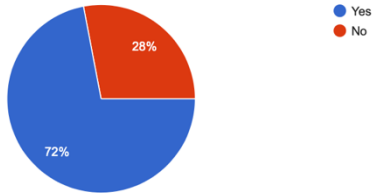


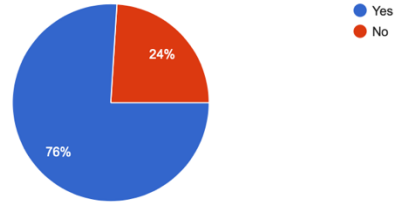
# Curriculum Committee Poll Survey Responses

75/93 students responded

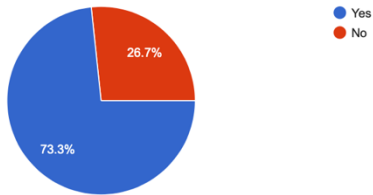
Would you have liked to have more scheduled SHADOWING opportunities D1 year?  
75 responses



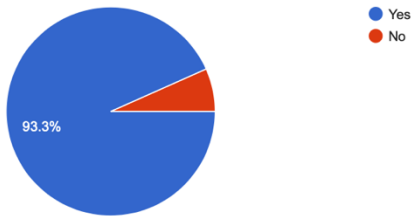
Do you want to have more scheduled practice taking radiographs on patients?  
75 responses



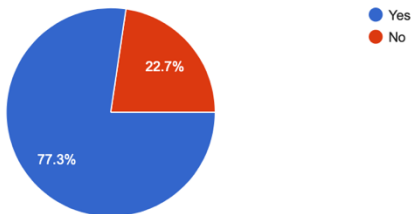
Would you have liked to have more scheduled ASSISTING opportunities D1 year?  
75 responses



Would you have liked to have a short lecture series on proper assisting?  
75 responses



Do you think Cariology should be a condensed course, similar to Occlusion?  
75 responses



**CC Meetings 2022**

Jan. 12 (MLK – Jan. 17)

Feb. 9

Mar. 16 (spring break Mar. 7-11)

