

**DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL**

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

Date: July 22, 2019

Course Title: DEN5100C: Gross Anatomy

Department: Anatomical Sciences

Course Director: Dr. Venkatesh Nonabur

Revision request summary: In response to student request to have a basic review of neuroanatomy prior to neurophysiology in the DEN5120 Course Debriefing and the Semester 2 debriefing, this proposal requests an additional lecture and lab in Fall DEN5100C in December 2019 to conduct this neuroanatomy basic review.

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.)

This lecture and lab would introduce students to the structures of the brain and review neuroanatomical terms. Additionally faculty members would highlight where clinical neurocognitive deficits occur (Dementia, Parkinson’s etc). The current anatomical specimens would be used so there would be not additional lab costs.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar	1			
Independent study				
Laboratory	3			
Clinical				
<b>TOTAL HOURS</b>	<b>4</b>			<b>4</b>

Department Chair Approval:  YES  NO

Responsible Dean/Chair/Faculty: \_\_\_\_\_

Proposed implementation date/semester: \_\_\_\_\_

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

**DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL**

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

Date: 09/24/2018

Course Title: DEN5405C- Operative Dentistry and Biomaterials

Department: Restorative Dental Sciences

Course Director: Ana Paula Dias Ribeiro

Revision request summary: The proposed changes in the course is based on the reflection of the Division on the sequence of Operative Dentistry. Our main goal with changing the sequence of procedures and content is to increase the critical thinking, to translate the clinical situations in Sim Lab activities, to better prepare them to the clinics and engage them in the learning process. Also, the change will result in a better integration of Operative Dentistry with Biomaterials and Cariology courses. There is a request to remove the 4 handed-dentistry component for integration into the Introduction to Clinical Care Course series and a request to revise the course description.

**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.)

Operative I will be divided into 4 modules: I: Introduction to Operative Dentistry; II: Developing Hand Skills (Class I and Class II preparations); III: Protecting and Restoring and IV: Clinical case scenario-integrating the knowledge. The course will have 2 didactic exams and 4 psychomotor exams. The last psychomotor (Clinical case) will also have a didactic component (check the power point presentation). No additional hours is being requested. No additional time is being requested.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	<b>Total Hrs.</b>
Lecture/seminar				
Independent study				
Laboratory				
Clinical				
<b>TOTAL HOURS</b>				0

Department Chair Approval: \_\_\_\_\_ YES \_\_\_\_\_ NO

Responsible Dean/Chair/Faculty: \_\_\_\_\_

Proposed implementation date/semester \_\_\_\_\_

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

## Operative I and Biomaterials:

### Course Description

This course introduces fundamental concepts related to operative dentistry. Emphasis is also placed on biomaterial science and clinical application of **composite resin dental** restorative materials. Minimally invasive dentistry will be stressed, and principles of ergonomics and **infection control** as it relates to clinical dentistry will be introduced. The course is based on lectures and laboratory exercises in order to support the development of motor skills, self-evaluation and clinical judgment using a rational scientific basis.

### Course Goals

This course is the first in a series of three courses, which are designed to provide the student with sufficient knowledge in the Operative Dentistry **focusing on the etiology, diagnosis, treatment and prevention of the disease, dental caries and its sequelae**. The **development of hand skills by preparation and restoration of Class I and Class II carious lesions restorative treatment of Class I, III, and V carious lesions using resin-based composite** will be particularly emphasized, and based on the concepts of minimally invasive dentistry. This course also includes an introduction course to dental biomaterials, which is designed to teach some material properties principles and definitions, **direct and indirect pulp capping procedures, and the use of amalgam to restore single and multi-surface carious lesions polymeric materials including dental adhesives, and composites**. Since Operative Dentistry and Biomaterials contributes to a major portion of the general practice of dentistry, it is important to concentrate now on developing excellent clinical skills and efficiency to provide optimal patient care. Such skill and efficiency are essential components for a successful practice. Finally, **this course will also include an introduction to the concept of "four-handed dentistry."** **Dental auxiliary utilization will enable students to practice dentistry in an efficient, relaxed, and physiologically sound manner. Students will learn the fundamentals of effective interaction and communication with a chairside assistant. The effective utilization of a chairside assistant will result in increased efficiency and productivity in dental practice.** **S**tudents will learn techniques of operator, assistant, and patient positioning, as well as lighting techniques, in order to maximize visibility and access to all areas of the oral cavity, and to minimize fatigue. Students will learn and practice ergonomic techniques designed to prevent the occurrence of musculoskeletal injury during the practice of dentistry.

