

**Curriculum Committee Semester Debriefing Summary**  
**FIRST DRAFT**

Semester: Two

Date: June 8, 2021

Attendees: Debora Lobaina, Gail Childs, Deborah Dilbone, Margeaux Johnson, Hanni Rivera, Arjeet Tipirneni, Dalton Helvey, Isabella Herrero, Madison Sullivan, Axita Patel, Ana Ribeiro, Savannah Broome, Rula Khalaf, John Aris, Hallie Moehring, Robert Caudle, Christina Ryan, Marcelle Nascimento, Jacqueline Abranches, Abdel Alli, Alyssa Morris, Dalton Helvey, Jonathan Nguyen

**Criteria**

**Courses & Content Sequencing**

*Are the courses sequenced adequately?*

*Is the semester of **courses sequenced** to build on content development sufficiently?*

*Identify where this stream incorporates **emerging information**?*

*Do the courses have **excessive** content **overlap** with other streams in the curriculum such that time could be used in other ways?*

*Are there **content gaps** or **redundancies** that need to be addressed?*

**Comments:**

DEN5126: Histology - Block scheduling was helpful. Class of 2024 was a 3-month block and students support maintaining this timeframe. Students felt their amount of study for this course was above the current credit hours for the course. The early portion of the semester was very dense. Specifically, the first module of Physiology (neuroscience), and Histology.

DEN5502: Cariology - Consider scheduling Cariology in a block format similar to Occlusion later in semester 2. Several clinical labs were far apart. (Adm note: Clinical space was limited due to COVID-19 pandemic)

DEN5120C: Physiology: New high-quality recordings recommended for Module One-Neuroscience.

DEN5127: Infectious Disease-Consider an outline overview at the beginning of each presentation and a summary of major points at the end. A bacterial overview chart would be helpful. Students felt this would be helpful for studying for the course and later for boards review. Dr. Abranches suggested researching a textbook as a supplement.

DEN5221: Oral Health Management and Psychosocial Issues Over the Lifespan - There was some redundancy in the Cultural competency components within the course. Consider pre-recording for the 2-hour sessions or reduce the number of lectures and credit hours. Students did not feel the group assignments were effective during all online instruction. Students did not feel the reflection paper assignments provided personal growth or were directly relevant to the dental profession. Students felt the Standardized Patient (SP) interviews were helpful and requested increasing the SP mock interviews over other assignments. There are areas of the SP interviews where students don't know who to address scheduling or financial questions.

DEN5405: Preclinical Operative Dentistry I - Students appreciated gaining more access to sim lab this semester. They greatly appreciate the high-quality presentations prior to each lab session.

Overall comment: Students reported taking three personality/character assessments in Semester 1 & 2 (Orientation, DEN5013, and DEN5221.) Students felt the reports were somewhat contradictory and it is challenging for them to see how this will make them better oral health care providers. Consider aligning these assessments or choosing one with application assignments related to the development of their professional identity and/or teamwork.

**Learning Environment, Teaching Methods, and Student Learning**

*What were the methods of instruction (i.e. lecture, sim lab, clinical, TBL, CBL, SP) this semester?*

*What is the balance of in-class vs. online instruction? Are there any changes suggested?*

*Where do teaching methods support: active learning, evidence-based practice, multidisciplinary integration, the development of critical thinking skills, and reflective judgment?*

**Students-Identify faculty behaviors that make it difficult for you to learn?**

**Faculty-Identify student behaviors that make your best teaching difficult to deliver?**

**Students-What types of independent learning do you undertake when you recognize knowledge gaps?**

**Comments:**

Students strongly prefer online learning with pre-recorded or synchronous classes.

Operative classes had high-quality presentations prior to each lab which was helpful to study for each quiz. The Histology online classes and labs were ideal.

Infectious Diseases and Cariology used Google Docs to work through student questions. (Explore Discussion board on Canvas. A recent update is a Google Doc can be part of the Canvas Course.)

Students appreciated their Standardized Patient interviews and opportunities to incorporate feedback received for the second interview.

Students generally do not like group assignments outside of class. Some seem like busywork with limited application. (Students did appreciate the in-class TBL Case in DEN5210:Developmental Biology and Psychosocial Issues over the Lifespan in Semester 1.)

### **Methods of Student Evaluation**

*What were the primary methods of student assessment this semester? Synchronous/Asynchronous?*

*Are there more integrated ways to assess student performance?*

*How did the faculty interpret the most recent course evaluations?*

#### **Comments:**

Histology and Operative quizzes provided regulated student learning that students appreciated.