Apr. 13

May 11

June 8

## Summer 2014 - 2021 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2014	Overall Mean/ Respondents 2015	Overall Mean/ Respondents 2016	Overall Mean/ Respondents 2017	Overall Mean/ Respondents 2018	Overall Mean/ Respondents 2019	Overall Mean/ Respondents 2020	Overall Mean/ Respondents 2021
6001	Introduction to Evidence-based Dental Practice / Gold	2.9 (48)	3.8 (31)	3.3 (47)	3.4 (63)	3.3 (65)	4.2 (15)	4.2 (25)	3.2 (18)
6407	Preclinical Operative Dentistry II / DiIbone	3.7 (49)	4.8 (31)	4.1 (47)	4.6 (63)	4.2 (65)	4.8 (26)	4.2 (65)	4.2 (14)
6128	Host Defense / Gibson, Chan	4.3 (48)	4.7 (31)	4.6 (47)	4.8 (63)	3.7 (65)	4.5 (19)	4.6 (38)	4.6 (13)
6213C	Fundamentals of Occlusion / DaSilva	3.9 (48)	3.2 (31)	4.4 (47)	4.6 (63)	4.1 (65)	4.7 (31)	4.8 (30)	4.4 (21)
6301C	Fundamentals of Oral & Maxillofacial Radiology / Gohel	3.3 (53)	2.7 (31)	3.1 (47)	4.1 (63)	3.8 (65)	4.5 (79)	4.8 (16)	4.5 (10)
6350	General Pathology / Akki	4.2 (48)	4.1 (31)	4.0 (46)	4.2 (63)	3.8 (65)	4.4 (21)	4.3 (9)	4.1 (12)
6508C	Essentials Clinical Practice / Echeto								4.7 (7)
6408C	Preclinical Operative Dentistry III / Reis								4.8 (50)
7012	Interdis Ser Learn 3 / Gibbs								4.5 (4)
7016	Professionalism In Patient Care and Practice Management II / Howard								4.6 (5)
7017	Professionalism In Patient Care and Practice Management III / Howard	3.2 (4)	4.7 (4)	3.3 (3)	4.5 (2)	3.6 (5)	3.3 (3)	Not Evaluated	5.0 (1)
7413C	Removable Partial Prosthodontics: Principles & Techniques / Fernandez	3.7 (83)	4.1 (6)	4.2 (41)	3.0 (29)	4.0 (56)	4.0 (3)	4.8 (23)	4.8 (13)
7417	Concepts in Orofacial Pain / Widmer	3.9 (73)	3.8 (6)	4.1 (41)	3.6 (29)	2.9 (56)	3.6 (5)	4.8 (5)	4.5 (4)
7450C	Orthodontics for the General Practitioner / Neubert	4.1 (81)	4 (6)	4.2 (41)	4 (29)	4.3 (65)	4.3 (35)	4.5 (14)	4.5 (4)
7452C	Fundamentals of Pediatric Dentistry / Jerrell	4.2 (73)	3.8 (6)	4.1 (41)	3.9 (29)	4.0 (56)	4.5 (2)	4.6 (14)	5.0 (2)
8019 (7352)	Interdis Ser Learn 4 / Gibbs Advanced Differential Diagnosis / Bhattacharyya								4.6 (3) 4.9 (5)
8352	Advanced Radiologic Interpretation / Gohel	5.0 (4)	4.6 (5)	4.6 (3)	4.5 (2)	3.8 (5)	5.0 (6)	4.9 (5)	4.9 (5)
8303	Advanced Radiologic Interpretation / Gohel	2.2 (15)	3.5 (16)	3.0 (3)	3.5 (2)	2.0 (5)	3.1 (6)	Not Evaluated	Not Evaluated
8423	Periodontics in General Practice / Chang	3.7 (4)	4.75 (4)	3.6 (3)	4 (2)	3.0 (5)	2.7 (4)	4.6 (10)	4.5 (6)
8263	Advanced Oral Medicine and Clinical Pharmacology / Fitzpatrick	4.5 (4)	4.8 (5)	4.3 (3)	3.5 (2)	Course completed in Spring 2018	Course completed in Spring 2019	Course completed in Spring 2020	Course completed in Spring 2020
8462	Advanced Topics in Prosthodontics / Soucy							4.1 (6)	4.1 (6)
8719	Selection of Clinical Dental Materials / Roulet, Rocha							4.5 (6)	4.5 (2)



**University of Florida College of Dentistry  
Course Debriefing Summary  
DEN 6350, General Pathology**

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**September 16, 2021**

**Present:** Arjeet Tipirneni, Alyssa Morris, Axita Patel, Hallie Moehring, Kyle Kasparian, Dalton Helvey, Maddison Sullivan, Gail Childs, Kendra Smith, Christina Ryan, Dr. Patricia Pereira, Dr. Ashwin Akki

**Debriefing Purpose:** New course director, Dr. Ashwin Akki

**Course Evaluation:** 12 total responses, **Overall course mean, 4.17**

### **Learning Environment**

- Comprehensive-overall well done considering the number of the lecturers and presenters.
- There is a wide breadth of information in this course. Rigorous. One student shared, *“I feel it provides a foundation to treat medically compromised patients.”*
- It felt more like a medical course rather than what is important for a dentist to know about human pathology. Example: Diabetes care for patients in the clinic.

### **Course Content (Syllabus, Organization of course materials in Canvas, pacing guide, video recording quality, etc)**

- Pre-recorded lectures were very well done. Examples were Dr. Winter and Dr. Solino.
- Cognitively, the course could be clearer on what to focus on. One student shared, *“We received lists about every condition. In practice it would be helpful to know what causes this, what is the clinical presentation, and how might I adjust my treatment plan to improve the health outcome of the patient.”*
- Consider ways to decompress the course. *“Everything feels like it piles up in the last 6 weeks of class following break week.”*

### **Teaching Methods**

- Optional Labs were helpful working out concepts via the questions posed. It would be ideal to schedule these labs closer to the exam date when students have prepared.

### **Examinations/Evaluation**

- This course has well seasoned examinations.
- Every question required detailed reading.
- Adding an additional exam or two, and/or quizzes to each module. Providing practice questions after each lecture. (Good Example: DEN5127 Infectious Diseases). Balancing out content and questions with each lecture/exam.
- Review sessions were hard to schedule and should be pre-planned ahead of the semester.
- There was no clarification of misconceptions on exam questions.