### Course Overview

Direct instruction (lectures) and simulation labs are utilized in this course to introduce fundamental concepts related to Operative dentistry. **The course will be divided in four modules:**

- 1- Introduction to Operative Dentistry;
- 2- Developing Hand Skills (Class I and Class II preparations);
- 3- Protecting and Restoring (Class I and Class II restorations)
- 4- Clinical case scenario- integrating the knowledge (Biomaterials, Cariology and Operative Dentistry).

Successful completion of this course is required to progress to DEN6407C: Preclinical Operative II. It is a required pre-requisite.

### **Course Outline**

1. Introduction to Operative Dentistry
2. Dental Instruments and Nomenclature
3. Fundamentals in Tooth Preparation
4. Isolation of the Operating Field
5. Pulp biology and protection
6. Class I and Class II didactic preparations and restorations with amalgam
7. Dental Biomaterials
  - a. General introduction to dental biomaterials
  - b. Amalgam
  - c. Materials for pulp protection and protective restorations
8. Failures of Restorations/ Physical properties
9. Ergonomics: Patient, Operator, and Assistant Positioning

### **Course Objectives**

The material in this course will be presented in lecture, web-based, laboratory, and self-study format. You will demonstrate competency in the knowledge of the following and the ability to apply this knowledge to the practice of dentistry:

## 1. Dental Instruments

Describe the indications and reasons for using both rotary and hand instruments in cavity preparations

Explain the instrument classification and use, instrument grasps, and Black's formula

Describe the sharpening and care of hand instruments

Describe rotary cutting instruments in reference to the following: design features and construction, shapes, sizes, numbering, functional characteristics, care, and maintenance

## 2. Isolation of the Operating Field

Describe the rationale for using the rubber dam

Demonstrate the proper placement and use of the rubber dam, clamps, gingival retractor and frame to achieve field isolation

## 3. Prevention, Diagnosis and Treatment of Class I and II carious lesions

Demonstrate ability to execute conservative tooth preparations and placement/carving of dental amalgam restorations

Demonstrate the ability to execute non-conservative tooth preparations and placement/carving of dental amalgam restorations

Describe the pulp-dentin reactions to dental caries and to cavity preparations

## 4. Dental Biomaterials

Discuss the structure of materials and explain how inter atomic bonds influence physical/mechanical properties of dental materials

Discuss how dental amalgams evolved and the impact they had on dental materials in general.

Identify different setting reactions among different types of dental amalgams and relate these differences to clinical performance.

Explain how differences in amalgam alloy particle shape affect some differences in mechanical properties as well as in handling characteristics.

Discuss how corrosion rather creep cause marginal failures of different amalgam types.

Discuss concerns about the use of dental amalgams, and explain why amalgams as restorative materials have been banned in some countries.

Discuss bonding mechanism in terms of joining two chemically different materials, such as resin to enamel and resin to dentin

Familiarize with polymers used in dentistry, identify different polymerization mechanisms and discuss their characteristic behaviors

Explain how the molecular structure of polymers affects their properties such as glass transition temperature and hydrophobicity

Define composites, identify components of dental composites and explain how each component affects the properties of a dental composite

Explain how light-curing procedures affect the quality of the final composite and how errors introduced during this process can affect the clinical outcome

Discuss the mechanism behind enamel and dentin etching and how deviations from the optimal technique affect enamel and dentin bonding

Discuss the environment of oral cavity and its influence in the longevity of a resin-based composite restoration

Discuss mechanisms of failure and fracture of dental composite restoration

## 5. Four- handed dentistry and Ergonomics

Discuss the benefits of effective utilization of the chairside auxiliary

Demonstrate in writing an adequate knowledge of the delivery, theory, and implications of four-handed dentistry

Describe the correct positioning of the operator, the patient, dental assistant and the chairside assistant for accomplishing clinical procedures in any give segment of the oral cavity

Demonstrate the lighting technique that will allow for optimum visibility in either the maxillary or mandibular arches, and describe these techniques

