

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
<b>Domain I: Critical Thinking</b>													
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			
<b>Domain II: Professionalism</b>													
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											2
Courses		DEN7825L					CD2-SP/IPE						
							DEN7017						

<b>Domain III: Communication and Interpersonal Skills</b>													
7: Communication Skills: Apply the fundamental principles of behavioral sciences using patient-centered approaches for promoting, improving and maintaining oral health. (2-16)												ask operative	1
					<b>CD1-SP</b>				<b>OP3-C/O</b>				
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
					<b>CD1-SP</b>								
<b>Courses</b>					DEN5221				DEN8749L				
<b>Domain IV: Health Promotion</b>													
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)												ask operative	4
	<b>PE1-C</b>		<b>PD3-C</b>										
	<b>PE2-C</b>												
	<b>PE3-C</b>												
<b>Courses</b>	DEN7836L DEN8837L DEN8838L		DEN8828L						DEN8749L				
<b>Domain V: Practice Management and Informatics</b>													
10: Interprofessional Experiences: Communicate and collaborate with other members of the health care team to facilitate the provision of health care. (2-20)													1
					<b>CD2-SP/IPE</b>								
<b>Courses</b>					DEN7017								
<b>Domain V: Practice Management and Informatics</b>													
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
									<b>GD4-W</b>				
<b>Courses</b>									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	ask pros	
		PD7-SIM							OP3-C/O		PR2-C* single fx unit		
Courses		DEN7825L									DEN8859L		
		DEN8827L											
		DEN8827L											
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

<b>First Department Code:</b>	<b>Second: Number of Competency</b>	<b>Third: Type of Assessment</b>	<b>Ex. PD8-C</b>	<b>Pediatric Dentistry competency assessment #8 which is a Clinical Assessment</b>
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				

# UFCD Keep Teaching

Please refer to the official UFIT E-Learning Support Site: <https://elearning.ufl.edu/keep-teaching/>

The “Keep Teaching” site will have regular updates and online training sessions to help faculty transition lecture-style courses online.

<p><b>E-Learning Support</b>  Monday - Friday 8:00am – Midnight  Saturday - Sunday 8:00am- 8:00pm</p> <p>(352) 392-4357 option 3</p> <p>The UF E-learning Support Help Desk is available to assist faculty, staff, and students as we transition to having more class sessions online. The academic technology specialists can help answer Canvas questions, Zoom questions, UF Apps questions, and questions about transitioning lectures online. They have administrative access to your Canvas course and various UF authenticated accounts to help guide you.</p>	<p><b>UFCD Office of Academic Affairs Support</b>  Monday - Friday 7:30am – 5:00 pm</p> <p>(352) 273-5950</p> <p>The UFCD Office of Academic Affairs can help with:</p> <ul style="list-style-type: none"> <li>• Making videos from previous semesters available (Ben Mertz)</li> <li>• Setting up Zoom meetings (Ben Mertz)</li> <li>• Helping you download MyMediasite Desktop to pre-record videos from your computer (Ben Mertz)</li> <li>• Creating a Canvas course shell for DMD courses (Margeaux Johnson)</li> <li>• Enrolling DMD students in a Canvas course (Gail Childs, Margeaux Johnson, Christina Ryan)</li> <li>• Creating quizzes, exams, or assignments for DMD courses in Canvas (Gail Childs, Margeaux Johnson, Christina Ryan)</li> </ul>
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Recommended steps for transitioning course components online *from the UF E-Learning Keep Teaching Website.*

## Step 1 Communicate

*To successfully transition, you will first need to clearly communicate with students enrolled in your course that changes are coming.*

