DRAFT

Determine Domain and Location of CODA Standard 2-11 on Self-Assessment

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: Evidence-Based Patient Care: Access, critically appraise, apply and communicate scientific and lay literature as it relates to providing evidence-based patient care.

3: Apply biomedical science knowledge in the delivery of patient care.

4. Self-Assessment: Demonstrate the ability to self-assess, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, lifelong learning.

Domain II: Professionalism

~~4~~5: Ethical Standards: Apply principles of ethical decision making and professional responsibility.

~~5~~6: Legal Standards: Apply legal and regulatory concepts related to the provision and/or support of oral health care services.

~~6~~7: 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~~8: Communication Skills: Apply the fundamental principles of behavioral sciences using patient-centered approaches for promoting, improving and maintaining oral health.

~~8~~9: 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~~10: Health Promotion & Disease Prevention: Provide oral health care within the scope of general dentistry to include health promotion and disease prevention, including caries management.

~~10~~11: Interprofessional Experiences: Communicate and collaborate with other members of the health care team to facilitate the provision of health care.

Domain V: Practice Management and Informatics

~~11~~12: 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.

Domain VI: Patient Care

A. Assessment, Diagnosis, and Treatment

~~12~~13: 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.

~~13~~14: Assess Patients with Special Needs: Assess and manage the treatment needs of patients with special needs.

B. Establishment and Maintenance of Oral Health

~~14~~15: Assessment of Treatment Outcomes: Provide oral health care within the scope of general dentistry to evaluate the outcomes of treatment, recall strategies and prognosis.

~~15~~16: Patient Management: Provide oral health care within the scope of general dentistry to patients in all stages of life.

~~16~~17: Emergency Treatment: Provide oral health care within the scope of general dentistry to include dental emergencies.

~~17~~18: Provide oral health care within the scope of general dentistry to include restoration of teeth.

~~18~~19: Provide oral health care within the scope of general dentistry to include communicating and managing dental laboratory procedures in support of patient care.

~~19~~20: Provide oral health care within the scope of general dentistry to include replacement of teeth including fixed, removable and dental implant prosthodontic therapies.

~~20~~21: Provide oral health care within the scope of general dentistry to include periodontal therapy.

~~21~~22: Provide oral health care within the scope of general dentistry to include local anesthesia and pain and anxiety control, including consideration of the impact of prescribing practices and substance use disorder.

~~22~~23: Provide oral health care within the scope of general dentistry to include hard and soft tissue surgery.

~~23~~24: Provide oral health care within the scope of general dentistry to include malocclusion and space management.

~~24~~25: Provide oral health care within the scope of general dentistry to include pulpal therapies.

~~25~~26: Provide oral health care within the scope of general dentistry to include oral mucosal, temporomandibular, and osseous disorders.

~~26~~27: Provide oral health care within the scope of general dentistry to include screening and risk assessment for head and neck cancer.

UF College of Dentistry
UNIVERSITY of FLORIDA

Curriculum Committee Semester Debriefing Summary
FIRST DRAFT

Semester: 3 Date: October 22, 2021

Attendees: T. Sparkman, A. Patel, F. Gibson, M. Johnson, P. Zoidis, C. Ryan, D. Dilbone, J. Gold, E. Chan, M. Sullivan, A. Ribeiro, A. Morris, A. Gohel, M. DaSilva, H. Moehring, T. Sparkman, D. Helvey, P. Pereira, K. Kasparian

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:

- Radiology 1 should be in the first year, spring semester, right after gross anatomy.
- The library content of DEN 6001 should be moved closer to when students enter clinic.
- Students appreciated the condensed occlusion course. Some topics were difficult to understand without clinical experience.
    - Consider more clinic time
    - Consider pushing the course back in the curriculum for more foundational knowledge
- Reinforce histology foundation through the curriculum especially the closer to the pathology courses.
    - suggested Dr. Aris note the importance of the information in DEN 5126 that it will be used in future courses

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:

- Mixed reviews on if pre-recorded lectures were better than live / zoom lectures. Operative and Occlusion were a good candidate to keep pre-recorded.
    - Students appreciated the video transcripts.
- TBL learning provided more active learning opportunities. Consider using it for general pathology. Dr. Winter suggested students to use a compare and contrast method when reviewing the materials.
- Dr. Gohel suggested having a case of the week to help with critical thinking skills which is what is done in Radiology.
- Operative 2 needs more critical thinking activities.
- Students appreciated Dr. DaSilva the office hours Zoom to help clear up knowledge gaps.
- Histology notes were helpful in learning pathology
- Google assisted students in coping with knowledge gaps.