Given an operative procedure on a mannequin or patient, and a chairside auxiliary, demonstrate instrument transfer

Given an operative procedure on a mannequin or patient, and a chairside auxiliary, demonstrate the management of the air/water syringe to achieve clear access and visibility during the procedure

Given the operative procedure on a mannequin or patient, and a chairside auxiliary, demonstrate positioning of the high velocity suction tip

During a preclinical operative procedure, perform the entire procedure efficiently by using the principles outlined in the module

## Operative II

### Course Description

This course will introduce the concepts of Adhesive Dentistry and the involve the use of silver amalgam and resin-based composite to treat teeth injured by carious lesions from simple, single surface lesions to multiple surface lesions. This course also introduces the preparation and restoration of teeth with cast gold and ceramic inlay/onlays.\*

### Course Goals

This is the second in a series of three courses that are designed to teach the etiology, diagnosis, treatment and prevention of the disease, dental caries and its sequelae. This course is designed to encourage critical thinking. The laboratory section is focused on the development of the necessary psychomotor skill specific to the surgical intervention and restoration required for primary class I and II carious lesions and complex class II lesions due to fractured cusps or large carious lesions. Restoration will focus primarily on resin-based composite and amalgam materials. Application of ergonomics, infection control and rubber dam will be reinforced. In addition, the topics of amalgam bonding, pin retention, treating the fractured tooth, hypersensitivity, and repairing and refurbishing restorations will be discussed.

Dental biomaterials lectures on adhesion, resin-based composite materials, light curing amalgam chemistry, handling properties, and safety will be integrated into this course.

Emphasis will be placed on the student acquiring the ability to accurately assess his/her own surgical operative procedures in order to be better prepared for the treatment of patients in the clinic. All work done by the student will be self-assessed prior to faculty evaluation.

### Course Overview

Lectures and laboratory exercises on tooth preparations and restoration with dental amalgam, gold/ceramic onlays and resin-based composite will be presented in three phases modules.

- 1- Introduction to Adhesive Dentistry;
- 2- Restoring Class II and complex carious lesions
- 3- Extended damage- onlays preparations

Phase Module I will focus on introducing concepts of Adhesive Dentistry and lectures on polymeric materials including dental adhesives, and composites conventional Class II tooth preparation and restoration with dental amalgam and on complex tooth preparation and restorations when dental amalgam is the material of choice,. Phase Module II will focus on restoring Class II and complex carious lesions with both materials (amalgam and Composite)



highlighting the differences on the tooth preparation needed for each material **tooth preparation when gold onlay is the material of choice and. Phase Module III will focus on large carious lesions in which an indirect restoration (Gold and Ceramic onlays) will be indicated layering techniques when resin-based composite is indicated for small and moderate primary caries lesions as well to complex tooth preparations.** Lectures on bulk-fill resin-based composites and **decision for refinish, repair or replace will be presented accessing and removal of infected/affected dental hard tissues along with biology and protection of the dentin-pulp complex will be presented. The sandwich technique, which involves the use of resin-modified glass ionomers and resin-base composite materials, will be done on plastic teeth.**

Successful completion of this course is required to progress to DEN6408C: Preclinical Operative III. It is a required pre-requisite.

### **Course Outline**

1. Principles of Adhesion to Enamel and Dentin
2. Resin Based Composite: Composition and Handling
3. Resin Based Composite: Finishing and Polishing Techniques
4. Light curing
5. Principles of tooth preparation for resin-based composite and dental amalgam
6. Complex class II tooth preparation and restorative techniques for amalgam or resin-based composite dental materials
7. Fracture Mechanics and Survival of Resin Based Composite
8. Bulk-fill resin-based composites
9. Gold and Ceramic Onlays
10. Sandwich technique
11. Refurbish, repair or replacement of restorations

### **Course Objectives**

The material in this course will be presented in lecture, web-based, laboratory, and self-study format. You will demonstrate competency in the knowledge of the following and the ability to apply this knowledge to the practice of preventive and restorative techniques while providing oral health to patients:

#### **1. Dental Caries**

Discuss the philosophy of the Department of Restorative Dental Sciences in prevention, diagnosis, and management of the caries process as well as its sequelae to the dental hard tissues

Describe the clinical aspects and classification of caries lesions for amalgam tooth preparations and restorations