For future planning consider keeping quizzes at 24-hour timeframes and exams synchronous to provide immediate exam review. (Adm. Note: This would be determined by the Course Director.)

Some redundant quiz questions in DEN5221.

Operative 8 psychomotor exams were "Amazing". Students suggested condensing some activities (e.g. e bur exercises) so mocks could be better sequenced in the latter part of the semester. (Students reported they were just beginning to integrate loupes in practice.) Critical thinking exercises were very helpful in integrating clinical applications.

### **Student Preparation and Assignments:**

*Are course readings and assignments throughout the semester appropriate?*

*Identify where group projects/student presentations occur this semester?*

**Provide examples of where you are challenged to do your best?**

**Did this semester prepare you for your current courses?**

#### **Comments:**

Re-eval group assignments in DEN5221. (Hard to meet together after classes)

Students group assignments - randomized worked well. Consider rotating groups in Cariology for more exposure working with other students.

Histology labs began with 5 students and reduced to 2 towards the latter portion of the course. Consider making required or sign-up sheet for groups. Dr. Aris reported that preCovid student labs had the carrot of additional quiz questions for submission.

### **Credit Hours**

*Does credit assignment for the courses reflect the hours scheduled and the assignments completed?*

*Do the credit assignments for the courses reflect appropriate weight within the curriculum?*

#### **Comments:**

Students feel they spend the most time out of class practicing in simlab (Operative courses).

### **RECOMMENDATIONS/ACTIONS**

This information will be shared with the members present, the OAA, Semester 2 Course Directors, Department Chairs, and the Curriculum Committee for review in future course planning.

## **Curriculum Management Reference Information**

### **EDUCATIONAL MISSION**

The educational mission of the College of Dentistry is to graduate a scientifically knowledgeable, biologically oriented, technically competent, socially sensitive practitioner of dental medicine who adheres to the highest standards of professional conduct and ethics and who can

function effectively as a member of the nation's health care delivery system. Our graduates must be competent in the prevention, diagnosis and care of patients with oral-facial conditions that affect overall health and patient well-being. A competent practitioner is one who is able to begin independent, unsupervised dental practice.

### **EDUCATIONAL PHILOSOPHY**

The College of Dentistry is committed to the development of the competent graduate in the art, science and practice of general dentistry. The foundation of our educational philosophy is the nurturing of a humanistic environment honoring the values of integrity, honesty, respect, fairness, cooperation and professionalism. In this environment, it is critical that faculty and staff develop, integrate, and facilitate effective and active learning among the students. These collaborative efforts must result in graduates who possess and demonstrate knowledge and skills in the cognitive, psychomotor, and affective domains.

### **COMMITTEE RESPONSIBILITY**

The Curriculum Committee is responsible for overseeing and managing the four year (eleven semesters) DMD curriculum. The committee ensures that the curriculum is consistent with the Commission on Dental Accreditation Standards and College's educational mission and philosophy. These responsibilities confirm that the content is current (evidence-based) and that teaching methods are based on sound educational principles, and that evaluation activities are ongoing and include a variety of assessment methodologies. The committee strives to maintain adequate hours of instruction by minimizing unnecessary redundant material among departments, incorporates emerging information and ensures that students receive sufficient exposure to the curriculum material and clinical skills so that they retain the necessary knowledge, attitudes and skills to become competent dentists. The Committee's activities and recommendations are reported in monthly meeting minutes, posted on the College's website, and reviewed by the Dean and the College's Faculty Advisory Board before implementation.

**Report submitted by**  
**Dr. Ana Dias Ribeiro, Gail Childs, Christina Ryan**

## Standing committee charges

### *From the UFCD Constitution*

As stated in the Constitution and Bylaws, it is the responsibility of this committee to 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 curriculum. As dean, I have empowered the committee to oversee all pre-doctoral curricular issues in the college.

### *Additional charge from the dean*

[Link to 2020-2021 Charge Letter to the committee](#)

### *Individual faculty member responsibilities*

The Curriculum Committee meets once a month on the 2<sup>nd</sup> Wednesday of the month from 5:15–6:30 p.m. Committee members are also expected to participate in any annual retreats of the Curriculum Committee or joint meetings with other standing committees. Work required outside of the meeting varies but includes review of course syllabi, course proposals, curriculum review, etc. Time commitment: Minimum of 2 hours per month for meetings along with 1 retreat per year. Preparation time for meetings will vary. Schedule of Meetings, unless otherwise noted, Curriculum Committee Meeting business begins at 5:15 p.m.