### **Opportunities for diversity and inclusion**

- No suggestions.

### **Summary of Course Recommendations**

- Encourage each lecturer to emphasize key hallmarks of each disease in a structured format. Example: etiology, pathophysiology, histology, possible patient presentation(s), diagnosis, implications for treatment, etc.
- Have each lecturer add at least 2 practice questions to the end of each lecture.
- Consider splitting the content into more exams (5-6 exams, each over 8-12 lectures).

Exam 1: General Pathology (L1-8)

Exam 2: Cancer and Genetics, Female and Male Genital Pathology, Dermatopathology (L9-19)

Exam 3: Cardiopulmonary Pathology (L20-29)

Exam 4: Bone and Joint Pathology, Endocrine, Renal, Digestive and Liver (L30-39)

Exam 5: Hematopathology and CNS (L40-52)

- Add quizzes in the course to provide formative feedback prior to the high stake examinations.
- Clarify student exam questions by reviewing the concept at the next class, and/or via a message to all students.
- Pre-schedule pre and post exam review sessions (optional attendance).

**University of Florida College of Dentistry**  
**Course Debriefing Summary**  
**DEN 6508C, Essentials Clinical Practice**

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**September 30, 2021**

**Present:** G. Childs, L. Kanter, I. Tytyk, J. Rivera, M. Johnson, C. Ryan, S. Vaughn, D. Anderson, A. Shaikh, M. Berg, K. McIntosh, P. Pereira, M. Dasilva

**Debriefing Purpose:** New course, course director - Dr. Luisa Echeto

**Course Evaluation:** 7 total responses, **Overall course mean,** 4.71

**Learning Environment**

- Well designed course that was adapted for Covid in Zoom.
- Critically important class to be able to have in person beyond Covid.
- Introduction to axiUm and first application using axiUm with immediate implementation.

**Course Content (Syllabus, Organization of course materials in Canvas, pacing guide, video recording quality, etc)**

- Nine modules were well organized in Canvas.
- Start with axium training and do in-person in small groups. Incorporate even earlier in the curriculum.
- Consider a refresh on interpersonal communication skills related to legal considerations, patient advice, does & don'ts.
- Provide guidelines on faculty expectations of student's patient presentation for start checks. Students find it helpful when faculty model the professional behavior and clinical expectations they expect of the student as an example of mutual respect). *"One student shared "my patient summary sheet was taken away and the faculty asked me to inform them of every medication that patient was taking."* It would have been helpful to know this prior to the patient appointment.

**Teaching Methods**

- Application of concepts via Canvas quizzes were useful and straight forward.
- Instruction of isolation techniques is very helpful. *"Consider having labs where peers place isolation devices (Isovac, Rubber dam, etc) on each other so that we can experience them as patients."*

**Examinations/Evaluation**

- More assignments in phasing and sequencing of treatment plans.

**Opportunities for diversity and inclusion**

- Incorporation of insurance plan information coverage (Medicare, Medicaid, PPO, HMO, etc.) for treatment plan presentation and sequencing with the patient.
- Students seek a clinical learning environment of mutual respect between faculty, staff and students.

## Summary of Course Recommendations

- Begin with axiUm instructions in the course sequencing.
- Incorporate axiUm assignments in preclinical courses, so that students are familiar prior to patient assignment. (Consult with IT about license restrictions in axiUM & Mipacs. Students would need to bring their laptops.)
- Schedule all clinical portions in person.
- Include a clinical refresh on the facebow and positioning patients in CR.



**University of Florida College of Dentistry**  
**Course Debriefing Summary**  
**DEN 7413C, Removable Prosthodontics Techniques**

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**October 1, 2021**

**Present:** L. Kanter, M. Fernandez, M. Johnson, H. Lenga, E. Carroll, D. Durrett, A. Engelkes, A. Zuiderveen, J. Gonzalez, C. Ryan, J. Gonzalez, P. Pereira, A. Shaikh, A. Zuiderveen

**Debriefing Purpose:** New course director, Dr. Monica Fernandez

**Course Evaluation:** 13 total responses, **Overall course mean,** 4.85

**Learning Environment**

- Dr. Fernandez did a good job of balancing online instruction and laboratory practice.