Explain dental pulp physiology in the presence of active and chronic carious lesions

## 2. Dental Instruments

Describe the indications and reasons for using both rotary and hand instruments in tooth preparations

Explain the instrument classification use, and instrument grasps

Describe the sharpening and care of hand instruments

Describe rotary cutting instruments in reference to the following: design features and construction, shapes, sizes, numbering, functional characteristics, care, and maintenance

## 3. Isolation of the Operating Field

Describe the rationale for using the rubber dam

Demonstrate the proper placement and use of the rubber dam, clamps, gingival retractor and frame to achieve field isolation

## 4. Diagnosis and Treatment of Class I or II carious lesions for dental amalgam

Demonstrate ability to execute conservative tooth preparations and placement/carving of dental amalgam restorations

Demonstrate the ability to execute non-conservative tooth preparations and placement/carving of dental amalgam restorations

Describe the pulp-dentin reactions to dental caries and to cavity preparations

Demonstrate the ability to prepare and restore teeth with composite resins and resin-modified glass ionomers

## 5. Diagnosis and Treatment of Fractured Tooth or Large Caries Lesions

Demonstrate the ability to access and remove demineralized enamel and infected carious dentin prior to placement of protective as well as restorative materials

Demonstrate the ability to execute complex tooth preparations, design retentive features, and placement/carving of dental amalgam restorations

Demonstrate the ability to execute gold and ceramic onlay tooth preparations, design and retentive features.

Demonstrate the ability execute the Sandwich Technique.

Demonstrate the ability to execute complex tooth preparation aiming the placement of resin-based composite materials.

## 6. Evidence-based Dental Practice/Critical Thinking

Discuss the current clinical evidence for longevity amalgam restorations and resin-based composite materials.

Build-up the foundation for the use of low-shrinkage or bulk-fill resin-based composite materials.

Apply the acquired knowledge using case-based scenarios.

## 7. Dental Biomaterials

Discuss how dental amalgams evolved and the impact they had on dental materials in general.

Identify different setting reactions among different types of dental amalgams and relate these differences to clinical performance.

Explain how differences in amalgam alloy particle shape affect some differences in mechanical properties as well as in handling characteristics.

Discuss how corrosion rather creep cause marginal failures of different amalgam types.

Discuss concerns about the use of dental amalgams, and explain why amalgams as restorative materials have been banned in some countries.

Discuss the mechanism behind resin bonded amalgams as well as the way an old amalgam can be fused with a new amalgam

Discuss and explain how inter atomic bonds influence physical/mechanical properties of dental materials

Discuss bonding mechanism in terms of joining two chemically different materials, such as resin to enamel and resin to dentin

Familiarize with polymers used in dentistry, identify different polymerization mechanisms and discuss their characteristic behaviors

Explain how the molecular structure of polymers affects their properties such as glass transition temperature and hydrophobicity

Define composites, identify components of dental composites and explain how each component affects the properties of a dental composite

Explain how light-curing procedures affect the quality of the final composite and how errors introduced during this process can affect the clinical outcome

Discuss the mechanism behind enamel and dentin etching and how deviations from the optimal technique affect enamel and dentin bonding

Discuss the environment of oral cavity and its influence in the longevity of a resin-based composite restoration

Discuss mechanisms of failure and fracture of dental composite restoration

## DEN8290: Private Practice Experience Fall 2019

### Course Description:

This elective course is a student observation experience within a private practice setting, including solo, small group or corporate practices. It is arranged by the student in conjunction with the Office of Education. Students do not provide direct patient care in this elective. These experiences are arranged during breaks in the academic calendar so as to not interfere with core courses or clinic assignments. This is typically a 1 week long, 1 credit hour experience. Students can petition to retake this course for a maximum total of 3 weeks/ 3 credits.

Do not register for this course if you plan to do an externship at an academic institution or residency program. There is a different, separate course for that type of externship, DEN 8290 Dental Extramural Externship..

Externships can be requested by students in **semesters 9-11**. These experiences are generally requested by students interested in employment opportunities following graduation. There are specific steps involved in arranging this experience for academic elective credit which are outlined in the documents section of this ECO syllabus.

Please allow several weeks in advance to complete all of the steps involved in enrolling in this elective.

