

University of Florida College of Dentistry
Course Debriefing Summary
DEN 6412C, Preclinical Fixed Prosthodontics I

January 30, 2020

Present: G. Childs, S. Tarte, G. Creekmore, M. Krizner, D. Mages, O. Rosato, C. Smith, M. Johnson, P. Zoidis, C. Soucy, H. Lee, D. Ardenghi

Debriefing Purpose: New course director: Dr. Soucy

GatorEvals: 28 total responses, Overall course mean, 4.57

Learning Environment

- Dr. Soucy was open to student suggestions and had an open door policy that students appreciate.
- Dr. Soucy's floating in sim lab gave equal feedback to all of the class.
- There was sufficient faculty coverage in labs.
- Dr. Soucy's passion and desire to see students improve was potentially misinterpreted as being too hard on students. Suggestion: provide an introductory concept map of how to think through technique decisions.
- Dr. Soucy's style of teaching was as a mentor.

Syllabus/Schedule

- No suggestions

Teaching Methods

- Students found sim lab videos and cad cam examples helpful.
- Course expectations were clear and updates were given before the lecture.
- Presentation files were large and students found it difficult to upload to OneNote.
- Benchtop technique was not as helpful for some students. Some students liked it for provisional crowns.
- Add a student prosthodontic Olympics.

Course Content

- More instruction and assistance with finishing, polishing and how to use the different burs.

Laboratory

- Consider adding a grade for time with quality in the syllabus for psychomotors.

Course Materials

- Weekly emails helped students organize and prepped them for the week.
- Students liked the email graphics. Dr. Soucy has set a new standard for getting students attention via email.

Examinations/Quizzes

- Students did not respond well to quiz question sets, where each student received different quiz questions. This was the first experience with question sets for this class. It was explained this is how National Board selects questions and to

expect this type quiz more in the future. Students asked to include the quiz expectations in the course introduction.

- Consider making the quizzes pass/fail.
- Post the password on the screen rather than spelling it out, or have an English speaking student give the password.
- Take attendance at the end of class to confirm the students in the room.
- Make mock and psychomotor exams the same amount of time, 2 hours, or slightly reduce the mock psychomotor exam time.

Course Sequencing

- No suggestions

Recommendations Summary:

- Set tone “we are here to work” on day one of class.
- Note in the course introduction the expectations of prosthodontics is different than operative dentistry.
- Define overall expectations and timing. The students monitoring their own analytics.
- Keep open door policy. Some students were unclear of Dr. Soucy’s availability and felt unheard.

University of Florida College of Dentistry
Course Debriefing Summary
DEN 6421C, Periodontics Treatment Planning and Disease Control

January 15, 2020

Present: G. Childs, S. Tarte, A. Clark, M. Johnson, C. Smith, S. Hoctor, B. Cicero, T. Tanaka, I. Aukhil, P. Mendes Duarte, T. Sweigart, N. Motlagh, C. Katrak

Debriefing Purpose: New course director: Dr. Tanaka

GatorEvals: 19 total responses, Overall course mean, 4.74

Learning Environment

- Students appreciated that attendance was mandatory and tracked using a sign-in sheet making everyone accountable.
- Students noted they had to stay after class to sign the sheet if the sheet was presented at the end of class.
- Students found the environment positive and supportive.
- Students noted in lab they would have preferred to work with friends rather than assigned partners due to communication preferences in probing/pain lab. Dr. Aukhil noted in clinical practice they will be working with a diversity of patients and information and they will need to be able to interpret that information.

Syllabus/Schedule

- The 3-hour lecture block students found difficult.

