Corps

## Lecture 6 - Campus Violence

- I. Active Shooter
- II. Law Enforcement Response
- III. How to Protect Yourself in This Situation

## Lecture 7- First Aid

- I. Legal Responsibilities
- II. Assessment
- III. Soft Tissue Wounds

## Lecture 8 - First Aid - continued

- I. Control of Bleeding
- II. Musculoskeletal Injuries
- III. Blast Injuries and Thermal Injuries
- IV. Shock

## Lecture 9 - Volunteering after Mass Disasters

- I. Earthquake in Haiti
- II. US Response

## Lecture 10 - Psychological/Stress Aspects of Disaster

- I. Guiding Principles
- II. Survivor's Needs and Reactions
- III. Six Step Model of Intervention
- IV. Five Qualities of Survivors

## Lecture 10 - Dental Forensics

- I. Basic Dental Identification
- II. WinID
- III. Value Jet Crash

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**V. Course Material****Required Reading**Required Manuals: (To be provided)

The Florida Dental Association's Five Step Guide for Disaster Preparedness & Recovery. 2nd ed. 2006.  
*PDF in document section.*

Glotzer, David L., Psoter, Walter J., Rekow, E. Dianne. Emergency preparedness in the dental office. JADA, Vol. 135, November 2004.

Malamed, Stanley, F., Medical Emergencies in the Dental Office, 6th edition, Mosby, 2007. ISBN#0-323-04235-X.

*PDF in document section.*

**Recommended Text**

Advanced disaster medical response manual for providers/ editor, Susan M. Briggs; assistant editor, Kathryn H. Brinsfield. 1st ed. 2003, ISBN: 0972377204

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## VI. Course Objectives

### Lecture 1 - Course Overview

Objectives:

1. Describe your skill set in relationship to responding to disasters.
2. State why you should make yourself available in times of disaster.
3. Define triage and describe how it is used to provide care in mass casualty situations.
4. Describe the psychological effects of terrorism.

### Federal Agencies

Objectives:

1. Describe the national incident management system (NIMS).
2. Describe the incident command system.
3. Identify who would respond at the state and/or federal level based on the type of attack.
4. Describe the Federal Response Plan.

### Lecture 2 - Hurricane Preparedness and Other Natural Disasters

Objectives

1. Write a plan to protect your practice based on the FDA's Five Step Guide.
2. List the items your family should have to prepare for a natural disaster.
3. Write a plan for evacuation and communication between family members.

### Lecture 3 - Weapons of Mass Destruction-Part I

Objectives:

1. Describe the types of chemical agents that could be used in an attack.
2. Describe the pathophysiology of different chemical agent types, e.g., choking agents (pulmonary), blister agents (vesicants), blood agents (asphyxiants), nerve agents (cholinesterase), and incapacitating agents.
3. Describe the principles and practice of a mass decontamination station.
4. Define and describe the nature and classification of biological agents (i.e., what makes a good biological weapon and why?)
5. Appropriately describe the delivery and route of exposure of biological agents.
6. Describe the pathophysiology for the various Class A biological agents.
7. Describe the use of personal protective barriers needed for biological agents and how they differ from the standard universal precautions.

### Lecture 4 - Weapons of Mass Destruction-Part II

Objectives:

1. Understand the use of chemical and radiological monitoring devices.
2. Describe the biological and medical effects of ionizing radiation.
3. Describe the cardinal rule of protection against radiation.

### Lecture 5 - Local Support/Agencies

Objectives:

1. State what the Medical Reserve Corps is and how to join.
2. Compare the relationship between the Community Emergency Response Team and Citizen Corps with the public.

### Lecture 6 - Campus Violence

Objectives:

1. Describe how to secure an area.
2. State how to un-secure an area.
3. Know and list what to report.
4. Describe the police response.

### Lecture 7 - First Aid

Objectives

1. Define and understand the following terms - duty to act, standard of care, scope of care, abandonment, negligence, and consent.
2. Describe the Good Samaritan Law.
3. Discuss common mechanisms of injury/nature of illness.
4. Describe methods used for assessing if a patient is breathing and differentiate between a patient with adequate and inadequate breathing.
5. Describe the methods used to assess circulation and differentiate between obtaining a pulse in an adult, child and infant patient.

6. Discuss the components of the physical exam and demonstrate the head-to-toe exam.
7. State the types of open soft-tissue wounds.