**This can not be done after the externship has taken place.**

UFCD students must comply with the policies and procedures required by the hosting practice.

### I. General Information

Course Director: Venita Sposetti  
Office:  
Email: SPOSETTI@dental.ufl.edu  
Phone: (352) 273-7750  
Course Credits: 1  
Semester: Fall

### Contributing Faculty

#### Support Staff

Stephanie Ross	(352) 273-5950	SRoss2@dental.ufl.edu	TA / Syllabus / Grade Administrator
Anthony M Licari	(352) 273-5231	ALicari@dental.ufl.edu	TA / Grade Administrator
Valerie A Plunkett	(352) 273-5950	VPlunkett@dental.ufl.edu	TA / Grade Administrator
Alejandro Jacobo		alejandrojacob@ufl.edu	TA
Margeaux C Johnson	(352) 273-5948	MJohnson@dental.ufl.edu	TA
Margeaux C Johnson	(352) 273-5948	MJohnson@dental.ufl.edu	TA
Benjamin J Mertz	(352) 273-6589	BMertz@dental.ufl.edu	TA
Kleada Novak	(352) 392-5500	kleadanovak@ufl.edu	TA
Kleada Novak	(352) 392-5500	kleadanovak@ufl.edu	TA
Valerie A Plunkett	(352) 273-5950	VPlunkett@dental.ufl.edu	TA

### II. Course Goals

The goal of this course is for students to gain additional extramural experience in a private dental office. The purpose for such an experience is often to learn more about potential practice opportunities that the student may like to explore in the future.

### III. Course Overview

This is an independent study elective generally arranged over break weeks that can vary from 1-3 credits based on the length of the activities. this is typically a 1 week long experience and students receive 1 credit hour. Students can repeat this course for a maximum total of 3 weeks/ 3 credit hours. No more than 3 credit hours can be earned in this course.

Externship experiences should occur during breaks. Credit will be issued provided that the student:

1. Is in good academic standing (not currently on academic or conduct probation).
2. Is officially registered with the UF Registrar prior to this elective experience through the Office of Education during any semester, 9 through 11 only.
3. Completes a Request for Planned Leave with the Office of Education.
4. Provides a letter to the Office of Education from the practice setting
  - a. inviting the student to attend an externship experience,
  - b. citing the dates of attendance,
  - c. the supervising licensed dentist, and
  - d. indicating the student will only observe patient care.

5. Complies with all the rules and regulations required by the practice setting.
6. Requests the practice setting to complete and return an "Extern Evaluation" form on the student. (Form located in Document folder for this course). No credit will be issued without a completed Extern Evaluation form.

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#### **IV. Course Outline**

Experiences are arranged by the practice being visited by the student.

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#### **V. Course Material**

Materials are arranged by the practice being visited by the student.

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#### **VI. Course Objectives**

The objectives of this elective include (but are not limited to):

1. Develop a mentoring relationship.
2. Demonstrate professionalism in conduct and communication.
3. Observe the practice environment of the visited site.
4. Utilize active learning strategies such as, critical thinking skills, reflective practice questioning and evidence-based practice

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#### **VII. Course Competencies**

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#### **VIII. Evaluation**

This elective course is evaluated as Satisfactory (S) or Unsatisfactory (U). The student will be evaluated by the practice setting using the form found in the Document folder for this course.

No credit will be issued without a completed Extern Evaluation form from the practice.

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#### **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.

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#### **X. Grade Scale**

This course uses a Satisfactory/Unsatisfactory grade scale.

## DEN8290: Dental Extramural Externship Fall 2019

### Course Description:

This elective course is a student experience within another academic institution. It is arranged by the student in conjunction with the Office of Education. These experiences are arranged during breaks in the academic calendar so as to not interfere with core courses or clinic assignments. This is typically a 1 credit hour experience.

Students can receive credit for this elective by satisfying the requirements listed below in the course overview section. Students must complete a MINIMUM of 5 days of participation to receive credit for this elective.

Do not register for this course if you plan to do an externship at a private practice. There is a different, separate course for that type of externship, DEN 8290 Private Practice Experience.

Externships can be requested by students in **semesters 9-11**. These experiences are generally requested by students interested in applying to advanced and graduate specialty programs following graduation. There are specific steps involved in arranging this experience for academic elective credit which are outlined in the Course Overview section of this ECO syllabus.