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:

- Exams were taken at home synchronously and quizzes were asynchronous.

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:

- Readings prepared students for the class, especially host defense with practice question quizzes and cases students could work with in preparation for the exam.
- Add requirements for TBL session attendance.
- Evidence based assignment was challenging but a good experience. This was also in the radiology course.
    - More dedicated time for students to collaborate is needed for projects.
- Operative 2 materials were challenging and dense more than other courses and inconsistent lab times.
    - More lab time in the beginning of class would be helpful.

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:

- The credit hours were fair for the courses in semester 3.

RECOMMENDATIONS/ACTIONS

- Most comments here are based on the COVID situation, so going back to pre-COVID would be beneficial for the next class.
- Better placement for the occlusion course. (Integrated with other courses)
- Radiology: should start in the 1st year.

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.

Policy for Dental Student Assisting and Shadowing in the Predoctoral TEAM's Clinics

It is our desire for students to spend as much time in the clinics as possible. Sitting chairside and assisting a provider affords students the opportunity to learn in the "real life" setting which enhances the learning that takes place in the classroom and the preclinical settings. In order to provide a safe environment for students, they much complete DEN5505C prior to being permitted to dental assist in the clinic unless they are already a certified dental assistant. However, shadowing is permitted at any time.

When you arrive in clinic, please introduce yourself to the dental assistant in the clinic. They will guide you from there. There is a limit to the number of people permitted in an operatory. Please discuss this with the TEAM leader or dental assistant in the clinic.

D1s

Fall Semester(1) **Observe / Shadow Only**

Prerequisites for Predoctoral Students to Observe / Shadow in Predoctoral Clinics:

- Current Biosafety Training

(Bloodborne Pathogen and Biomedical Waste Management Protocols)

- Current Infection Prevention Training
- Current HIPAA Training
- Current Confidentiality Statement
- One predoctoral student per operatory at a time
- Patient agreement: The predoctoral provider must ask the patient for permission to have a shadow observer, AND the provider must introduce the shadow observer.

Spring Semester(2) **Simple Assisting Procedures**

-Set-up / Break down Operatory

-Properly don/doff PPE

-Know what to touch/what not to touch while wearing PPE

-Know limits of travel while wearing PPE

-Properly utilize the dental assisting stool

-Work zones /Patient Positioning for treatment

-Direct lighting

-Provide high speed evacuation (HVAC), maintain moisture control (basic level)

-Assist with rubber dam placement / removal

-Handle sharps(DEN5505C)

Prerequisites for Predoctoral Students to Assist Predoctoral Students Chairside:

- Current Basic Life Support Training (CPR with AED live training)
- Current Biosafety Training

(Bloodborne Pathogen and Biomedical Waste Management Protocols)

- Current Infection Prevention Training
- Current HIPAA Training
- Current Confidentiality Statement
- Either DEN5505C or Cariology Course

D2s

Summer Semester(3) **Shadowing**

-Screening Clinic

-TEAMS Clinics

Assisting

-Assist / perform simple Operative procedures (DEN5502 Cariology)

-Take notes from hard tissue, help with the caries risk assessment

-Assist in Fluoride application / Sealant placement

-Assemble / disassemble handpieces / dispose of sharps (burs)(DEN5405C)

Fall Semester(4) **Mostly assisting**

-Shadowing / Rotations (DEN6015)

-Shadow in Radiology Clinic (Radiology course in Summer/manikin training in Rx positioning and exposure)

-Place / remove rubber dam (DEN6407C)