### Lecture 8 - First Aid - continued

#### Objectives

1. Differentiate between arterial, venous, and capillary bleeding.
2. State the emergency care for external bleeding.
3. List the signs of internal bleeding.
4. Describe the emergency medical care of the patient with a penetrating chest injury, an open abdominal wound, an impaled object, and an amputation.
5. Differentiate between an open and a closed painful, swollen, deformed extremity and list the emergency medical care.
6. List the signs and symptoms of injury to the head and potential spine injury.
7. Describe the effects of blast injuries.
8. Describe the pathophysiology and assessment and management of pulmonary air embolus, respiratory failure, abdominal injuries, organ assessment and hearing loss as a result of blast injuries.
9. Determine the extent of external burns using the Rule of Nines.
10. Define superficial, partial-thickness, and full-thickness burns and describe the medical care for each.
11. Describe the pathophysiology and management of burn injuries related to explosives and chemicals, including the ability to differentiate between partial thickness and full thickness burns.
12. Describe the pathophysiology of airway burns and describe the signs and symptoms of airway burns.
13. Recognize signs and symptoms of acute shock.

### Lecture 9 - Volunteering after Mass Disasters

#### Objectives

1. Describe the ways you can provide assistance.
2. Describe what you can do for the survivors.

### Lecture 10 - Psychological/Stress Aspects of Disaster

#### Objectives

1. Apply the guiding principles of response to disasters.
2. Know what causes a disaster to be the most traumatic.
3. State the cognitive, affective, behavioral and physiological patterns of stress.
4. Know the survivor's needs and reactions.
5. List the six step model of intervention.
6. Describe the five qualities of survivors.

### Lecture 11 - Dental Forensics

1. Describe the basic techniques in dental identification.
2. Discuss the use of the Win ID system.

## VII. Course Competencies

This course contributes to teaching to the following competencies.

- **Domain I:** Professionalism – Apply standards of care in an ethical and medicolegal context to assure high quality patient care, 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.
  - **1.Ethical Standards:** Apply ethical standards to professional practice.
  - **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:** Communicate effectively using behavioral principles and strategies with patients from diverse populations, applying cultural sensitivity.
  - **5.Assessment of Treatment Outcomes:** Analyze the outcomes of patient care and previous treatment to improve oral health through application of best practices.
  - **7.Patient Management:** Apply behavioral and communicative management skills during the provision of patient care.
  - **8.Community Involvement:** Participate in the protection, promotion and restoration of oral health of the community and to those beyond traditional practice settings.
- **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 and clinical literature to make decisions about patient evaluation and treatment.
- **6.Practice Management:** Understand the business principles and the human and technologic resources necessary for developing, managing, evaluating and protecting a general dental practice.
- **Domain III: Health Assessment –** 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 medication, chief complaint, biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions.
  - **10.Diagnosis:** Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
  - **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.

### VIII. Evaluation

The evaluation instrument consists of one -1 hour written examination. The written examination consists of multiple-choice, true/false, and short answer questions constructed with 3 to 4 questions from each one-hour lecture based on the stated learning objectives.

#### Course Remediation

If a student receives an "E" grade for the course they must meet with the course director and arrange to take a remediation examination. Refer to the Administrative Practices section of ECO for more detail about the remediation grade process for courses.

### IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

### X. Grade Scale

DEN7241 Grade Scale

Method	Letter Grade
Scale	100
Tolerance	0.5 (Final letter grades within this range will be rounded up.)
A	95 - 100
A-	90 - 95
B+	85 - 90
B	80 - 85
B-	75 - 80
C+	70 - 75
C	65 - 70
E	0 - 65

## Courses &gt; DEN7241: Emergency and Disaster Preparedness &gt; Schedule



Search: 

Details	Date	Start	End	Type	Presenter	Room	Mediasite Recording	Detail
	6/23/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	C1-9		L-1: CourseIntro to Bioterrorism, Natural Disasters
	6/25/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	C1-9		L-2: Federal Agencies
	7/6/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-3: Hurricane Preparedness - Home and Office L- 4: Local Agencies
	7/9/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	C1-9		L- 4: Local Agencies
	7/13/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-5: WMD I, Biological Agencies
	7/20/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-6: WMD II, Other Agents
	7/27/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-7: First Aid 1
	7/30/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-8: First Aid 2
	8/3/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-9: First Aid 3
	8/6/2015	12:50 PM	1:40 PM	Lecture	Primosch, Lorie L	D3-3		L-10: Dental Forensics
	8/18/2015	12:00 PM	1:30 PM	Exam	Primosch, Lorie L	CG-28		EXAM

Case-based learning: Timeline of sessions semesters 1-8.