Be aware that every institution is somewhat different and may have different requirements. Contact the Office of Education for more information about the steps involved in arranging an extramural externship for elective credit.

To assure that you receive credit, please allow several weeks in advance to complete all of the steps involved in enrolling in this elective.

**You can not enroll in this elective after the externship has taken place.**

UFCD students must comply with the policies and procedures required by the hosting institution.

### I. General Information

Course Director: Venita Sposetti  
Office:  
Email: SPOSETTI@dental.ufl.edu  
Phone: (352) 273-7750  
Course Credits: 1  
Semester: Fall

### Contributing Faculty

#### Support Staff

Anthony M Licari	(352) 273-5231	ALicari@dental.ufl.edu	TA / Grade Administrator
Valerie A Plunkett	(352) 273-5950	VPlunkett@dental.ufl.edu	TA / Grade Administrator
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Benjamin J Mertz	(352) 273-6589	BMertz@dental.ufl.edu	TA
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Kleada Novak	(352) 392-5500	kleadanovak@ufl.edu	TA
Valerie A Plunkett	(352) 273-5950	VPlunkett@dental.ufl.edu	TA

### II. Course Goals

The goal of this course is for students to gain additional extramural experience in another academic institution. The purpose for such an experience is to learn more about potential advanced education programs that the student may like to explore in the future.

### III. Course Overview

This is an independent study elective generally arranged over break weeks. Most students receive 1 credit hour for this experience. A minimum participation of 5 days is required to receive elective credit. Students can repeat this course for a maximum total of 3 credit hours (no less than 15 days of participation).

This experience should occur during breaks. Credit will be issued provided that the student:

1. Is in good academic standing (not currently on academic or conduct probation).
2. Is officially registered with the UF Registrar prior to this elective experience through the Office of Education during any semester, 9 through 11 only.
3. Completes a Request for Planned Leave with the Office of Education.
4. Participates in no less than a total of 5 days in the experience for 1 credit hour.
5. Verifies with the Office of Education that a current, signed Affiliation Agreement\* between UF and the hosting institution is in place.

6. Provides documentation in the form of a letter or email to the Office of Education from the institution inviting the student to attend an externship experience, citing the dates of attendance, and the supervising licensed dentist.
7. Complies with all the rules and regulations required by the institution.
8. Requests the institution to complete and return an "Extern Evaluation" form on the student. (Form located in Document folder for this course). No credit will be issued without receipt of the "Extern Evaluation" form.

Contact the Office of Education for more information if you are interested in an Extramural Externship experience.

\* Please note that an Affiliation Agreement between the two participating institutions is preferred by the UF Self Insurance Program for liability purposes. This is not always an absolute requirement.

#### IV. Course Outline

Experiences are arranged by the institution being visited by the student. Official affiliation agreements, if required, must be current and on file for some clinical experiences. Students may not be able to participate in the externship if a current validated affiliation agreement is required by either participating entity and that agreement is not in effect.

#### V. Course Material

Materials are arranged by the institution being visited by the student.

#### VI. Course Objectives

The objectives of this elective include (but are not limited to):

1. Develop a mentoring relationship.
2. Demonstrate professionalism in conduct and communication.
3. Observe the practice or teaching environment of the visited site.
4. Utilize active learning strategies such as, critical thinking skills, reflective practice questioning and evidence-based practice.

#### VII. Course Competencies

This course contributes to teaching to the following competencies.

- **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.
  - **6.Practice Management:** Apply business principles, human resource skills, and the human and technologic resources necessary for developing, managing, evaluating and protecting a general dental practice.
  - **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.

#### VIII. Evaluation

This elective course is evaluated as Satisfactory (s) or Unsatisfactory (U). The student will be evaluated by the academic institution using the form found in the Document folder for this course.

No credit can be issued without a completed Extern Evaluation form from the institution.

#### 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

The grade scale for this course has not been configured.

To: Dr. Alex Delgado, Chair, Curriculum Committee

Cc: Dr. Nadim Islam, Chair, Faculty Assembly  
Dr. Joseph Riley III, Interim Associate Dean for Faculty Affairs

From: Dr. Isabel Garcia, Dean

Date: August 12, 2019

**Subject: Charge to the Curriculum Committee, 2019-2020**

Thank you for your service to the University of Florida College of Dentistry as Chair of the Curriculum Committee for 2018-2019.