**Course Content (Syllabus, Organization of course materials in Canvas, pacing guide, video recording quality, assignments,etc.)**

- Didactic instruction on rest seats early in the course, without application, was challenging to understand. Consider adding after partial design. It will be easier to retain and apply clinically later in the course.
- The case-based assignments students worked on independently and then discussed afterward were helpful.

**Simulation Lab**

- Partners with peer learning were very helpful, as there are many variations of partial design.

**Teaching Methods**

- The review summary of each clinical step and sequencing at the end of the course was very helpful and should be retained. Consider adding one midcourse as well.

**Examinations/Evaluation**

- No suggestions.

**Opportunities for diversity and inclusion**

- No suggestions.

**Summary of Course Recommendations**

- Maintain Dr. Echeto's biomechanics demonstration and drawings in the course, as this was very helpful.

- Consider adding review of mixed case concepts in clinical situations, with proper records sequencing in a discussion format.

#### **Preclinical Prosthodontic Course Recommendation**

- It would be helpful in preparing students clinically, to present what the clinical laboratory form looks like, and model an example of expected communication to the dental laboratory to achieve the desired planned outcome.

**University of Florida College of Dentistry  
Course Debriefing Summary  
DEN 8462, Advance Topics in Prosthodontics**

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**September 29, 2021**

**Present:** C. Smith, B. Canady, S. Tarte, M. Krizner, K. Shan, G. Childs, M. Johnson, C. Ryan, Dr. Pereira, K. Fernandez, Dr. Soucy, B. Cacciamani, Dr. Esquivel-Upshaw, J. Graham

**Debriefing Purpose:** New course director, Dr. Carlos Soucy

**Course Evaluation:** 6 total responses, **Overall course mean**, 4.17

### **Learning Environment**

- Dr. Soucy is excellent in facilitation of learning through the course material presented and the cases discussed.
- Generally, mid-day classes between clinics are not conducive to learning.
- One student supported summer semester 9 placement of course, others suggested later in senior year.

**Course Content (Syllabus, Organization of course materials in Canvas, pacing guide, video recording quality, etc.)**

- Lectures and cases covered a wide range of prosthodontic topics.

### **Teaching Methods**

- Dr. Soucy suggested conducting the course similar to a residency program with grand rounds. Groups could present each case with discussion time followed by a summary of treatment planning options weighting pros and cons.
- Zoom is not the ideal way to facilitate active learning in this course.
- Good group pairings in RPD assignments.

### **Examinations/Evaluation**

- There was a student suggestion to transition from one major project to additional formative treatment planning projects, with hands-on components, for repeated practice.
- Final exam - there were some questions students did not feel prepared to answer.

### **Opportunities for diversity and inclusion**

- Consider inviting Dr. Soucy and Dr. Wang to be part of the next course offering.

### **Summary of Course Recommendations**

- Move placement of course when students have had more prosthodontic experience, i.e. Semester 10 or 11.
- General support to schedule on a Wed AM. (*Administrative note: there were no suggestions how students on extramural rotations would participate in this timeframe.*)

<b>Schedule Code</b>	<b>Course Director Responsibility</b>	<b>Student viewing</b>
<b>"Pre-recorded"</b>	Faculty will upload videos prior to the scheduled lecture.	Students will watch the videos asynchronously in the Canvas course.
<b>"Zoom"</b>	Faculty will create a Zoom Conference in the Canvas course. Faculty will stream the video at a scheduled time via Zoom Conferences in Canvas. After the session faculty will download an MP4 and transfer it to Instructional Support (Emmaly Sallee) to post in Canvas so students who were not present can view the video.	Students will call in from off or on campus to watch the video synchronously.
<b>"Classroom, Streaming"</b>	Faculty will give the lecture live in the classroom and at the same time broadcast a live stream of the lecture. This will be scheduled to broadcast using a software called MediasiteLive and will be available to students immediately after the session as a recording.	Students can stream the video live or watch the recording after.
<b>"Classroom, Activity"</b>	Faculty will hold an active learning session (Team-based Learning, Lab) live in a classroom.  Faculty may need to plan for a remediation or alternative activity for students with emergency absences.	No recording will be available to students.  Attendance is mandatory and students will need to make arrangements with course directors to make up the activity is missed.

Faculty will need to choose a delivery mode.

In classroom, lectures will be livestreamed (and recorded).

There will be no change in delivery mode when the semester begins.