

**University of Florida College of Dentistry Course Debriefing
DEN 8423, Periodontics in General Practice**

October 29, 2019

Present: G. Childs, N. Atyeo, I. Aukhil, R. Clance, A. Brown, M. Fabian, P. Pereira, J. Chang

Debriefing Purpose: Online Course Revision

Learning Environment

- Students like the flexibility of the online course.
- Quizzes assisted with student pacing.

Syllabus/Schedule

- No suggestions

Teaching Methods

- Dr. Aukhil noted differences of what is taught in the periodontal curriculum (i.e. addressing overhangs, open contacts and caries management) and comprehensive care in the TEAM clinic since multidiscipline procedures are not encouraged in clinic.

Course Content

- Students felt many of the topics covered were good review for NDBE Part 3. They appreciated the new topics taught by the periodontal resident,
- According to Dr. Aukhil, treatment aspects were not reflected in the clinical practice portion of the class.
- Consider adding a lecture with general dentists / periodontists who work outside of Gainesville regarding periodontal referrals. Similar to the lecture given by Dr. Joseph Richardson earlier in the periodontal curriculum.
- When asked, student overall felt confident in when they should refer patients to a periodontist.

Course Materials

- Dr. Aukhil reported ethical concerns in regards to lack of documentation (overhangs, open contacts, caries) in axiUm.

Assignments

- Consider a treatment planning, case-based quiz prior to the final exam.

Assessments

- Quizzes were fair
- Students felt the case-based final was authentic to practice where they had to utilize critical thinking skills in a holistic patient-centered context.

Course Sequencing

- Students this course was sequenced appropriately.

Recommendations Summary: (*Prioritized by students)

- Review disease control treatment planning that could be implemented in the TEAM clinics.

**University of Florida College of Dentistry Course Debriefing
DEN 6407C, Preclinical Operative Dentistry II**

November 4, 2019

Present: G. Childs, S. Tarte, J. Graham, M. Krizner, P. Sabharwal, C. Smith, S. Hoctor, M. Laite, A. Ribiero, D. Oliveria, M. Johnson, A. Reis, P. Pereira, D. Dilbone

Debriefing Purpose: New Course Director-Dr. Delgado

Learning Environment

- Students were unclear about expectations in the first week of the course. This became clearer after the first week of lectures and labs.

Syllabus/Schedule

- Clarify on the schedule how many quizzes will take place. The syllabus says 9 and there were 6. This was potentially due to the hurricane.

Laboratory

- Clarify the threshold for signing off.
- Make the cycling of faculty more transparent in the labs. Not all faculty get to work with each lab group and students feel they are missing out.
- Students liked Dr. Delgado's presentation on which faculty working with the students each lab day.
- Students appreciated Dr. Silva's double checking with the students if they have any questions during lab sessions. She provides the initial instruction and then provides the next step check for students. Students reported this keeps them from progressing in the wrong direction.
- The camera in the front of the room student's note is underutilized. It was recommended to use this resource if a faculty member had an approved tip for the class.
- For tips not sanctioned to the class, they need to be addressed to the class that a certain method is not approved.
- Optional lab sessions were available to students who needed help. Students found this useful and generous of the faculty. Dr. Delgado even did an optional session during break week.
- Students noted that they were uncertain with some ergonomics such as a fulcrum with hand pieces. Dr. Dilbone encouraged the students to speak up what they need help with.
- Dr. Dilbone said their goal as faculty is for the students to be good at everything, so the students should practice everything in preparation for a psychomotor.
- To assist student psychomotor anxiety, announce the tooth a few days prior to the psychomotor.
- There was only one prep psychomotor, and it was expressed that a second prep psychomotor would be beneficial. Dr. Ribiero supported this and assured students changes like this would be coming in the curriculum.
- Students noted the time crunch in psychomotor especially as they become more complex. It was noted the time ratios should be altered when going from prep to provisional.

Course Content

- It was noted that finishing and polishing were not addressed in a take home assignment and feedback was not given. A bonus point was added to the last psychomotor, amalgam, in regards to a project with polishing and finishing. This extra point was appreciated by the students.
- Students appreciated when a change is made that noting "due to student feedback" was helpful.
- Quizzes and exams were fair, and the exam review was extremely generous.
- It was noted amalgam was the most difficult part. It was suggested to find a pre-tooth way to introduce the topic.
- The amalgam block exercise was not appreciated equally among the students. Perhaps combine with benchtop building anatomy and students timing themselves.

Assessments

- Dr. Delgado gave the class clinical autonomy over what materials they would be tested. However, this fostered the perception that students would get to choose their material but instead it was on a majority basis.
- Students thought it was fun to see their names in the final exam questions.

Recommendations Summary: (*Prioritized by students)

- Have all faculty cycle through the lab stations. It is felt all faculty have tips and general knowledge they can share with the students. Possibly use the Canvas discussion board to share common tips or misconceptions with all students.
- Have a pod leader to report student progress for the second lab session so everyone gets a chance with the faculty.
- Have left-handed faculty or TAs assigned to left-handed students.
- Add an additional psychomotor prep to prepare students for Operative III.
- Use huddles or the document camera to explain / demonstrate more complex and/or new techniques.
- Clarify on the periodontal probe where to measure.
- Include range of quizzes in syllabus.