-Assisting (permission from supervising: suctioning, passing instruments etc) (DEN6015)

-Assist in Perio charting from October (DEN6421)

-Alginate Impressions, Facebow, Bite Registrations, Articulator mounting (DEN6213C)

No RVUs as a shadowing or assisting D2

Spring Semester(5) **Mostly Assisting / simple performing**

-Assemble / disassemble Cavitron (DEN6421)

-Perform Prophy, Scaling and root planning, SPTs, Use Cavitron

-Polishing Restorations (DEN6408C)

-Assemble / disassemble / dispose of sharps (syringe)(DEN6251, Management of Dental pain)

-Deliver local anesthetic

D3s /D4s-patient Care

Fall Semester (7) Take Radiographs

DEN 6302C and DEN6508 and final Oral exams must be passed to provide treatment.

University of Florida College of Dentistry

Course Debriefing Summary
DEN 7450C, Orthodontic General Practice

Oct. 21, 2021

Present: L. Fischer, E. Fuqua, G. Childs, C. Ryan, A. Shaikh, C. Kopp, C. Mikhael, S. Smiley, C. Ribeiro, D. Karanth, K. Ochoa, C. Dolce, N. Williams

Debriefing Purpose: New course director, Dr. Divakar Karanth

Course Evaluation: 4 total responses, **Overall course mean**, 4.50

Learning Environment

- Students reported the slides were very understandable and well labeled.
- Overall classes scheduled over lunch hours are not conducive to the learning environment when you are scheduled in the clinic with both am and pm appointments.
- This class has mandatory attendance just when you are entering clinical care.
- Consider more labs.

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

- The Lab session was very helpful.
- Course content was very dense with physics.
- Consider including a presentation on collaboration of general dentists with orthodontics and more detail on invisalign. Dr. Dolce suggested a weekend session with invisalign.
- The class content had no repetition.
- Consider more detailed information on proper use of orthodontics instruments.

Teaching Methods

- Consider more clinical experience with a few days of rotation. Dr. Dolce felt that those that seek it individually choose this experience.
- Consider a zoom session focusing on what an orthodontist does with a few simple cases.

Examinations/Evaluation

- Reflective of the course. Fair.
- One exam was a little harder than expected.

Summary of Course Recommendations

- Some students were assigned rotation on a class date. This should be avoided in the future.
- Suggestion that classes be pre-recorded.
- There is an ortho interest group.

DRAFT DEN6416C:Basic Sciences Review

Spring 2022

Course Description:

This course provides a systematic approach to the review of the basic biomedical and anatomical sciences in preparation for entrance into the clinical education program.

I. General Information

Course Director:

Course Director: Venkatesh Nonabur
Office:
Email: nonabur@UFL.EDU
Phone: (352) 273-9393
Course Credits: 2
Semester: Spring 2022

Contributing Faculty

John P. Aris	(352) 273-6868	johnaris@ufl.edu
?Deborah Dilbone	(352) 273-5839	DDILBONE@dental.ufl.edu
Melvin Dolwick	(352) 352-2736	FDOLWICK@dental.ufl.edu
?James Haddix	(352) 273-8482	JHADDIX@dental.ufl.edu
?Roy Jerrell	(352) 273-7643	GJERRELL@dental.ufl.edu
Kyle E Rarey	(352) 273-5753	rarey@UFL.EDU

Support Staff

Jennifer Anne Miller	(352) 273-6720	JMiller@dental.ufl.edu	TA

II. Course Goals

The fundamental goal of this review course is to prepare students for optimal performance in clinical patient assessment and performance on the Integrated National Dental Board Examination (INDBE).
Achieving this goal in the curriculum is essential to the development of a competent general dentist. Today's dental professional is expected to have a sound understanding of basic anatomical and biomedical principles, behavioral sciences, and clinical patient assessment that allows for the differential diagnosis of the various dysfunctional conditions affecting the dentition, oral cavity and head and neck structures. Such knowledge and expertise will allow for earlier diagnosis and management, when appropriate, of these conditions.