Fall-Semester 1		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Weeks	C7 Orient	Case 7-1	Case 7-2	Case 7-3	C7 Debrief	Assess data											
Fall-Semester Four		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
						C4 Orient	Case 4-1	Case 4-2	Case 4-3	C4 Debrief	Assess data						
Fall-Semester Seven		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
										Stu-Orient/ C1 Orient	Case 1-1	Case 1-2	Case 1-3	C1 Debrief	Assess data		
# Conf Rooms	1	12	12	12	12	2	12	12	12	1 + D3-3	12	12	12	12	1		

  

Spring-Semester 2		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Weeks	Orient C2	Case 2-1	Case 2-2	Case 2-3	C2 Debrief	Assess data											
Spring-Semester 5		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
						C5 Orient	Case 5-1	Case 5-2	Case 5-3	C5 Debrief	Assess data						
Spring-Semester 8		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
										C8 Orient	Case 8-1	Case 8-2	Case 8-3	C8 Debrief	Assess data		
# Conf Rooms	1	12	12	12	12	2	12	12	12	2	12	12	12	12	1		

  

Summer-Semester 3		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Weeks	Orient C3	Case 3-1	Case 3-2	Case 3-3	C3 Debrief	Assess data										
Summer-Semester 6		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						C6 Orient	Case 6-1	Case 6-2	Case 6-3	C6 Debrief	Assess data					
# Conf Rooms	1	12	12	12	12	2	12	12	12	1						

Orientation and Debriefings for facilitators are for 1 hour. The initial student orientation requires 30 min.

Case Sessions are for 90 minutes with groups of 7-8 students

Sessions to be scheduled in 12 Conference Rooms simultaneously (DG-41, D1-9, D5-10, D4-16, D7-35, D7-11, D8-11, D8-46, MDL-6, D9-11, D10-11, D11-11)

Some rooms may require some minor modifications such a addition of white boards

Total cases=24 (each case would cycle one over three or four years)

12 facilitators for each case

12-36 facilitators needed each semester, depending on the number of facilitators that work more than one case in a semester.

## A Plan To Incorporate And Sustain Small Group Case-Based Learning In The Curriculum

### What is the driving force for this plan?

1. Small group case-based learning (i.e., CBLs) entered into the curriculum in DEN5210 in Fall 2013 after a four-day training program with 10 faculty members given by two expert trainers from the University of Illinois. Three training programs have been held to-date, all sponsored by a HRSA grant to Dr. Frank Catalanotto. See the file "Program Agenda" as an example of a program.
2. A total of 25 faculty members have been trained, of which 3 are no longer in the College.
3. Faculty who completed the programs work in pairs to produce cases for a course.
4. Six cases have been used in the curriculum (DEN5210, DEN6251, DEN6430, DEN6502C, DEN7413C), one case has been written but not used, and four cases are in development.
5. It is becoming increasingly difficult to provide sufficient numbers of facilitators to support these cases, to the point where cases had to be cancelled, or student group size increased from the optimum of 6-8 students per group.
6. Because the HRSA grant will be ending soon it is imperative that we identify and support a person in the College to train new facilitators.
7. Although facilitators have gone through a comprehensive training program there is a need to calibrate facilitators to help ensure all student groups held to the same expectations and methods of assessment.
8. Case development by faculty is a continuous process. Cases are either modified over time or cycled out and replaced by a new case so that cases are not repeated in the curriculum during a 3-4 year period. Also, there will be need for new cases to incorporate into a new course or existing course without a case.
9. A person should be identified that will function to assist faculty in developing cases.

### What are the advantages of incorporating CBLs into the curriculum? Note: What we call CBLs are referred to classically as problem-based learning (PBLs)

1. Studies comparing PBLs to lecture-based teaching with respect to student learning and retention of course material do not clearly identify one method as superior. See the file, "References" for results of a recent literature search of the instructional value of PBLs. Also, see the publication by Dr. Behar Horenstein (file "Behar\_Horenstein\_et\_al\_JDE\_2015").
2. However, important points to consider: 1) With PBLs students learn skills important in becoming life-long self-directed learners, 2) Students have exposure to evidenced-based dentistry (i.e., review of the literature, assessment of sources) and 3) Students develop communication skills in preparing a presentation of their research and results to their small group, and also in communication to a patient during role-playing in a session.
3. PBLs provide opportunities for students to integrate the basic sciences with clinical and behavioral sciences, and in a manner related to a patient and treatment planning.
4. PBLs were a focus during accreditation in clearly demonstrating evidence-based dentistry in our curriculum.

