

Date: **August 1st, 2016**

Course Title **Dental Emergency Management in UFCD DMD Clinics**

Department: **Clinic Administration**

Course Director: **Associate Dean for Clinical Affairs and Quality**

Rationale: **Dental professionals must provide for the wellbeing of their patients of record. This is both a legal and ethical obligation of professionals. This obligation is ongoing after hours as well as during holidays and vacations. Dental professionals are responsible for arranging emergency coverage for their patients of records.**

The purpose of this course is to provide for emergency care for UFCD DMD and SOS Clinics during semester breaks to prepare senior students to meet this commitment.

Course Description (50 words or less):

4DN Students will be divided into equal groups to provide dental clinical coverage during the six UFCD semester breaks. This service will be provided at a DMD Clinic and at the SOS Clinic for 3 consecutive days from 9 AM until 1 PM. Students will rotate through both clinics and will be supervised by RDS and OMS faculty. Clinic Administration will coordinate students' scheduling, will provide staff support and will manage the triage of patients over the phone and their assignment to the clinic.

Recommended Class Year (check all that apply):

<input type="checkbox"/>	1DN	<input type="checkbox"/>	2DN	<input type="checkbox"/>	3DN	<input checked="" type="checkbox"/>	4DN
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Recommended Semesters (check all that apply):

			1		2
	3		4		5
	6		7		8
X	9	X	10	X	11

Entry level prerequisite(s): 4DN Students This rotation would begin with the Class of 2018.

Student hours requested:

Hours by Type	Hrs.
Lecture/seminar	1
Independent study	2
Laboratory	
Clinical	12
TOTAL HOURS	15

Department Chair Approval: X YES NO

Identify where this time would come from in the current curricula to offer this course:

This is additional time in the DMD curriculum.

Describe Evaluation Process and Student Learning Outcomes:

Reading material relative to the course will be posted in ECO. At least 2 weeks prior to attending the course, Students must successfully complete an online multiple choice exam related to the material read. Clinical Administration will be monitoring the completion of the online exam as pre-requisite for the course. A one credit hour will be earned upon completion.

Implementation date/semester **Spring/Summer 2017** - Completion date/semester **Spring**

Curriculum Committee Action:

Approved in Concept (Develop further in ECO)			
Approval		Credit Hours Designated	
Reject			

MINUTES: Curriculum Management: Semester 8 Debriefing

Friday, July 15, 2016

Time: 12:00 PM to 1:00 PM

Location: D8-46

Present: G. Childs, E. Perez, T. Kompotiati, B. Wynkoop, L. Echeto, M. Lalama, E. Dupay, P. Salazar, A. Lopez, M. Iskander, K. Tran-Nguyen

Course	Presenter/Discussion	CD
DEN 7746L	Clinical Operative Dentistry 3 <ul style="list-style-type: none"> Students have early concerns about the new Caries Risk management patient process and their ability to complete this with a new patient in one semester. Students felt the <i>Clinical Competencies and Expectations</i> documentation was unclear for the complex class II. 	Dr. Wynkoop
DEN 7836L	Comprehensive Periodontal Treatment 3 <ul style="list-style-type: none"> Students are progressing with their periodontal patients and Phase I evaluations now that the department has extended this timeline. Dr. Kompotiati informed the students that a periodontal risk assessment form has been developed and she will send out a communication with directions when it is complete. 	Dr. Kompotiati
DEN 7846L	Clinical Prosthodontics 2 <ul style="list-style-type: none"> The new axiUm assist codes for student pairing were unfamiliar to the seniors. Dr. Echeto informed them she will email the students the new codes. Operative, prosthodontics, periodontics and pediatric dentistry all have assist codes in axiUm. She also explained that the implementation of a new private practice culture where seniors are the case managers will take some time to fully integrate. 	Dr. Echeto
DEN 7736L	Clinical Endodontics 2 <ul style="list-style-type: none"> A few students have completed Endodontic RVUs yet some students feel they are behind with no patients to complete the procedures. 	Dr. U. Nair
DEN 7826L	Clinical Pediatric Dentistry 2 <ul style="list-style-type: none"> Students reported they receive more RVU's treating adolescents in the TEAM clinic than in Pediatric Dentistry. They were informed this is being addressed and a policy is being developed to transfer healthy patients over 14 years, with no behavioral concerns to the TEAM clinics. It was noticed the distribution of the patients per day on the pediatric rotation were not even, and students felt this was unfair. 	Dr. Perez
DEN 7766L	Oral Diagnosis/Medicine & Treatment Planning 2 <ul style="list-style-type: none"> Senior students are concerned with the amount of time they are spending in pairs on COE's. The process is pretty clear when you are assisting your "little" and you will be managing patient care together. It is not clear when you are paired with a different 3DN student. 	Dr. Barnes
DEN 7762L	Clinical Radiology 1: Radiographic Technique and Interpretation 1 <ul style="list-style-type: none"> Students felt the radiology rotation was too long for senior year. Students suggested having the rotation start in the sophomore year. 	Dr. Barghan

	<ul style="list-style-type: none">• Students expressed concern about not knowing about the new CVCT interpretation. G. Childs said she would follow up with Dr. Kashtwari.• Students also expressed concern to not having access to information off campus when it is not located in the mipacs.	
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WC-Class written comments circulated and submitted electronically prior to the debriefing.