III. Course Overview

This course will consist of instruction and review of fundamental knowledge of the basic biomedical sciences, dental anatomy and basic occlusion, in addition to advanced concepts in the biomedical, behavioral and dental sciences, to prepare students for the Integrated National Dental Board Examination (INDBE), and to challenge the Florida Board Examination in Semesters 10 & 11.

INBDE Registration: Dr. Patricia Pereira

Successfully passing the Integrated National Dental Board Examination is a College of Dentistry DMD degree requirement. Also, graduates seeking licensure in the State of Florida must pass this examination. The National Board Dental Examination is independently administered by the Joint Commission on National Dental Examinations. The 15-member Commission includes representatives of dental schools, dental practice, state dental examination boards, dental hygiene, dental students and the public. The purpose of the National Board Dental Examination is to assist state boards in determining qualifications of dentists who seek licensure to practice dentistry. These examinations assess the ability to recall important information from basic biomedical, behavioral and dental sciences and also the ability to apply such information in a problem-solving context.

Candidates for all National Board examinations will be required to use the DENTPIN. Candidates must review all information on the Joint Commission on National Board Dental Examination website: https://jcnde.ada.org/en/inbde

Advanced Head and Neck Anatomy: Dr. Nonabur/Dr. Dolwick

Lectures and laboratories will facilitate review and advanced topics in Head and Neck Anatomy.

Gross anatomy laboratory sessions provide hands-on experiences that assist student learning through tactile procedures on three-dimensional portions of the human body. Details of laboratory procedures conduct and cadaver care are described in the course manual in Canvas DEN5100C. You Pledge of Respect form acknowledging the rules

laid down by the Anatomical Board of the State of Florida before gaining admission to the dissection laboratory. No unregistered 'guests' may be permitted entry to the dissection laboratories at any time without written permission from the Executive Director of the Anatomical Board of the State of Florida. Moreover, PHOTOGRAPHY OF ANY PART OR ALL OF A CADAVER IS ABSOLUTELY FORBIDDEN AND CONSTITUTES GROUNDS FOR DISMISSAL FROM THIS COURSE.

Biomedical, Behavioral and Clinical Sciences:

Students will view posted review lectures and regulate their own review of the biomedical, behavioral and clinical sciences through

1) review of the Kaplan INBDE Study Resource Materials and,
2) completing a Kaplan Simulated Integrated National Board Dental Examination (1.5 days)

IV. Course Outline

A. INBDE Registration Orientation

B. Anatomical Science of the Head and Neck
1. Gross osteology (bones of the skull)
2. Oral cavity, salivary gland, tongue
3. Nasal cavity and paranasal air sinuses
4. Pterygopalatine fossa
5. Soft Palate/Parapharyngeal area
6. Cervical Triangles
7. Temporal/Infratemporal Fossa
8. Temporomandibular joint

C. Biomedical Sciences
1. Biochemistry / Cellular and Molecular Biology
2. Embryology and Developmental Biology
3. Physiology
4. Microbiology
5. Immunology
6. General Pathology

D. Clinical Sciences
1. Dental Anatomy/Function
2. Occlusion

E. Kaplan Simulated Integrated National Board Dental Examination (1.5 days)

V. Course Material

Required Texts:

Liebgott, **The Anatomical Basis of Dentistry**, 4th Ed., Mosby, Elsevier, 2016.

- Paperback ISBN: 9780323477307
- eBook ISBN: 9780323477284

INDBE- Candidates Guide, https://jcnde.ada.org/en/examinations/nb-guides

Required Manual:

Anatomy of the Masticatory System: Dissection with Clinical Application (posted in Canvas.)

Laboratory Supplies: (required in DEN5100C)

One laboratory coat (Used coats for gross anatomy are available.)

Dissecting tools will be provided.

Licensed 3D Software: (provided in DEN5100C)

Virtual Human Dissector: Touch of Life Technologies.
VH Dissector Computer Requirements are posted in the Canvas DEN5100C:Gross Anatomy. Support Information: Contact ToLTech at support@toltech.net or 800-329-2979

Supplemental Study Material:

Netter, F.H., Atlas of Human Anatomy, 1st or 2nd Edition, Novartis, 1997. ISBN 0-914168-80-0

Stedman's Concise Medical Dictionary, Williams and Wilkins Co.