Uses	Description	Tool Options (select one that is familiar to you)
Establish Communication	Let students know how to reach you and what to expect.	<ul style="list-style-type: none"> <li>• Announcement in Canvas</li> <li>• Announcement in ECO</li> <li>• Email to class using DN listserv</li> </ul>
Share Information	Create a place for students to ask questions and receive answers.	<ul style="list-style-type: none"> <li>• Discussion board in Canvas</li> <li>• Share a Google Doc in Google Drive</li> <li>• Share a Word Doc in Share Point</li> <li>• Post in ECO</li> </ul>
Create Virtual Office Hours	Hold office hours online so students can ask questions and get clarification.	<ul style="list-style-type: none"> <li>• Discussion board in Canvas</li> <li>• Use Zoom to hold office hours</li> <li>• Use Google Hangouts to hold office hours</li> </ul>
Provide Access to Support	Let students know that they can receive help from UFIT	<ul style="list-style-type: none"> <li>• (352) 392-4357</li> <li>• <a href="mailto:Learning-support@ufl.edu">Learning-support@ufl.edu</a></li> </ul>



## Step 2 Create a Plan

*Flexibility is key when moving your course online quickly. Focus on your course goals and try to minimize the use of new tools. Keep the transition simple.*

- **Update your syllabus** – Make sure any important changes are clearly described in your syllabus. For UF College of Dentistry all syllabi are located in ECO.
- **Continue communicating with students** – Keep your students up to date on your course plan by clearly describing expectations for that week via a weekly announcement in Canvas or ECO or in email. Both Canvas and ECO allow you to pre-schedule announcements for a specific date and time.
- **Adapt your content** – Think about your options for delivering lectures and course materials. Use tools that are familiar to you or that are easy to use. Make sure that you test out any new software before using it.

## Step 3 Deliver

*As you implement your plan, remember to be flexible and communicate often. If possible, use the applications that you have already been using in your course to maintain continuity.*

- Share your Lectures and Course Content

Uses	Description	Tool Options (select one that is familiar to you)
Lectures (Asynchronous)	Pre-record lectures and post them as links in Canvas or Mediasite for your students to watch	<ul style="list-style-type: none"> <li>• Pre-record in Zoom</li> <li>• VoiceThread (ufl.voicethread.com)</li> <li>• Record Powerpoint and upload MP4 to MyMediasite</li> <li>• Record in iMovie and upload MP4 to MyMediasite</li> <li>• Record in MyMediasite Desktop</li> </ul>
Lectures (Synchronous)	Hold a lecture online like a webinar. Students can call in from home and you can deliver you lecture remotely.	<ul style="list-style-type: none"> <li>• Zoom (ufl.zoom.us)</li> <li>• Google Hangouts Meet (<a href="https://cloud.it.ufl.edu/collaboration-tools/g-suite/">https://cloud.it.ufl.edu/collaboration-tools/g-suite/</a>)</li> </ul>
Documents	Share files with students online	<ul style="list-style-type: none"> <li>• Post Documents in ECO</li> <li>• Post Documents in Canvas</li> <li>• Post Documents in UF Google Drive</li> <li>• Post Documents in UF Office 360</li> <li>• Post Documents in UF Dropbox</li> </ul>

- Grading
  - Remember that all UFCD grades must be recorded in ECO

# INBDE Workgroup Meeting Summary

March 3, 2020

Attendees: G. Childs, Drs. Luaces, Dilbone, Cook, Pereira

1. Gail demonstrated the “Development of the Face” module in Cerego. Present member feedback was concern for basic science questions only and too many email reminders. Gail will provide a summary of the “Science of Learning Module” as further background and research on this use of this AI tracking.
2. Dates were proposed for INDBE item writing workshops in March and April and identify faculty to participate. Dr. Pereira requested they be a minimum of 2 hours long. Gail will send the dates to 1 DN Course Directors with a doodle pool to indicate Course Director Availability. She will then request clinical faculty assistance for these dates. Dr. Dilbone suggested that the feedback session be immediately following the Mock INBDE. Gail will check this with Stephanie.
3. Consensus to add “practice” statement for all Course Directors to include 30% of exam items in patient box format beginning summer 2020
4. Gail proposed the following INBDE question item tagging data. Gail and Christina will conduct a pilot test and share reporting data at the next meeting.