As stated in the Constitution and Bylaws, it is the responsibility of the committee to evaluate, revise, and recommend policies to implement the pre-doctoral (DMD) curriculum as well as to oversee pre-doctoral curricular issues in the college.

As stated in the Bylaws, the committee consists of seven faculty members elected by the Faculty Assembly, the Basic Science coordinator, the Associate Dean for Education, one student from each of the second, third, and fourth year classes, the Associate Dean for Clinical Affairs and Quality as ex officio (voting) member, the Director of Curriculum and Instruction as an ex-officio (non-voting) member, and a member of the library faculty selected by the Health Science Center library as a non-voting member. The committee elects the chairperson and vice chairperson from among the members. The vice chairperson will become chairperson upon completion of the chairperson's term.

This year I am asking the Curriculum Committee to:

- Review and revise the constitution and bylaws as necessary to reflect the mission and membership of the Curriculum Committee.
- Work with Associate Dean for Faculty Affairs and Faculty Development Committee to recommend and establish programs focused on educational training and faculty development.
- Develop a process and timeline for collection and review of faculty calibration documentation.
- Align the DMD curriculum and prepare students for the implementation of the INDBE.
- Continue to support and monitor innovative educational technologies and methodologies in the DMD curriculum.

Additional charge for the upcoming year:

- Continue to monitor student performance

Continue to review relevant outcome measures from the college strategic plan. The measures that should be reviewed by the Curriculum Committee include:

- DMD. student pass rate - NBDE Parts I and II

*The Foundation for The Gator Nation*



- DMD student pass rate- Florida Licensure Examination
- Student satisfaction (Senior Exit Interviews, Alumni Periodic Survey)
- DMD students accepted/applied to advanced and graduate education programs
- DMD students graduating with research honors and/or dual degrees
- DMD program- tuition, fees and educational debt compared to peer-institutions, state, regional and national data.

The committee should refer all committee action items to the Faculty Advisory Board (FAB) on an ongoing basis for FAB's review, discussion and subsequent action, as needed. The committee should evaluate performance on these measures and when appropriate, action plans for improvement should be instituted using the Plan-Do-Check-Act (PDCA) cycle. The PDCA is the college model for outcomes assessment and evaluation.

I am looking forward to another productive academic year for our college and thank you for all of your efforts leading the Curriculum Committee.

## 2019-7-2 UF @ SF Debriefing Meeting

Present: Tina Treloar, Dr. Zellmer, Julie Carson, Melissa Orobicg, Elaine Badgerow, Dr. Dilbone, Richelle Janiec, Dr. Gibbs, Dr. Migliorati

Topic	Notes
Reflection on recent rotation	
General feedback from students	<ul style="list-style-type: none"> <li>• Overall, a very positive experience for both UF and SF students</li> <li>• Positives: four handed experience, utilization of expanded functions, insight to different techniques, hygiene exams, autonomy</li> <li>• Suggestions: Increased procedures, increased knowledge on delegation of expanded functions</li> </ul>
General feedback from faculty	<ul style="list-style-type: none"> <li>• Overall, a very positive experience for both UF and SF students</li> <li>• SF has been able to provide increased care to patients and learning experiences</li> <li>• Challenges faced when DMD students arrived late or no-showed. Dr. Zellmer would need to cover procedures for no-shows and repeat orientation information at the start of each day (only about half of students attended orientation).</li> </ul>
Planning for upcoming rotation	
Procedures	<ul style="list-style-type: none"> <li>• Provide clear expectations for students on what procedures are done at SF (basic fillings, crowns, no risk for emergency follow-up)</li> <li>• Give students standard of when points in the procedure are to be complete during treatment to move appointment along</li> </ul>
Focus on 4 handed dentistry	<ul style="list-style-type: none"> <li>• Shift away from restorative credit and focus on 4 handed dentistry experience</li> <li>• Take 1<sup>st</sup> hour of clinic session to sit down with 4 handed learning session, students then put learning into practice with patient immediately after. Can also review expanded</li> </ul>

