

UFCD Curriculum - Earlier clinical experiences draft
Years 1 and 2

Year 1		Year 2			
Semester 1 - 1DN Fall	Semester 2 - 1DN Spring	Semester 3 - 2DN Summer	Semester 4 - 2DN Fall	Semester 5- 2DN Spring	
Stream 1 - Biomedical Sciences					
5100C Gross Anatomy (4 cr.) 5121 Biochemical, Molecular and Cellular Biology, (4 cr.) 5120C Physiology	5120C Physiology - cont. (5 cr) 5127 Infectious Diseases (4 cr) 5126C Histology (2 cr)	6128 Host Defense (3 cr.) 6350 General Pathology (4 cr)	6262 Principles of Pharmacology (2 cr.) 6416C Advanced Head and Neck (2 cr) ?		
Stream 2 - Developmental Biology, Diagnostic and Therapeutic Sciences					
5210 Developmental Biology and Psychosocial Issues, Part I. (3 cr.)	5221 Oral Health Management and Psychosocial Issues (2 cr.)	6301C Fundamentals of Oral and Maxillofacial Radiology (2 cr) 6251 Science and Clinical Management of Dental Pain (2 cr.)	6351 Oral Pathology (3 cr.) 6302C Intro CI DX 6250C Pain and Anxiety Mgt. (1 cr) ?	6260 Oral Medicine and Pharmaco-Therapeutics (2 cr) 6440 Intro OMFS, Part I (1 cr) 6302C Intro CI DX (3 cr.)	
Stream 3 - Professionalism, Interdisciplinary Practice and Oral Health Promotion					
5013 Foundations of Professionalism(2 cr) 5010 ISL 1 6001 Intro to Evid-based Dental Practice (1 cr)	6015 PPCPM I TEAMS assign before summer 5010 ISL 1 (1 cr.) 5502C Cariology 1 (2 cr.) Student med/dent hx in axiUm	6015 PPCPM I 6011 ISL 2	6015 PPCPM I. 6011 ISL 2	6015 PPCPM I. (1 cr.) 6011 ISL 2 (1 cr.)	
Stream 4 - Preventive and Restorative Dental Sciences (EHR-Case-based)					
5404C Dental Anatomy and Stomatognathics (2 cr.) Tu/Th AM	5405C Preclinical Operative Dentistry I. (4 cr.) M/W AM 6213C Fundamentals of Occlusion (3 cr.) Tu AM/Wed PM	6407C Preclinical Operative Dentistry II. (3 cr.) M/W AM 6460C Pros for Edentulous Pts. (2 cr) Tu AM	6408C Preclinical Operative Dentistry III. (3 cr.) M/W AM 6412C Preclinical Fixed Pros 1 (2 cr.) Tu/Th PM 6430C Prin Endo (1 cr) M PM 6421C Perio Tx Plan & Disease Control (2 cr) M PM /Fr AM	6432C Basic Endo Therapy M/PM 6415C Preclinical Fixed Pros 2 (2 cr) Tu/Th PM	
Stream 5 - Clinical Practice (Comprehensive Person-centered Care)					
Stream 6 - Person-centered Care Rotations					
			6705L - Public Health OHMC/CC	6705L - Public Health cont. (1 cr) OHMC/CC	
Student Assessments					
					NBDE Part I (May) 7961L Clin Exam 1 (1 cr.)