Kaplan INBDE Review Materials

Dental Lib Guide: http://guides.uflib.ufl.edu/dental

VI. Course Objectives

Learning Experiences
Course instruction will be accomplished through lectures, dissections, INBDE quizzes, an anatomical written and practical examination, as well as, a simulated Kaplan Integrated National Dental Board Examination (1.5 days).

Lectures:

Lectures are designed to direct the student's reading and to emphasize material of primary importance. Generally, lectures provide overall concepts and the student will need to consult their reference text for specific details. The lecture format in most cases is centered on diagrammatic illustrations and most students obtain colored pencils or pens for note taking. Specific reading assignments in the text are suggested for each lecture topic.

Laboratories:

Laboratory sessions provide hands-on experiences that assist student learning through tactile procedures on three dimensional portions of the human body. Details of laboratory procedures conduct and cadaver care are described in the course manual.

Course Objectives:

Through the designed learning experiences the student will be able to:

1) Register to take the INBDE during the designated timeframe.
2) Read the INBDE Candidate Guide thoroughly to be familiar with the range of topics in which the student will be assessed.
3) Review and assimilate a working knowledge of the fundamental basic biomedical information that forms the foundation for clinical dental practice.
4) Describe bilateral balanced, unilateral balanced, group function, and cuspid protected occlusions.
5) Define the following terms bruxism, primary occlusal trauma, secondary occlusal trauma, microtrauma, macrotrauma.
6) Define centric relation and discuss its significance as a reference or initiating position.
7) Describe the structural anatomy of the teeth and relate their structure and position in the dentition to function.
8) Identify and describe the relationship of vessels, nerves, muscles, bones and organs of the head and neck.
9) Demonstrate how the masticatory system functions in health.
10) Relate the anatomical complex of the head and neck to other systemic body functions.
11) Identify and describe the key anatomical structures of the bones of the skull and structures of the face.
12) Identify and describe key anatomical features of the oral cavity to include the tongue, major and minor salivary glands.
13) Identify and describe key anatomical structures of the nasal cavity and the paranasal sinus region.
14) Identify and describe the key anatomical structures of the maxillary nerve and the pterygopalatine fossa.
15) Identify and describe the key anatomical structures of the soft palate and parapharyngeal area.
16) Identify and describe the key anatomical structures of the cervical triangles.
17) Delineate the various muscles of mastication and their function.
18) Describe the anatomy and function of the suprahyoid muscles.
19) Identify and describe the key anatomical structures of the temporal and the infratemporal fossa.

20) Describe the structure and function of the temporomandibular joint.
21) Challenge the Kaplan Simulated Integrated National Board Examination as scheduled.
22) Self-Assess areas for further study and self-regulated practice prior to successfully challenging the INBDE.

VII. Course Competencies

This course teaches the following competencies in the *"Competencies for the New Dental Graduate".*

Domain I: Critical Thinking

3: Apply biomedical science knowledge in the delivery of patient care.

Demonstrate the ability to self-assess, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, lifelong learning.

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.

VIII. Evaluation[CS1]

Grading and Exam Weights:

Online UFCD INDBE Review Quizzes -10% (students will challenge 7 quizzes in Canvas to assist in regulated practice for the INBDE.)

Anatomical Sciences Written Exam - 30%,

Anatomical Science Practical Exam - 40%

Kaplan Simulated Integrated National Board Dental Examination/Post Assignments – 20%

The student that receives a 75% or above score on the Kaplan Simulated Integrated National Board Dental Examination, may **early register** to challenge the INBDE **prior to the end of the term**. Students that receive 75% or above will receive a 100% on this weighted portion of the student grade.

The student that receives a score below 75% on the Kaplan Simulated Integrated National Board Dental Examination, must submit a weekly self-regulated practice quiz (minimum of 30 questions) from the Kaplan Q-Bank and post the score with student name contained within the

image or document in Canvas. Students should focus their self-regulated practice based on their simulated exam feedback. The student may register to challenge the INBDE at the end of the term.