Overall Recommendations:	<ul style="list-style-type: none">• Consider having 4DN students mentor the first two COE's only.• Students are still somewhat unclear about RVUs and how they were distributed to juniors and seniors when paired.• Improve access to Mipacs off campus.• Students felt the radiology rotation in summer semester 9 was not a good use of clinical time. This rotation should occur after DEN6301C and end before their senior year.
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Curriculum Committee **Semester Debriefing** Template

Semester: 2 Date 6/22/16

Attendees: A. Sharma, C. Sayoc, O. Saniukovich, M. Gibbs, Y. Daaka, S. P. Oh, V. Dodd, V. Sposetti, M. Ghorbani, 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 infectious diseases should be flipped with host defense. The new order would illustrate the biology and then its application plus coincide with the pathology course.
- Neurophysiology felt rushed at the end of semester one and felt separate from preceding anatomy course. A little overlap of the material between anatomy and physiology would make transition smoother.
- Dr. Sayeski's pulmonary lectures were appreciated due to their clarity and memorability.
- Students felt there were too many different teaching styles in Physiology, especially in the neuroanatomy portion.
- Students felt Oral Health and Management three-hour lecture block could be condensed in to shorter lecture time.
- There was duplicate material on infection control lectures in DEN5320C (Sem 2) and DEN6015 (Sem 3).
- There is little clinical enforcement of infection control requirements in the clinic.
- Condense a few of the courses together such as Foundations in Patient Care (DEN 5320C) with pre-clinical operative dentistry III (DEN 6408C).
- Students had mixed feelings about the IFH experience due to patient and /or group assignment.
- DEN 5405C was well placed in the curriculum timeline.

Teaching Methods

What are the primary methods of instruction this semester?

Where do teaching methods support:

active learning, - histology, pulmonary

evidence-based practice,

multidisciplinary integration,

the development of critical thinking skills and reflective judgment?

Where and how does faculty mentoring occur?

Comments:

- Pulmonary lectures were very clear and tested on fairly.
- Dr. Aris and Dr. Sayeski lectures and exams were very organized and clear. Student appreciated lectures that were organized and easy to understand.
- Students found using Canvas and ECO for documents and announcements in the same course was confusing.
- Students said some course directors altered their syllabi during the course and didn't inform students of the change. Examples given were on attendance and the grade percentage of an exam.

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 felt stressed when exam dates get changed in a semester. The example given was pathology whose date was changed just a little over a week prior to the exam.

Student Preparation and Assignments:

Are course readings and assignments throughout the semester appropriate?

Identify where group projects/student presentations occur this semester?

Comments:

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:

RECOMMENDATIONS

- Align the material for immunology, infectious diseases, pathology and histology so they correlate to each other.
- Consider fewer faculty member teaching the neurophysiology lectures or aligning the material between neuroanatomy and neurophysiology to make the transition from anatomy to physiology smoother.
- Students would like an ergonomics lab which was omitted in DEN5320C this year.
- More enforcement in the clinics regarding infection control requirements.
- More standardized use between ECO and Canvas and/or migrate to one system.

University of Florida College of Dentistry
Course Debriefing Summary
DEN 5320, Foundations of Patient Care

June 15, 2016

Present: E. Rowell III, C. Sayoc, A. Delgado, G. Childs

Debriefing Purpose: New course director

Course Evaluation: 79 total responses, 2.8 mean

General Comments:

- The students present reported members of the class in general did not remember this course and generally refer to it as emergency preparedness.
- Course evaluation and debriefing comments expressed “we feel like we paid to take a test.”

Syllabus

- The Emergency Preparedness (EP) materials in ECO need to be updated. The current materials were not posted.

Course Content

- Students felt all the lectures that were scheduled and presented were too long, especially the 3-hour lecture blocks. This also applied to the emergency preparedness labs. Students felt they could be condensed and receive more effectively. It was suggested to have an EP lab following the lecture.
- It is not helpful when the faculty who presented indicated this is too soon in the curriculum to teach this (emergency preparedness as the students immediately feel it is not yet relevant).
- Students suggested watching videos in class was not the best use of class time. The EP videos need to be updated and available to students beyond the course.
- Students expected to learn common patient emergencies in the course yet this was not the focus of the lectures or lab.
- The infection control lecture portion of the course was scheduled for 2 hours but lasted about 45 minutes. Students also reported this lecture was just repeated in DEN6015 and repetitive.

Teaching Methods

- Due to the number and modules of instruction in this course there were varied teaching styles and student expectations.
- Students reported not meeting the Course Director until one of the lab sessions. In this lab session they felt operator positioning was helpful but none of the content was covered prior to the lab.

Laboratory

- Students felt the lab sessions were the most valuable use of time in this course. They enjoyed and learned in BLS, 4-handed dentistry, patient transfer techniques and emergency preparedness.