### Facilitators

1. Faculty wanting to facilitate must be supported by their Chairs to participate to ensure an adequate number of willing faculty are available to facilitate.
2. Facilitators should meet for 1 hour prior to implementing a case in a course to discuss potential grading issues, to review the case and to address any questions facilitators have regarding the content. A 1 hour debriefing session should also be held for faculty and student feedback, assisting in improvements in the case.
3. Facilitators need to be calibrated on a regular basis. Because of the constant transition in faculty it is imperative to identify and train a roster of core faculty in CBLs and facilitation. A "**CBL Trainer**" will need to be identified and trained to function on an on-going basis as a trainer of faculty in CBLs and facilitation, to calibrate facilitators and also to assist faculty in developing cases or in modifying cases.
4. A faculty member's effort in a course as a facilitator is included in the course director's course effort report.
5. A faculty member's efforts in developing or modifying a case should also be recognized.

## **How many cases, facilitators, rooms and when:**

A goal is to offer one case per semester for semesters 1-8 of the curriculum. See the file, "Timeline of CBLs in Curriculum", as a putative schedule.

- Three cases would be presented each Fall and Spring, and two cases in the Summer semester.
- Cases usually require 3 sessions of 90 min each, although the third session can be for only 60 min. For the sake of planning, the assumption is that all three sessions are for 90 min.
- At 3 cases per semester and with 12 groups of 7-8 students per group (6-8 students per group is optimal) and 3 sessions per group, we would have  $3 \times 12 \times 3 = 108$  group sessions each Fall and Spring semester, and 72 group sessions in Summer.
- At 3 cases per semester and with 3 sessions per group, we would need at most 36 facilitators. Some faculty will facilitate more than one case, thus lessening this total number. In the Summer this requirement decreases to 24 facilitators.
- For continuity it is very important that a single facilitator work with a student group for all three sessions of a case.
- Sessions can be scheduled in 12 Conference Rooms simultaneously (DG-41, D1-9, D5-10, D4-16, D7-35, D7-11, D8-11, D8-46, MDL-6, D9-11, D10-11, D11-11).
- Some rooms may require some minor modifications such addition of white boards.
- The total cases required over three years is 24. Each case would cycle once over a three year period.
- The positioning of cases in each semester should be determined by the 2 or 3 course directors involved, taking into consideration the timing of a case within the framework of course contents.
- Incoming freshman should take a very short on-line lesson with a graded quiz just prior to case 1 to emphasize the format of CBLs and our expectations of the students.
- Consideration should be given to offering an on-line course early in semester 1 to introduce students to the rudiments of acquiring evidence from databases and to give them a format in reporting their evidence in CBLs and other courses in the future (i.e., a reference list with a summary of findings relevant to a case).

## **When to schedule sessions during a semester.**

- Sessions could be held from 4-5:30 in the conference rooms indicated above.
- During Fall and Spring semesters, sessions would be given one day a week for a total of 9 weeks. During Summer semester, sessions would be given one day a week for a total of 6 weeks.
- The clinic schedule would be altered for those session-days. The afternoon session would run from 1 - 3:30 PM to free up faculty as well as students. Note: This altered clinic schedule would only effect juniors, not seniors.

## **Additional information**

- Attached are two a self-explanatory files entitled, "Handbook for Students" and "Procedural points for facilitators".

Key: Blue=implemented. Green= proposed. Dark colors= student time. Light colors = faculty time