> Students that average 65-75% on their weekly assignments will receive an 80% on this weighted portion of the student grade.
>
> Students that average 45-64% on their weekly assignments will receive a 72% on this weighted portion of the student grade.
>
> Students that average 0-44% on their weekly assignments will receive a 0% on this weighted portion of the student grade.

Remediation:

If a student scores <72% in the course they must meet with the Course Director to develop a remediation plan.

If a student scores a "Pass" grade on the INBDE this will serve as the remediation exam and the student would receive a "D" grade in this course. **NOTE: This must be challenged in the Summer semester 9 for a change of grade form submission.**
If a student receives a "Fail" grade on INDBE, they must meet with the course director to schedule a remediation exam.

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-polices/

X. Grade Scale

DEN6416C Grade Scale	
Method	Letter Grade
Scale	100
A	95 - 100

A-	90 - 95
B+	86 - 90
B	82 - 86
B-	80 – 82
C+	74 - 80
C	72 - 74
E	<72

Prosthodontics Competency Assessments 2022

Proposal: Development of 4 clinical competency assessments in:

1. **Fixed** – Single Crown and Bridge – clinical first, sim in Mock Board if this cannot be completed with current patient pool between associate pairs.
2. **Removable** – clinical (Partial or Denture or combination) clinical only to be completed with current patient pool between associate pairs.
3. **Implant** - simulated
4. **Laboratory communications** for fixed and removable prosthodontics will be completed in axiUm with the current patient pool between associate pairs.

Due to the many forms in axiUm presently. Steven suggested a Faculty-look up table on units reporting be added to assist faculty. Students will need to check their own status reports in the Personal Planner. The Clinical Prosthodontics course director can delete grade form/s and add competency.

Class of 2022 - Action items - Effective: *Spring 2022*

- Office of Academic Affairs will help identify 5 different sessions for the implant examination for the class of 2022 in the Jr./Sr/ Lab.
- DEN8859L, modify the syllabus for DEN8859L_Clincal Prosthodontics 5 to add the following:

    1. The implant competency (This should be added to the Canvas Gradebook)
    2. The step competencies on Removable and Fixed Prosthodontics to certify students' independence (Steve will let us know about the reactivation process for the grading forms)
    3. Laboratory communications also to certify students' independence (Steve will let us know about these forms as well)

Implant competency logistics

We will need a total of 5 sessions to complete the implant competency exam with the entire 2022 class. The plan is to schedule 15 students for a 90-minutes session in the Jr/Sr Lab (8:00 to 9:30 AM) for the implant examination, and next ran another 90-minutes session (10:00 to 11:30 AM) with 15 more students in the same half-day. Hence this examination will extend over 4 half-days. Additionally, we could use the second half of the 4th-day session for remediations or add a 5th session for this. The reason to schedule the student's small groups is that we have a limited number of dentoforms with the implants and allow for a more controlled environment with all the implant components. Furthermore, the limited number of seniors per session minimizes the conflicts with their rotations, and it could help with their absence from the clinics.

After the Thanksgiving holiday, I will be meeting with Mindy to discuss the materials list and check the arrival time for the ordering.

In addition, we will need to meet to discuss the use of the 4 psychomotor examinations in the Fixed Prosthodontics 2 course DEN64152C as the competency for the bridges for class 2023 and forward[CS1]**.**

Luisa has been using this since 2020 as her competency documentation for accreditation. She has the 4 psychomotor examinations listed on her documents, but no data is reported on this. Additionally, I am not sure if students were told that they were challenging this program's assessments. Since these examinations are performed independently, I think this is robust formative assessment data that we could use instead of the Mock Board assessment and could be implemented as a competency assessment moving forward.[CS2]

Long term planning:

The bridge and implant competency assessments are implemented as a simulated assessment in DEN6415C/DEN7411C and/or DEN8960L: Clinical Examination 2 (Mock Board).