Curriculum Committee Syllabus Evaluation - Semester 1

Date: May 22, 2017 Reviewers: Dr. Gibbs, A. Alvarez, S. Meyer, G. Childs	DEN5010: Interdisciplinary Service Learning I	DEN 5120C Physiology	5502C: Cariology and Preventive Dentistry	DEN 5127 Infectious Diseases	DEN 5221 Oral Health Management and Psychosocial Issues Over the Lifespan	DEN 5126 Histology	DEN 5405C Preclinical Operative Dentistry 1 / Biomaterials
Criteria/Evident/Not Evident							
Educational Goals and Objectives							
Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?	NE	There is no active learning	E Attendance required at lectures	There is no active learning. Attendance was not mandatory which is inconsistent with the syllabus-attendance is mandatory.	E There are assignments and SP activities. Students felt the name of the course focused more on Psychosocial Issues.	E	E
Are the educational goals and objectives clearly stated?	Unclear how objectives align with activities	E	Objectives are marked by topic	Objectives are marked by topic	Unclear how objectives align with activities	Objectives are marked by topic	Objectives are marked by topic
Are the course objectives and content thorough and appropriate for predoctoral students	E	The objectives should be updated to reflect a written examination assessment.	E	E	E	E	E
Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?	Unclear how they align with activities.	E	Arrange Infection Control Labs in Clinics on Wed PM	E	E	E Dr. Aris has incorporated a digital lab and quizzes in Canvas	E
Teaching Methods							
Do the teaching methods support:	E	NE	E	NE	E	E	E
evidence-based practice	NE	NE	E	NE	NE	NE	NE
multidisciplinary integration	terms need to be updated and IPLH not reflected	NE	E-Nutrition	E	NE	NE	NE
the development of critical thinking skills or reflective judgment	E in activites and reflection paper	NE	NE (this may occur in the seminars or presentation)	NE	E	E	E in sim lab rubric

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<p>Course Content</p>							
<p>Does the course incorporate emerging information?</p>	<p>NE</p>	<p>NE</p>	<p>E</p>	<p>NE</p>	<p>NE This could be through SP cases?</p>	<p>NE</p>	<p>NE This could be in lectures</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>NE</p>	<p>NE</p>	<p>Student suggestion to decrease lectures and increase seminars and report repeated slides in the presentations throughout the course.</p>	<p>NE</p>	<p>NE</p>	<p>NE</p>	<p>Some overlap with DEN5502C</p>

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Methods of Evaluation							
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)?	Evaluated on hrs of service and family presentation of health promotion efforts.	Written MCQ	Quizzes, Written Exams and Seminars	Written exams	Written exams SP feedback sessions Reflection Papers Written assignment.	Quizzes and Written Exams	Quizzes, written exams and psychomotor exams
Do students conduct self-evaluation?	Reflection paper	NE	NE	NE	Reflection Papers	E-Quizzes	sim lab rubric
Is the grading criteria clear?	E	E	E Grade weights are included. Additional points deducted for lack of professional conduct.	E	E	E	NE
Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?	NE	E	E	E	E	E	E

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Readings and Assignments							
Are course readings and assignments thorough and appropriate?	A few selected IPE readings	NE	There are recommended textbooks. No readings listed in the assignment portion of schedule.	Lecture handouts	Very detailed in assignment section of syllabus	There is required textbook but no readings in the assignment schedule in ECO	E included in assignment schedule in ECO
Timing/Sequencing:							
Is the course scheduled at the appropriate time in the curriculum?	Intentionally placed in semester 1 & 2 across the health center	Yes	Yes	Yes	Yes	Yes	Yes
Credit Hours							
Does credit assignment for the course reflect the instructional hours for the course and within the curriculum?	Yes	Has the lab time been removed from the credit hours of this course?	Yes	Yes	Yes	Yes	Yes
Summary: Strengths of the course	Excellent foundational IPE	Many good lecturers	Early clinical experience on peers	Students reported Dr. Shaddox's clinical correlations were helpful.	Depth of student self reflection.	Students hold up the organization of this course as an exemplar!	New caries simulation lab activity
Summary: Weaknesses of the course	Terms outdated, No remediation described	Minimal clinical correlations	Students report repeated slides in the presentations throughout the course		Course schedule is quite varied due to SP scheduling		It is not clear how students receive a final grade
Recommendations (continue on separate sheet, if necessary)	Consider adding "work in a diverse multicultural environment" in the Course Goal. Dr. Gibbs considering changes in this stream.	Student feedback is to begin this course with Dr. Sayeski's respiratory section. Could some of these lectures be online?	Align objectives by activity as well as topic. Link activities that develop critical thinking skills. Further integrate Public Health. Identify seminars in course schedule.	Consider adding recommended text and additional clinical correlations.	Students requested mandatory attendance and fewer written examinations.	Add required reading in ECO schedule	The evaluation section is extremely lengthy and the tone is extremely punitive. Could this be transitioned to a learner-centered approach?