**Small Group Case-based learning: Timeline of sessions semesters 1-8.**

Fall Semester-Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Case total	Current	Proposed	Additional
Fall-Sem 1								Stu-Orient	C1 Orient	Case 1-1	Case 1-2	Case 1-3	C1 Debrief	Assess data					
Fall-Sem 4					C4 Orient	Case 4-1	Case 4-2	Case 4-3	C4 Debrief	Assess data									
Fall-Sem 7	C7 Orient	Case 7-1	Case 7-2	Case 7-3	C7 Debrief	Assess data													
# of Faculty								0.5	12	12	12	12	12	2		60	120	186.5	66.5 # of Faculty
					12	12	12	12	12	2						60			
	12	12	12	12	12	2										62			
Faculty hours								0.5	12	18	18	12	12	4		72	144	228.5	84.5 Faculty hours
					12	18	18	12	12	4						72			
	12	18	18	12	12	4										76			
Spring Semester-Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		Current	Proposed	
Sem 2	Orient C2	Case 2-1	Case 2-2	Case 2-3	C2 Debrief	Assess data													
Sem 5					C5 Orient	Case 5-1	Case 5-2	Case 5-3	C5 Debrief	Assess data									
Sem 8									C8 Orient	Case 8-1	Case 8-2	Case 8-3	C8 Debrief	Assess data					
# of Faculty	12	12	12	12	12	2										60	120	186	66 # of Faculty
					12	12	12	12	12	2						60			
									12	12	12	12	12	2		62			
Faculty hours	12	18	18	12	12	4										72	144	228	84 Faculty hours
					12	18	18	12	12	4						72			
									12	18	18	12	12	4		76			
Summer Semester-Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
Sem 3	Orient C3	Case 3-1	Case 3-2	Case 3-3	C3 Debrief	Assess data													
Sem 6					C6 Orient	Case 6-1	Case 6-2	Case 6-3	C6 Debrief	Assess data									
# of Faculty	12	12	12	12	12	2										60	60	124	64 # of Faculty
					12	12	12	12	12	2						62			
Faculty hours	12	18	18	12	12	4										72	72	152	80 Faculty hours
					12	18	18	12	12	4						76			
					Implemented=5		Proposed = 3												
																# of Faculty	300	496.5	196.5 # of Faculty
																Faculty hours	360	608.5	248.5 Faculty hours

2 PT faculty trainers/case reviewers who would work with an instructional designer for online access to cases

Case development time  
Trained facilitator participation

Current Proposed Increase

WE are currently teaching 300 case based learning classes each year.

WE have implemented 5 cases in 5 semesters.

This takes up 360 hours of faculty teaching time.

The proposal would increase the number of classes from 300 to 497 annually, an increase of 197 faculty classes to teach.

This would increase case based learning to 609 hours, an increase of 249 faculty hours over the present.

# of Faculty		300			497	197	# of Faculty
Faculty hours		360			609	249	Faculty hours
		Current			Proposed	Increase	

## Trained Small Group Case-Based Facilitators

Have left UF=3  
Regular contributors=13

1	Indraneel	Bhattacharyya	21 of 29 trained faculty have facilitated
2	Frank	Catalanotto	
3	Robert	Caudle	
4	Edward	Chan	
5	Gail	Childs	
6	Donald	Cohen	
7	Sharon	Cooper	
8	David	Culp	
9	Mary Ellen	Davey	
10	Matthew	Dennis	
11	Gill	Diamond	
12	Deborah	Dilbone	
13	Virginia	Dodd	
14	Linda	Behar-Horenstein	
15	Luisa	Echeto	
16	Saulo	Geraldeli	
17	Shannon	Holiday	
18	Joseph	Katz	
19	Kevin	McHugh	
20	Uma	Nair	
21	Marcelle	Nascimento	
22	Kathleen	Neiva	
23	Edna	Perez	
24	Luciana	Shaddox	
25	Christoper	Spencer	
26	Scott	Tomar	
27	Geraldine	Weinstein	
28	Charles	Widmer	
29	Scott	Greisheiber	
	<b>Total</b>	<b>29</b>	

Have left UF=3  
Regular contributors=13

	Version 1	Version 2	Version 3
Case 1	x	x	
Case 2	x		
Case 3	x		
Case 4	x		
Case 5	x		
Case 6			
Case 7			
Case 8			

Faculty time for case writing?

Orientation and Debriefings for facilitators are for 1 hour. The initial student orientation requires 30 min.

Case Sessions are for 90 minutes with groups of 7-8 students

Sessions to be scheduled in 12 Conference Rooms simultaneously (DG-41, D1-9, D5-10, D4-16, D7-35, D7-11, D8-11, D8-46, MDL-6, D9-11, D10-11, D11-11)

Some rooms may require some minor modifications such a addition of white boards

Total cases=24 (each case would cycle one over three or four years)

12 facilitators for each case

12-36 facilitators needed each semester, depending on the number of facilitators that work more than one case in a semester.