The single crown, bridge, laboratory communications, and removable prosthodontic therapies are clinical assessments through DEN7845L, 7846L, 8857L, 8858L, 8859L.

These proposed modifications in the clinical Prosthodontics curriculum will complement the already required **4 Clinical-Case-Completion-Competencies** and the **Overall Prosthodontics Competency Presentation**.

The 4 Case-Completion-Competencies require students to fully complete **2 Fixed Prosthodontics** clinical cases and **2 Removable Prosthodontics** clinical cases. The Removable cases ***must include*** **1 RPD case and 1 Complete Denture case**.

Additionally, students are required to complete **1 Implant Prosthesis** within the 4 Completed Cases (fixed or Removable)

The Overall Prosthodontics Competency Examination requires students to successfully select, complete, and document (2) two clinical cases. The student then chooses one (1) of these cases to present and defend to a multidisciplinary faculty panel. This presentation will be done simultaneously with the Treatment Planning Board Presentation within their senior year's Fall and Spring semesters.

The 4 Clinical Competencies, the completion of 2 Fixed and 2 Removable Clinical Cases and the Overall Prosthodontics Competency Examination/presentation, 20 completed units (at least 16 operator units), and a minimum of 13,250 RVUs must be completed by semester 11 to be certified for graduation in prosthodontics. All procedures are cumulative throughout all semesters.

Please see below the Prosthodontics Clinical Curriculum Overview for Class 2022 with the comparison from class 2021.

PROSTHODONTICS CLINICAL CURRICULUM

CLASS 2021

	Semester Grade
Daily Grade 70%	Quality Grade Average per semester
13,250 RVUs 30%	Quantity Grade Cumulative
At least 20 units	Minimum per semester or the highest grade will be a "C"
"D" CODES	"N" CODES (Juniors & Seniors)
12 Operator units	8 Mentor/Assisting units
4 - Case-Completion Competencies	Required for Graduation

Laboratory Communication Competency Included

2 Fixed Cases Completed

2 Removable Cases Completed

RPD		Complete Denture	
Implant Prosthesis within the 4 Completed Cases (Fixed or Removable) Sample Combinations Below			
Single crown/s	Implant-retained crown/s	C/P	C/C
Single crown/s	FPD/ Bridge	C/P	C/Implant Overdenture
Implant-retained crown/s	FPD/ Bridge	P/P	C/C
Single crown/s	Implant-retained Bridge	Single RPD	Single Complete
4 Psychomotor Examinations (Fixed Prosth II)		P/P	C/Implant Overdenture

Clinical Case Presented should be within the 4 Completed Clinical Cases (Fixed or Removable)

Overall Prosthodontics Competency Presentation / Treatment Planning Board Presentation	Required for Graduation

CLASS 2022

	Semester Grade
Daily Grade 70%	Quality Grade Average per semester
13,250 RVUs 30%	Quantity Grade Cumulative
At least 20 units	Minimum per semester or the highest grade will be a "C"
"D" CODES	"N" CODES (Seniors ONLY) Juniors MUST use the Assisting Code
16 Operator units	4 Mentoring Units
4 - Case-Completion Competencies	4 - Clinical Comptency - Assesments

Fixed Clinical Competency	Removable Clinical Competency	Implant Competency	Laboratory Comunication Competency

Simulated Implant Competency

2 Fixed Clinical Cases Completed

2 Removable Clinical Cases Completed

RPD		Complete Denture	
Implant Prosthesis within the 4 Completed Cases (Fixed or Removable) Sample Combinations Below			
Single crown/s	Implant-retained crown/s	C/P	C/C
Single crown/s	FPD/ Bridge	C/P	C/Implant Overdenture
Implant-retained crown/s	FPD/ Bridge	P/P	C/C
Single crown/s	Implant-retained Bridge	Single RPD	Single Complete
4 Psychomotor Examinations (Fixed Prosth II)		P/P	C/Implant Overdenture

Clinical Case Presented should be within the 4 Completed Clinical Cases (Fixed or Removable)

Overall Prosthodontics Competency Presentation / Treatment Planning Board Presentation	Required for Graduation