## Meetings for this reporting period (attach minutes)

### *Meeting dates*

[Link to Curriculum Committee Meetings, Agendas, Handouts and Minutes](#)

### *Committee Agenda*

[Link to Curriculum Committee Meetings, Agendas, Handouts and Minutes](#)

## Outcome measures

*For each charge, provide detail of outcome measures addressed and status as ongoing, in progress, or completed*

1. Review and revise the constitution and bylaws as necessary to reflect the mission and membership of the Curriculum Committee.  
Completed.
2. Work with Associate Dean for Faculty Affairs and Faculty Development Committee to recommend and establish programs focused on educational training and faculty development  
Ongoing.
3. Develop a process and timeline for collection and review of faculty calibration documentation.  
Ongoing.
4. Align the DMD curriculum and prepare students for the implementation of the INDBE.  
Ongoing.

5. Continue to support and monitor innovative educational technologies and methodologies in the DMD curriculum.  
Ongoing.
6. Continue to review relevant outcome measures from the college strategic plan. The measures that should be reviewed by the Curriculum Committee include:
  - A. DMD student pass rate - NBDE Parts I and II  
The Class of 2022 had a 90 % first time pass rate on NBDE Part I  
The Class of 2020 had a 95 % first time pass rate on NBDE Part II
  - B. DMD student pass rate- Florida Licensure Examination  
The Class of 2020 (N=88) had an 86% (N=76) first time pass rate on the Florida Licensure Exam.
  - C. Student satisfaction (Senior Exit Interviews, Alumni Periodic Survey)  
Alumni survey (conducted every 5-7 years) NA this academic year  
From the Class of 2020 senior exit interviews summary, seniors felt the first two years is excellent preparation for boards and they would support more extramural rotations to increase clinical practice skills. Overall suggestions included establishing a program DMD grade scale, establishing a college process for clinical practice prior to the state licensure exam, reestablishing an honors student clinic and a dental hygiene clinic or designated chairs.
  - D. DMD students accepted/applied to advanced and graduate education programs  
48 (55%) applied and 36 (41%) students were accepted in the Class of 2020 to advanced and graduate education programs
  - E. DMD students graduating with research honors and/or dual degrees  
two students in the Class of 2020 graduated with Research Honors  
one student in the Class of 2020 graduated with High Research Honors  
one student completed a dual degree (DMD/PhD)
  - F. DMD program- tuition, fees and educational debt compared to peer-institutions, state, regional and national data.  
2019-20 Tuition and University fees for Florida residents was \$41,720 annually,  
Nonresident tuition was \$68,200 annually.

*Obstacles to following an agenda and/or completing the outcome measures*

Click or tap here to enter text.

**Describe any recommendations submitted to the Faculty Advisory Board**

*Identify issue(s) and action taken*

*None this year.*

**Was the Board's feedback/disposition of the recommendation timely?**  Yes  No

*If not, please elaborate*

Click or tap here to enter text.

## What issues would the committee like to consider in the coming year?

1. Prepare for the CODA Self-Study
2. Standardize student grading in the DMD Program
3. Prepare and assess student preparation to challenge the INBDE
4. Transition DMD course syllabi and educational materials toward a patient (person)-centered model of care. (Procedures could be tracked by faculty in Canvas/AEFIS or axiUm)

## Comments

Curriculum Committee workgroup activity:

- INBDE Integration Workgroup-Ongoing
  - The Class of 2023 have taken faculty developed Mock INBDE exams at the end of semesters 2, 3, 4, 5
  - The Class of 2024 have taken faculty developed Mock INBDE exams at the ends of semesters 1 and 2
- Faculty Calibration-Ongoing
- Professionalism-Ongoing
- DMD Program Grade Scale-Ongoing

Overall Curriculum Committee Activities:

- Approval of re-sequencing the following courses to accommodate Blue/Orange Group scheduling during COVID-19:
  - DEN6302C: Introduction to Clinical Diagnosis and Treatment Planning
  - DEN6407C: Preclinical Operative Dentistry II
  - DEN6408C: Preclinical Operative Dentistry III
  - DEN8960L: Clinical Examination 2
- Approval of Academic Calendar schedule changes due to COVID-19.
- Approved the **following changes** in the UFCD competency assessments to align with CODA:
  - 9: Health Promotion & Disease Prevention: Provide oral health care within the scope of general dentistry to include health promotion and disease prevention, **including caries management**. (2-24d)
  - 13: Assess Patients with Special Needs: Assess **and manage** the treatment needs of patients with special needs. (2-25)
- New DMD Courses approved in the curriculum:
  - DEN5505C: Introduction to Clinical Care
  - DEN6508C: Essentials of Clinical Care
- New Elective courses approved in the curriculum:
  - DEN8290L: Hospital Dentistry for Adults with Developmental Disabilities
  - DEN8290: Topics in General Dentistry
  - DEN8290: NBDE Part 2 Review
  - DEN8290: Advanced Surgical Procedures (Periodontology)