Courses remove 4 hours of lecture time for cases

Case writing time still to be calculated

## College of Dentistry - Title Uses (Most recent publications)

Dentistry - First Run Private Folder: 30 sorted by title ascending, then by title ascending	0 / Est Net. 0.00 USD		30 / List 17109.26 USD	Course(s) Text is Used	
	0 / Est Net. 0.00 GBP		0 / List 0.00 GBP	Required	Recommended
ANATOMY OF OROFACIAL STRUCTURES: A COMPREHENSIVE APPROACH.	BRAND, RICHARD W	eBook	2014		
BURKET'S ORAL MEDICINE		eBook	2008		
CARRANZA'S CLINICAL PERIODONTOLOGY		eBook	2015		7422C
COHEN'S PATHWAYS OF THE PULP		eBook	2016		
CONTEMPORARY FIXED PROSTHODONTICS.	ROSENSTIEL, STEPHEN F	eBook	2006		
CONTEMPORARY IMPLANT DENTISTRY.	MISCH, CARL E	eBook	2008		
CONTEMPORARY ORAL AND MAXILLOFACIAL SURGERY		eBook	2013	6440 7441 7441 7443L	
CONTEMPORARY ORTHODONTICS.	PROFFIT, WILLIAM R	eBook	2012	7819L 7450C	
CRAIG'S RESTORATIVE DENTAL MATERIALS		eBook	2012		
DENTAL IMPLANTS: THE ART AND SCIENCE		eBook	2011		
DENTAL MATERIALS: PROPERTIES AND MANIPULATION.	POWERS, JOHN M	eBook	2012		
ESTHETIC DENTISTRY: A CLINICAL APPROACH TO TECHNIQUES AND MATERIALS		eBook	2015		
FUNDAMENTALS OF FIXED PROSTHODONTICS.	SHILLINGBURG, HERBERT T	eBook	2012	6412C 6415C 6213C	
FUNDAMENTALS OF OPERATIVE DENTISTRY: A CONTEMPORARY APPROACH		eBook	2006	6408C 7744L 7746L 8749L	8747L 8748L
HANDBOOK OF LOCAL ANESTHESIA.	MALAMED, STANLEY F., 1944-	eBook	2013	6250C	
INGLE'S ENDODONTICS.	INGLE, JOHN IDE, 1919-	eBook	2008		
MANAGEMENT OF TEMPOROMANDIBULAR DISORDERS AND OCCLUSION.	OKESON, JEFFREY P	eBook	2012		
MANUAL OF FORENSIC ODONTOLOGY		eBook	2013		
MEDICAL EMERGENCIES IN THE DENTAL OFFICE.	MALAMED, STANLEY F., 1944-	eBook	2015	7241 6250C	
MOSBY'S DENTAL DICTIONARY		eBook	2008		
MOSBY'S DENTAL DRUG REFERENCE		eBook	2014	8263	6260

## College of Dentistry - Title Uses (Most recent publications)

Dentistry - First Run Private Folder: 30 sorted by title ascending, then by title ascending	0 / Est Net. 0.00 USD		30 / List 17109.26 USD	Course(s) Text is Used	
	0 / Est Net. 0.00 GBP		0 / List 0.00 GBP	Required	Recommended
ORAL RADIOLOGY: PRINCIPLES AND INTERPRETATION.	WHITE, STUART C	eBook	2013	6301C 8303	
ORTHODONTICS: CURRENT PRINCIPLES AND TECHNIQUES		eBook	2012		
PEDIATRIC DENTISTRY: INFANCY THROUGH ADOLESCENCE		eBook	2013	7452C 8828L	7826L
PHARMACOLOGY AND THERAPEUTICS FOR DENTISTRY		eBook	2011		
PHILLIPS' SCIENCE OF DENTAL MATERIALS.	ANUSAVICE, KENNETH J	eBook	2013	6213C 6412C 6415C 7717 7744L 7746L 8749L	8747L 8748L
PROSTHODONTIC TREATMENT FOR EDENTULOUS PATIENTS: COMPLETE DENTURES AND IMPLANT-SUPPORTED PROSTHESES.		eBook	2013		6460C
SEDATION: A GUIDE TO PATIENT MANAGEMENT.	MALAMED, STANLEY F., 1944-	eBook	2010		
STURDEVANT'S ART AND SCIENCE OF OPERATIVE DENTISTRY		eBook	2012	6408C 7744L 7746L	8747L 8748L
WHEELER'S DENTAL ANATOMY, PHYSIOLOGY, AND OCCLUSION.	NELSON, STANLEY J	eBook	2015		5404C