Example:

DEN5404C
Recall
FK1
CC04,CC05,CC07

**University of Florida College of Dentistry**  
**Course Debriefing Summary**  
**DEN 5404C, Dental Anatomy and Stomatognathics**

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**February 6, 2020**

**Present:** G. Childs, K. Nguyen, C. Williams, T. Chowdhury, S. Taylor, L. Kanter, T. Nguyen, Y. Stuart-Salas, M. Caraballo, M. DaSilva, U. Guha, M. Johnson, A. Dias Ribeiro, P. Pereira, D. Dilbone

**Debriefing Purpose:** New course director, Dr. Guha

**Course Evaluation:** 84 total responses, Overall course mean, 4.44

**Learning Environment**

- Comfortable, open learning environment, faculty available and approachable.
- The numbers on the white board helped the class stay organized.

**Syllabus/Schedule**

- No suggestions.

**Teaching Methods**

- Some students found the waxing videos posted were a good visual resource. It was suggested a slower demonstration or to show multiple views on how to complete a procedure, tips and tricks, and to also add a hard copy assessment sheet for additional guidance.
- Expand live demonstrations for small groups of students showing a procedure such as the buccal cusp and waxing impressions.
- Dr. Guha noted for next fall the addition of trouble shooting videos.
- Review the assessment rubric in one of the first classes.
- The faculty had open office hours. While sign-up sheets with concrete times were provided some faculty exceeded this time. More students signed up in the Course Director slots than other available faculty.

**Course Content**

- No suggestions.

**Laboratory**

- Dr. Dilbone asked how students would feel about 10 + students being assigned to a faculty member.

**Course Materials**

- No suggestions.

**Examinations/Evaluation**

- Put the lecture before the quiz.
- Put the mandibular waxing psychomotor before fall break.

**Recommendations Summary:**

- Explaining the assessment at the end of lecture in D3-3.
- Listing the critical errors in the self-assessment and align with "how to fix it" video.

# Policy on Course Syllabi

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To facilitate clear communication about courses between students and faculty, the University of Florida has adopted this policy requiring departments and course instructors to make available for free for each course, a syllabus containing specific information about the structure of the course. Instructors also must submit copies of course syllabi to the departmental office to document compliance with this syllabus policy.

Please note this policy is not course-content oriented. What individual instructors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that instructor. This university policy relates only to information that must appear in common in all course syllabi, independent of course level or discipline.

## **A. All UF course syllabi must contain:**

1. Course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable
2. Office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)
3. Course objectives and/or goals
4. A weekly course schedule of topics and assignments
5. Methods by which students will be evaluated and their grade determined
6. A statement related to class attendance, make-up exams and other work such as:  
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)
7. A statement related to accommodations for students with disabilities such as:  
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
8. A list of all required and recommended textbooks
9. Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the web page: [catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/).
10. A statement informing students of the online course evaluation process such as:  
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).
11. Materials and Supplies Fees, if any

# Policy on Course Syllabi

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## B. Online course syllabi recommendation.

It is recommended that syllabi include a statement about preferred methods for public and private communication regarding the course and a method for resolving technical issues (e.g. [helpdesk.ufl.edu](http://helpdesk.ufl.edu), 352-392-4357).

## C. The following content is suggested:

1. Critical dates for exams or other work
2. Class demeanor expected by the professor (late to class, cell phones, etc.)
3. The university's honesty policy regarding cheating, plagiarism, etc. Suggested wording:  
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 4. Campus Resources:

#### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit [counseling.ufl.edu](http://counseling.ufl.edu) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).

*University Police Department:* Visit [police.ufl.edu](http://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

# Policy on Course Syllabi

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## Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).

*Library Support:* [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

*Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

*On-Line Students Complaints:* [distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/) /

## D. Additional Information:

Instructors are reminded that any use of students as subjects in research projects **MUST** receive clearance from the "human subjects" board **PRIOR** to beginning the project. This policy also includes any survey research or research done by undergraduate or graduate students for class assignments.

The syllabi for all courses and sections offered each semester must be posted on publicly accessible websites. A college may choose to meet this requirement by posting all its syllabi on a single site or on the web pages of individual departments. Syllabi must be posted at least three days prior to the first day of classes and must be retained on this site for at least three complete semesters (counting summer as a single semester).

For an example of a syllabus, see the [attached].

Any questions regarding this policy should be directed to Dr. Chris Hass, Associate Provost for Academic and Faculty Affairs, at 352-392-4792.