List members, their role, membership type and attendance

<b>Name</b>	<b>Role</b>	<b>Type of membership</b>	<b>Number of meetings attended</b>	<b>Number of excused absences</b>	<b>Number of unexcused absences</b>
Dias Ribeiro, Ana	Chair	Appointed	9	1	0
Caudle, Robert	Ex officio voting	Standing	10	0	0
Childs, Gail	Ex officio non-voting	Standing	10	0	0
Dilbone, Deborah	Member	Elected	9	1	0
Gibbs, Micaela	Member	Elected	8	1	1
Echeto, Luisa	Vice Chair	Elected	8	0	0
Johnson, Margeaux	Ex officio non-voting	Standing	9	1	0
Islam, Nadim	Member	Elected	4	6	0
Luaces, Olga	Member	Elected	10	0	0
Meyers, Sarah	Ex officio non-voting	Standing	5	2	3
Migliorati, Cesar	Ex officio voting	Standing	6	3	0
Tanaka, Tsuyoshi	Member	Elected	10	0	0
Pereira, Patricia	Ex officio non-voting	Standing	10	0	0
Carlton, Drew	Member	Elected	9	0	0

**Curriculum Committee**  
Annual Report  
*July 1, 2020 – June 30, 2021*

<b>Name</b>	<b>Role</b>	<b>Type of membership</b>	<b>Number of meetings attended</b>	<b>Number of excused absences</b>	<b>Number of unexcused absences</b>
Bridge, Audrey	Member	Elected	7	2	0
Krizner, Melissa	Member	Elected	10	0	0
Graham , Justin	Member	Elected	7	2	1
Lenga, Haley	Member	Elected	10	0	0
Durrett, Danielle	Member	Elected	10	0	0
Zoidis, Panagiotis	Ex officio voting	Standing	0	0	0

Date \_\_\_\_\_

Check one:

<input type="checkbox"/>	New Elective
<input type="checkbox"/>	Elective Renewal
<input type="checkbox"/>	Elective Modification

Course Title \_\_\_\_\_

Department \_\_\_\_\_

Course Director \_\_\_\_\_

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

Elective type (check all that apply):

<input type="checkbox"/>	lecture	<input type="checkbox"/>	research	<input type="checkbox"/>	intramural
<input type="checkbox"/>	laboratory	<input type="checkbox"/>	independent	<input type="checkbox"/>	extramural
<input type="checkbox"/>	clinical	<input type="checkbox"/>	Grad seminar	<input type="checkbox"/>	international

\_\_\_\_\_ Other, describe \_\_\_\_\_

Recommended Class Year: (check all that apply):

<input type="checkbox"/>	1DN	<input type="checkbox"/>	2DN	<input type="checkbox"/>	3DN	<input type="checkbox"/>	4DN
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Number of students: Maximum \_\_\_\_\_ Minimum \_\_\_\_\_

Entry level prerequisite \_\_\_\_\_

Student hours required

	Day	Evening	Weekend	Holiday/ Break Week	
Lecture/seminar					
Independent study					
Laboratory					
Clinical					
<b>HOURS</b>					<b>TOTAL HOURS</b>

Elective semester offering: \_\_\_\_\_ one time \_\_\_\_\_ recurring

Beginning date/semester \_\_\_\_\_ Completion date/semester \_\_\_\_\_

Elective Description: *(For additional space please request an ECO course be created for elective development)*

Course Goal

Outline

Methodology/Activity planned:

Evaluation mechanism / Criteria:

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Send completed form as pdf to the Office of Academic Affairs, [gchilds@dental.ufl.edu](mailto:gchilds@dental.ufl.edu)

Curriculum Committee Approval date \_\_\_\_\_ Credit hours assigned \_\_\_\_\_

*The Foundation for The Gator Nation*

An Equal Opportunity Institution

# Proposed: DEN8290: Diversity in Dentistry

Fall 2021

## Course Description:

This is a rotating topics course. Students must complete 6 credits of elective courses during the 4-year curriculum.