	<p>functions delegation (SF will also make handout to keep in clinic for reference, will share with UF)</p> <ul style="list-style-type: none"> <li>• DA student also do eval for DMD on 4 handed experience. SF can revise DA grade form to make it applicable to DMD 4 handed evaluation</li> <li>• Add 4 handed video to watch 1-2 days before rotation</li> </ul>
Orientation	<ul style="list-style-type: none"> <li>• Will not repeat evening orientation at SF, not demonstrated to be effective</li> <li>• SF rotation to be a part of Dr. Gibbs orientation in January 2020</li> <li>• SF will send Gail orientation video for upcoming year, along with short quiz</li> <li>• Suggest UF students review orientation and 4 handed videos 1-2 days before rotation</li> </ul>
Rotation	<ul style="list-style-type: none"> <li>• Considering selecting 30 students who have applied to be part of clinic rotation, UF team to discuss</li> <li>• RVU for 4 handed dentistry experience?</li> <li>• 92 expected students for upcoming year</li> </ul>

**July 8, 2019**

**Present:** G. Childs, J. Fant, B. Gervasi, C. Fridella, G. Morrison, A. Rick, S. Gardner, D. Guiguis, M. Johnson, D. Dilbone, A. Delgado

**Course Evaluation:**

Fall 2018 - respondents: 61, Overall course mean 4.07.

Spring 2019 - respondents: 85, Overall course mean 4.45.

**Purpose of debriefing:** New Course Director and oral examination

**Syllabus**

- No comments

**Course Content:**

- The phasing lecture was found helpful by students.
- Tobacco cessation topic was covered prior in Dr. Dodd's lectures so students felt this information could be condensed.
- The periodontic review was different than the periodontic diagnosis presented.

**Laboratory**

- Students felt the lab sessions in general were good as they applied hands on learning and enforced information covered in lecture.
- AxiUm sessions were good but difficult when transitioning those skills to the clinic. Dr. Dilbone proposed having the clinics closed for 2 half days and having clinic administration and Operative Dentistry faculty to assist students in learning axiUm.
- Photography sessions were helpful due to the new equipment and information that could be shared while shadowing.
- The Impressions and blood sugar labs students found helpful.

**Teaching Methods:**

- Lectures and labs time was met with mixed reviews by students. Some students felt more time should be spent in labs, and others thought the lectures were a good review.
- Students felt the polling software in the tobacco cessation should be replaced with more precise software.
- Calibration of faculty and grade expectations were not clearly defined in the photography lab.

**Text:** No comments

**Evaluation:**

- Clinical photography quiz did not have a review following. This left students unaware of what issues were in each image and what makes a good photograph.
- Some students felt the questions on the clinic entry exam were not evenly distributed.

**Summary of Recommendations-prioritized by students:**

1. Integrate into clinic earlier.
2. Add a mock COE to help students with their pacing.
3. Add a pathology review.

4. Update the axiUm training to have the first session with Ms. Grantham and the following sessions with faculty.
5. Add a assignment case when a patient has more than one clinical problem to help students prioritize treatment plans in axiUm.
6. Clarify what makes a good photograph prior to the lab and quiz.

**University of Florida College of Dentistry**  
**Course Debriefing Summary**  
**DEN 7319, Dental Care for the Geriatric Patient**

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**July 24, 2019**

**Present:** A. Medellin, K. Calderon, K. Bean, R. Gonzalez, H. Jones, M. Dawley, D. Smith, T. Bowers, G. Childs, M. Johnson

**Course Evaluation:** Respondents: 14, Overall mean: 4.71

**Learning Environment:**

- Expectations of students are clearly stated verbally and in writing.
- Dr. Bowers is very responsive to student communications.

**Course Sequencing**

- The course is well sequenced in the curriculum but could be presented earlier if needed.

**Syllabus**

- No comments

**Course Content/Concepts:**

- Presentations are clear and easy to follow.
- Dr. Bowers noted there was a timeliness issue in the posting of lectures and is working on it for the next class offering.
- The course was a good review for boards.

**Evaluation:**

- Dr. Bowers noted the discrepancy in the exam essay scoring and requested a second reviewer and also offered an extra credit assignment.

**Summary of Recommendations-prioritized by students:**

1. Post presentations, ideally a minimum of one week ahead.
2. Invite Dr. Soto to include/expand on in home dental visits for geriatric patients.