Examinations/Evaluation

- There was a take home exam for emergency preparedness section of the course. This exam should be scheduled at the completion of this section and not several weeks later. There was a lack of grading calibration on this exam as some students worked collaboratively yet received different scores. Some students spent up to three hours on this exam because they had to read all of the manuals to be able to answer the questions.
- Students received an email about what documents to review in ECO prior to the final examination. This exam should be scheduled when the course ends and not during finals week.

Text(s)

- No required text. Most materials were posted on ECO.

Overall Recommendations:

- An orientation to the course so students understand the organization and expectations of the course.
- Students recommended condensing all of the lectures and keeping the lab sessions.
- Update the materials in ECO in EP.
- Schedule the exams closer to time the content ends in the course.
- Students requested a letter from the administration would be helpful in addressing the missed classes. It is an inconsistent message for the faculty to not show and expect the students to attend class.
- Administrative recommendation: The essay exam should have a posted assessment rubric and notification in the syllabus if students can work collaboratively or not.

UFCD Course Debriefing

DEN 6440, Introduction to Oral Surgery (Part I) June 29, 2016

Present: W. Baldock, S. Blumberg, K. Kalibat, D. Diaz, K. Houston, S. Sox, M. Peng, G. Childs, J. Hardeman

Course Evaluation: Respondents, 55. Overall course mean, 4.42

Syllabus:

- Wound repair was in the course objectives and in the readings but not covered in class.
- Clear expectations about attendance.

Course Content:

- Students liked the lab.
- Students felt the video was helpful and provided clinical relevance.
- The emergency preparedness material was very concise.

Teaching Methods:

- Students found the study guide helpful.
- Dr. Hardeman's "*bare bones*" teaching methodology was meaningful, easy to remember and applicable for real life situations.

Evaluation:

- Wound repair was not directly covered in class but was on the exam.
- Students felt the material aligned well with the exams.
- Students like the quizzes, which was counted as extra credit, and there was an increase in attendance.

Summary of Recommendations

- Students suggested the class have additional labs (possibly an injection lab).
- Students would like more videos.
- Space the finals during final week a bit more evenly.

Spring 2016 - 3DN Clinical Faculty Evaluations

Course	Sect. #	Course Name	Enrolled	Responded	Response Rate (%)
DEN7746L	0147	Clin Operative Den 3	11	1	9.09%
DEN7746L	0147	Clin Operative Den 3	11	1	9.09%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	1	9.09%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	0147	Clin Operative Den 3	11	0	0.00%
DEN7746L	9271	Clin Operative Den 3	84	3	3.57%
DEN7746L	9271	Clin Operative Den 3	84	3	3.57%
DEN7746L	9271	Clin Operative Den 3	84	2	2.38%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	2	2.38%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	2	2.38%
DEN7746L	9271	Clin Operative Den 3	84	1	1.19%
DEN7746L	9271	Clin Operative Den 3	84	0	0.00%
DEN7736L	01HB	Clin Endodontics 2	11	0	0.00%
DEN7736L	9318	Clin Endodontics 2	84	1	1.19%
DEN7805L	0311	Oral Surgery Clinic	11	1	9.09%
DEN7805L	0311	Oral Surgery Clinic	11	0	0.00%
DEN7805L	0311	Oral Surgery Clinic	11	0	0.00%
DEN7805L	0311	Oral Surgery Clinic	11	0	0.00%
DEN7805L	0311	Oral Surgery Clinic	11	0	0.00%
DEN7805L	5824	Oral Surgery Clinic	83	1	1.20%
DEN7805L	5824	Oral Surgery Clinic	83	1	1.20%
DEN7805L	5824	Oral Surgery Clinic	83	2	2.41%
DEN7805L	5824	Oral Surgery Clinic	83	2	2.41%
DEN7805L	5824	Oral Surgery Clinic	83	7	8.43%
DEN7805L	5824	Oral Surgery Clinic	83	4	4.82%
DEN7836L	033C	Comp Perio Tx 3	11	0	0.00%
DEN7836L	033C	Comp Perio Tx 3	11	0	0.00%
DEN7836L	033C	Comp Perio Tx 3	11	0	0.00%
DEN7836L	033C	Comp Perio Tx 3	11	0	0.00%

Spring 2016 - 3DN Clinical Faculty Evaluations

Course	Sect. #	Course Name	Enrolled	Responded	Response Rate (%)
DEN7846L	9220	CI Prosthodontics 2	84	2	2.38%
DEN7846L	9220	CI Prosthodontics 2	84	1	1.19%
DEN7846L	9220	CI Prosthodontics 2	84	1	1.19%
DEN7846L	9220	CI Prosthodontics 2	84	2	2.38%
DEN7846L	9220	CI Prosthodontics 2	84	0	0.00%
DEN7846L	9220	CI Prosthodontics 2	84	0	0.00%
DEN7846L	9220	CI Prosthodontics 2	84	6	7.14%
DEN7846L	9220	CI Prosthodontics 2	84	2	2.38%
DEN7846L	9220	CI Prosthodontics 2	84	3	3.57%