Teaching Methods

- Lectures were thorough and procedural videos were helpful.
- Psychomotor practice sessions were very helpful. Adding more to the course students felt would be beneficial.
- One faculty member demonstrated the procedure as it was being presented in the videos and students appreciated the additional demonstration.
- Dr. Tanaka's tutoring sessions were noted as helpful in preparing students for the psychomotors but were sparsely attended. It was suggested to hold them after class in the simlab to encourage student participation.
- The lecture slides included mnemonic narrative that students liked.
- Use of Poll everywhere helped keep students engaged in lectures.
- Students had difficulty coordinating their schedules for the case study groups. These groups were assigned to the students.
- It was suggested to give different cases to the groups so they did not overlap. Students that had not presented with the same case had the opportunity to edit their presentation before giving it. Another option was to have a due date for the presentations and to turn them in prior to class. Students also noted showing lack of interest with case presentations identical to their own.
- An additional suggestion was to divide the class in half, half of the class present cases one day and the next day the other half present different cases. Attendance for the full class would be mandatory to hear the case reviews.

Course Content

- Students noted the lecture order was intuitive to learning the material. The lecture order started with histology and periodontal basics then shifted to general periodontal therapy and then specific periodontal topics such as periodontitis.
- Students appreciated the guest lecturers.
- Students like the repetition in the course and felt it assisted in learning. Examples were the biomedical and microbiology lectures given from a clinical perspective.
- Students appreciated learning the older and more recent periodontal classification system in order to converse with upper classmen.

Laboratory/Clinic

- More faculty for group coverage, 1 faculty to 2 groups.

Examinations/Evaluation

- Students felt the quizz weight overall in the course students was fair.
- Mid-term exam did not align with the topics covered and quiz questions
- The final exam did align with the course material.
- Exam questions were straight forward.

Course Sequencing

- No suggestions

Recommendations Summary:

- Faculty to student ratio in clinic, and upper classmen can also be used to assist with this.
- Keep the open door policy.
- Recommended a sign-in sheet to track attendance in other courses.

2/5/2020	PE	PD	OMS	ODS	CD	OR	EN	RDS-OP	RDS-GD	RDS-PROS	RAD		# Competency Assessments
# competency assessments by department	3	9	1	0	2	0	0	3	3	1	1	23	
#UFCD competencies certified	2	18	4	0	5	1	1	4	10	6	2	53	55
Domain I: Critical Thinking													
1: Critical Thinking: Use critical thinking and problem-solving, including their use in the comprehensive care of patients, scientific inquiry and research methodology. (2-10)		PD4-W	OS1-C						GDPR1-O	GDPR1-O			3
Courses		DEN7825L	DEN8809L						DEN8768L	DEN8859L			
2: Evidence-Based Patient Care: Access, critically appraise, apply and communicate scientific and lay literature as it relates to providing evidence-based patient care. (2-22)		PD1-W						OP1-C	GDPR1-O	GDPR1-O		Ask operative	5
								OP2-C					
								OP3-C					
Courses		DEN7452C						DEN8749L	DEN8768L	DEN8859L			
3: Apply biomedical science knowledge in the delivery of patient care. (2-15)		PD1-W							GDPR1-O	GDPR1-O			2
Courses		DEN7452C							DEN8768L	DEN8859L			
Domain II: Professionalism													
4: Ethical Standards: Apply principles of ethical decision making and professional responsibility. (2-21)									GD4-W				1
Courses									DEN8018				
5: Legal Standards: Apply legal and regulatory concepts related to the provision and/or support of oral health care services. (2-18)		PD1-W							GD3-W				2
Courses		DEN7452C							DEN8960L				
6: Appropriate Referral: Provide oral health care within the scope of general dentistry to include recognizing the complexity of patient treatment and identifying when referral is indicated. (2-24C)		PD4-W					CD2-SP/IPE						2
Courses		DEN7825L					DEN7017						

