

**DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL**

(Submit completed form to the Office of Education, [gchilds@dental.ufl.edu](mailto:gchilds@dental.ufl.edu) )

Date: 03/01/2016

Course Title: DEN6213C Fundamentals of Occlusion

Department: Prosthodontics

Course Director: Dr. Margarete Ribeiro Dasilva

Request/Revision: Increase of 6 sim lab hours.

**Rationale:** (If you are requesting additional class time please include why this time cannot come from re-prioritizing the current content, shifting to independent study in areas of direct instruction and/or cannot be incorporated in another existing course.)

The rationale behind adding these 6 hours is to bring the equilibration of the dentofrom exercise from Preclinical Fixed Prosthodontics I (DEN6412C) to the Fundamentals of Occlusion (DEN6213C) where it is better fitted, since it is an application of the occlusion concepts, just learned during the course. This change will allow Dr. Fernandez in the Preclinical Fixed Prosthodontics I (DEN6412C) to introduce digital software "Compare" on her course. The schedule is already planned for the coming summer in the ECO in case you need to consult.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar				
Independent study				
Laboratory				
Clinical				
<b>TOTAL HOURS</b>				

Department Chair Approval:  YES  NO Signature Margarete P. Clark

Proposed implementation date/semester Summer 2016

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

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? <span style="float: right;">XXX</span></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? <span style="float: right;">XXX</span></p> <p>Is the grading criteria clear? <span style="float: right;">XXXX</span></p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? <span style="float: right;">XX</span></p> <p>Comments: <span style="float: right;">XX</span></p>		
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate? <span style="float: right;">XXX</span></p> <p>Comments:</p> <p>N/A</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? <span style="float: right;">XXXX</span></p> <p>Comments:</p>		
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course? <span style="float: right;">XXXX</span></p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum? <span style="float: right;">XXXX</span></p> <p>Comments:</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>

<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>2 exams of 90 min (80%), 8 quizzes (20%). A portion of the written final examination is a competency assessment.</p> <p>Exam (MC, T/F, matching, clinical situations)</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>XXXX</p> <p>XX</p> <p>XXXX</p> <p>XXXX</p>	<p>XX</p>
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p> <p>Cannot be determined from the syllabus if the readings are thorough and appropriate.</p>	<p>XX</p>	<p>X</p>
<p><b>Criteria</b></p>	<p>Yes</p>	<p>No</p>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:</p> <p>Assists students with Board preparation as well.</p>	<p>XXXX</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>Instructional hours are not mentioned in the syllabus.</p>	<p>XXX</p> <p>XXX</p>	<p>X</p> <p>X</p>
<p><b>Summary: Strengths of the course</b></p> <p>A well constructed course, but highly focused on general oral pathologies and their differential diagnosis treatment strategies.</p> <p>Important course in development of students' ability to recognize lesions and appreciate management strategies.</p> <p>Uses real life scenarios.</p>		
<p><b>Summary: Weaknesses of the course</b></p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p> <p>During semester 9 students also take DEN8352 (Advanced Oral Medicine) and DEN8303 (Advanced Rad. Interp.). Consideration should be given to combining three courses into one and to integrate the material through presentation of moderate to complex cases, some that may be refractory to initial treatment modality.</p> <p>Try in include more clinical observation opportunities.</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.