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8019\_\_ Course title: Interdisciplinary Service Learning IV

Faculty reviewer: Fields, Hardeman, Dilbone, Nair Date: 1/2016\_\_\_\_\_

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>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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p> <p>There are no lecture hours associated with this course.</p>	<p>XXX</p> <p>X</p> <p>XXXX</p> <p>XXXX</p> <p>0</p>	<p>XX</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>Emerging information question is not applicable.</p>	<p>XX</p>	<p>X</p> <p>XXXX</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? XXX</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>Competency Reflection Paper in the 4th year. reflection paper at the end of S11 reflection paper and completion of service hours Reflection paper</p> <p>Do students conduct self-evaluation? XXX X</p> <p>Is the grading criteria clear? XXXX</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? XX XX</p> <p>Comments:</p>	<p>XXX</p> <p>XXX</p> <p>XXXX</p> <p>XX</p>	<p></p> <p>X</p> <p></p> <p>XX</p>
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate? XXX</p> <p>Comments: N/A</p>	<p>XXX</p>	<p></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? XXXX</p> <p>Comments:</p>	<p>XXXX</p>	<p></p>
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course? XXXX</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum? XXXX</p> <p>Comments:</p>	<p>XXXX</p> <p>XXXX</p>	<p></p>
<p><b>Summary: Strengths of the course</b></p> <p>Allows students to work in the community for the betterment of the public. It also gives them a great opportunity to help those in need.</p> <p>The course is designed to make the student competent in inter-professional education and provides opportunity to develop skills for cultural sensitivity.</p>		
<p><b>Summary: Weaknesses of the course</b></p> <p>Remediation policy not in place</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8263\_\_ Course title: Adv. Oral Medicine and Clinical Pharm.

Faculty reviewer: Fields, Hardeman, Dilbone, Nair Date: 1/2016\_\_\_\_\_

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:  <span style="color: red;">Small group seminars and opportunities for learning.</span>  <span style="color: green;">This looks like an excellent course. This is a perfect method to reinforce the foundational principles in the first two years while integrating the clinical experience of the third and fourth year.</span>  <span style="color: purple;">Well documented goals and objectives</span></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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>0,0</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:  <span style="color: red;">It appears to mesh nicely with earlier courses in pharmacology and oral medicine</span></p>	<p>XXXX</p>	<p>XXXX</p>



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8352\_\_ Course title: Adv. Differential Diagnosis

Faculty reviewer: Culp, Stewart, Steinberg, Patel\_\_ Date: 1/2016\_\_\_\_\_

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>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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p> <p>No active learning mentioned</p> <p>Cannot be determined from the syllabus.</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XXX</p> <p>0</p>	<p>XX</p> <p>X</p> <p>X</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>Active learning may occur during case discussion.</p> <p>Evidence based data included in slides.</p> <p>All presenters are oral pathologists, but cases are interdisciplinary.</p> <p>Cases and competency required critical thinking. One lecture included self-assessment via Turning Point.</p>	<p>XX</p> <p>X</p>	<p>X</p> <p>XXX</p>



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8423\_\_ Course title: Perio in Gen. Practice

Faculty reviewer: Culp, Stewart, Steinberg, Patel\_\_ Date: 1/2016\_\_\_\_\_

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: "Flip classroom" - review material from recorded lectures and email questions to instructor. There was no media-site recordings for first four lectures on implantology and surgical procedures.</p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXX</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: It remains an 8 meeting/lecture course, but is given in the style of a flipped classroom. Students review recorded lectures and submit questions prior to class meetings. Active learning may occur during case discussions No active learning. Cannot be determined from the syllabus.</p>	<p>XX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>0, 0</p>	<p>XX</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: Potential overlap with DEN7411C (Overview Implant Den) should be explored.</p>	<p>XXXX</p> <p>X</p>	<p>XXX</p>



**Summary: Strengths of the course**

Objective of the course is to provide the student with a comprehensive approach to the practice of periodontics as a general practitioner, stressing inter- and multidisciplinary treatment of complex cases. However, it is unclear how much overlap there is with other courses. If not, I wonder whether sufficient time is given to the topics covered and also whether a single exam is sufficient to assess students' retention and integration of the material.

**Summary: Weaknesses of the course****Recommendations (continue on separate sheet, if necessary)**

More clarity regarding evaluation might be helpful.