Domain III: Communication and Interpersonal Skills														
7: Communication Skills: Apply the fundamental principles of behavioral sciences using patient-centered approaches for promoting, improving and maintaining oral health. (2-16)														1
					CD1-SP				OP3-C/O				ask operative	
8: Diversity: Manage a diverse patient population and have the interpersonal and communication skills to function successfully in a multicultural work environment. (2-17)														1
					CD1-SP									
Courses					DEN5221				DEN8749L					
Domain IV: Health Promotion														
9: Health Promotion & Disease Prevention: Provide oral health care within the scope of general dentistry to include health promotion and disease prevention. (2-24 d)														4
	PE1-C	PD3-C							OP3-C/O				ask operative	
	PE2-C													
	PE3-C													
Courses	DEN7836L DEN8837L DEN8838L	DEN8828L							DEN8749L					
Domain V: Practice Management and Informatics														
10: Interprofessional Experiences: Communicate and collaborate with other members of the health care team to facilitate the provision of health care. (2-20)														1
					CD2-SP/IPE									
Courses					DEN7017									
Domain V: Practice Management and Informatics														
11: Practice Management: Apply the basic principles and philosophies of practice management, models of oral health care delivery and how to function successfully as the leader of the oral health care team. (2-19)														1
										GD4-W				
Courses										DEN8321				

Domain VI: Patient Care													
A. Assessment, Diagnosis, and Treatment													
12: Patient Assessment, Diagnosis, Treatment Planning and Informed Consent: Provide oral health care within the scope of general dentistry to include patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent. (2-24 a)													2
		PD1-W								GDPR1-O	GDPR1-O		
Courses		DEN7825L								DEN8768L	DEN8859L		
13: Assess and Manage Patients with Special Needs: In assessing and managing the treatment needs of patients with special needs. (2-25)													1
		PD9-W											
Courses		DEN7826L											
B. Establishment and Maintenance of Oral Health													
14: Assessment of Treatment Outcomes: Provide oral health care within the scope of general dentistry to evaluate the outcomes of treatment, recall strategies and prognosis.(2-24 o)												Only Pediatric patients	1
		PD8-C											
Courses		DEN8828L											
15: Patient Management: Provide oral health care within the scope of general dentistry to patients in all stages of life. (2-23)													2
		PD8-C								GDPR1-O	GDPR1-O		
Courses		DEN8828L								DEN8768L	DEN8859L		
16: Emergency Treatment: Provide oral health care within the scope of general dentistry to include dental emergencies. (2-24m)													2
		PD4-W	OS1-C										
Courses		DEN7825L	DEN8809L										
17: Provide oral health care within the scope of general dentistry to include restoration of teeth. (2-24f)													6
		PD2-SIM							OP1-C				
		PD6-SIM							OP2-C		GDPR1-O		
		PD7-SIM							OP3-C/O		PR2-C* single fx unit		
Courses		DEN7825L											
		DEN8827L											
		DEN8827L									DEN8859L		
18: Provide oral health care within the scope of general dentistry to include communicating and managing dental laboratory procedures in support of patient care. (2-24g)													
											GDPR1-O		
												ask pros	

		PD8-C											
Courses		DEN7452C DEN8828L				DEN7819L							

Competency Naming Convention

First Department Code:	Second: Number of Competency	Third: Type of Assessment	Ex. PD8-C Pediatric Dentistry competency assessment #8 which is a Clinical Assessment
PD=Pediatric Dentistry	1,2,3 etc	C-Clinical	
PE=Periodontology		W-Written	
OMFS=Oral and Maxillofacial Surgery		SP-Standardized Patient	
OM=Oral Diagnostic Sciences		SIM-Simulation	
CD=Community Dentistry and Behavioral Sciences		O-Oral Presentation or Assessment	
		IPE- Interprofessional Education	
OR=Orthodontics			
EN=Endodontics			
RDS-OP= Restorative Dental Sciences-Operative Dentistry Division			
RDS-GD= Restorative Dental Sciences-General Dentistry Division			
RDS-PROS= Restorative Dental Sciences-Prosthodontics Division			
RAD= Oral and Maxillofacial Radiology			