The course provides students an overview of various social topics as it relates to treating our diverse population of patients.

## I. General Information

### Course Director:

Course Director: Dr. Demetrick Lecorn

Office:

Email: [dlecorn@ufl.edu](mailto:dlecorn@ufl.edu)

Phone: (352) 598-4716

Course Credits: 1 *credit*

Semester: Fall or Spring annually

### Contributing Faculty

[add when confirmed]

### Support Staff

## II. Course Goals

The goal of this course is to deepen cultural sensitivity within our curriculum and educational experience by increasing awareness of various social aspects while treating and communicating with patients. In this course we hope to enhance student and faculty members ability to provide culturally appropriate person-centered care to a diverse patient population.

## III. Course Overview

This course is open to 2DN, 3DN and 4DN students.

Prerequisite: None

## IV. Course Outline

This is an invited speaker/ faculty presentation series.

- Special needs/disability patients
- Microaggressions/bias and how to respond
- Medicaid/Medicare/insurance coverage and differences in geographic/socioeconomic
- Discussing diversity of oral health as it pertains to race/gender/oral pathology
- Serving diverse populations
- Treating patients with HIV/AIDS
- Geriatric patients
- Treating patients that are LGBTQ+, sexual preference
- Psychological aspects of treating minority patients

## V. Course Material

The course materials will include the PowerPoint presentations given by the speaker. Each lecture will be uploaded on the Canvas course page.

## VI. Course Objectives *[each speaker to send a minimum of 3 objectives-student learning outcomes to add]*

- Appreciate various social aspects that patients may present while receiving oral health care.
- Describe the importance of cultural humility in providing person-centered care.
- Identify health literacy needs to improving health outcomes.
- Enhance ability to provide person-centered comprehensive care to a diverse patient population.
- Develop effective patient and provider culturally sensitive communication skills.

- Fostering inclusive patient-dentist relationship

## VII. Course Competencies

This elective course contributes to formative teaching in the following UFCD Competencies:

### Domain II: Professionalism

- 4: Ethical Standards: Apply principles of ethical decision making and professional responsibility.
- 5: Legal Standards: Apply legal and regulatory concepts related to the provision and/or support of oral health care services.
- 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.

### 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.
- 8: Diversity: Manage a diverse patient population and have the interpersonal and communication skills to function successfully in a multicultural work environment.

### 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)
- 10: Interprofessional Experiences: Communicate and collaborate with other members of the health care team to facilitate the provision of health care. (2-20)

### 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)

### Domain VI: Patient Care

- 13: Assess Patients with Special Needs: Assess the treatment needs of patients with special needs. (2-25)
- 15: Patient Management: Provide oral health care within the scope of general dentistry to patients in all stages of life. (2-23)

## VIII. Evaluation

Students will receive a Satisfactory (S) grade in this course through participating in minimum of 80% (8 of 10) lecture-based learning seminars.

Students will receive an Unsatisfactory (U) grade in this course through participating in fewer than 8 lecture-based learning seminars.

## Remediation:

A student that receives an Unsatisfactory (U) grade in this course must meet with the Course Director to determine a remediation plan that may include viewing the recordings and writing a synopsis of the lectures.

## IX. Administrative Practices

Administrative practices for all UFCD 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 "Course Policies" on the DMD Student Website:

<https://dental.ufl.edu/education/dmd-program/course-policies/>

## X. Grade Scale

This course has a Satisfactory (S) / Unsatisfactory (U) grade scale.

### Proposed Schedule

Topic	Speaker	Date	Time	Location
Introduction and overview of the course. Explore goals of each learner in taking this course.	<b>Dr. Demetrick Lecorn</b>			
Special needs/disability patients	<b>Dr. Tim Garvey</b>			
Microaggressions/bias and how to respond	<b>Dr. Patricia Xirau-Probert</b>			
Medicaid/Medicare/insurance coverage and differences in geographic/socioeconomic	<b>Dr. Micaela Gibbs</b>			
Diversity of oral health as it pertains to race/gender/oral pathology	Dr. Indraneel Bhattacharyya			
Serving diverse populations	Dr. Abi Adewumi or Téemar Carey			
Treating patients with HIV/AIDS	Dr. Joseph Katz or Dr. Mark Schweizer (NSU) Florida Aids Education Center			

Geriatric patients	<b>Dr. Annetty Soto</b>			
Treating patients that are LGBTQ+, sexual preference	Dr. Olga Luaces			
Psychological aspects of treating minority patients	Dr. Roger Fillingim			

**\*Students Confirmed Participation**