Calibration Documentation Form

Per CODA Standard 2.6:

Students must receive comparable instruction and assessment at all sites where required educational activity occurs through calibration of all appropriate faculty.

Examples of Evidence to demonstrate compliance may include:
-On-going faculty training
-Calibration Training Manuals
-Periodic monitoring for compliance
-Documentation of faculty participation in calibration-related activities

chaskins@ufl.edu Switch account

☁

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Your email is not part of your response.

* Required

At which college level did/does the calibration activity take place?

○ Clinic Administration

○ Office of Academic Affairs

○ Student Advocacy & Inclusion

○ Other:

At which Department/Division level did/does the calibration activity take place? *

○ Community Dentistry & Behavioral Science

○ Endodontics

○ Oral Biology

○ Oral & Maxillofacial Diagnostic Sciences

○ Oral & Maxillofacial Surgery

○ Orthodontics

○ Pediatric Dentistry

○ Periodontology

○ Restorative Dental Sciences - Operative Dentistry

○ Restorative Dental Sciences - Predoctoral General Dentistry

○ Restorative Dental Sciences - Prosthodontics

○ Other:

Date of activity *

Date

mm/dd/yyyy

If the calibration activity is on-going/recurring, please describe the recurrence series here:

○ Monthly

○ Quarterly

○ Once a semester

○ Annually

○ Other:

Calibration Activity *

☐ Lecture

☐ Meeting

☐ Literature Review

☐ Seminar

☐ Calibration Training/Exercise

☐ Other:

Short Description of Calibration Activity *

Your answer

Supportive Documentation:

1. Formal/Informal faculty calibration activities, including meeting agendas, attendance records, and calibration materials. Provide information by program site.

2. Training materials for faculty calibration training

3. Outcomes of faculty calibration training; interval of assessment

Upload data/documentation here:

⬆ Add file
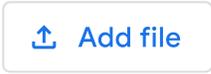
Submit

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Google Forms

What do I Include in my Course Orientation Lecture / Module? – A Checklist

Semester: <u>Summer 2022</u> 　　　　　　　　　　　**Course: DEN<u>　　　　　</u>**

How To Use:

A ★ is an **Essential** practice and a ★★ rating indicates a **Best Practice** criteria.

Yes ✔	Item to Complete
Tell the students you care	
☐　★	Welcome students to the course
Tell the students who you are	
☐　★	Provide contact information ● Give your name, email address, and office phone ● Give clear expectations for how you want to be contacted *(e.g. "email my dental.ufl.edu," "call my office phone," "message me through Canvas," etc.)* ● Give clear turnaround times for when students may expect a response *(e.g. "I will respond to requests from students within 48 hours," "I will respond on Tuesdays and Thursdays," etc.)* ● Give your office hours and clearly state how to schedule an appointment *(e.g. "all walk-ins are welcome," "schedule an appointment via Canvas," "email me to confirm a time," etc.)* ● *Provide a picture of yourself*
☐　★★	Describe your expertise - your "biosketch" ● List your degrees ● Describe your role in the college ● Discuss your research interests or clinical expertise ● Provide information about your background and experience
☐　★★	Share your personal background Some faculty choose to humanize themselves and connect with students by sharing some personal information. While not required, this could be included in an orientation. Sharing where you are from, personal interests & hobbies, or what you are passionate about can help set the stage for student engagement and open further conversations.
Tell the students what you expect	
☐　★	State attendance expectations
☐　★	Establish deadlines / due dates of assignments, clinical activities, quizzes

What do I Include in my Course Orientation Lecture / Module? – A Checklist

☐ ★		Review the break down of course points / percentages / evaluation
☐ ★		Define instructor response time to emails, grade posting policy
☐ ★		Review required / recommended course materials and technology (software)
☐ ★★		Stipulate the make-up policy, late assignment policy
☐ ★★		Specify remediation policies for the class or a competency in the course
☐ ★★		● Define communication & technology expectations (Are students expected to check email, read Canvas announcements, submit assignments in a particular format, use a particular software program, etc.) ● Provide IT contact information for Canvas, MediaSite, etc.

Tell the students a story about why the course matters

☐ ★	Present a high level overview of goals for the course ● What is the one thing you want students to take away from the semester? This is your "executive summary" or "elevator pitch."
☐ ★★	Connect why the course is relevant to the student's role as a DMD graduate ● How will students use this course in practice? ● What are important things that they will learn in your course that will apply in future semesters? or in their career? Don't assume that students will see this connection implicitly, make it clear.
☐ ★★	Show specific patient cases or examples of how your subject is relevant! ● Supplement the orientation with images or audio ● Draw connections to current events or real life ● Include a memorable activity to engage students

Introductions - syllabus / each other

☐ ★★	Provide syllabus quiz ● 5-10 questions reviewing key points of the syllabus, ● worth 0% of the final grade but a prerequisite to complete in order to access the rest of the course.
☐ ★★	Class introductions Have students write an introductory paragraph about themselves in a discussion. ● Include something that you find interesting about dentistry ● Include something you do for fun. ● Write what you hope to get from this course. ● Allow Videos or photos. ● Allow liking posts and reply to each other.

University of Florida College of Dentistry
Educational Mission, Philosophy and
Curriculum Management Process

May 2022-May 2026

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.

CURRICULUM MANAGEMENT PROCESS

The Curriculum Committee uses the following review and evaluation methodology to guide curriculum direction and decision-making.

1. **Annual Review of the UFCD Competencies for the New Dental Graduate Document** with cross reference to the following UFCD outcome measures

2. **Annual Review of UFCD Outcome Measures**

The Curriculum Committee annually reviews the following course outcomes, survey results and department certifications:

a) **Internal Assessments:**
1) ~~DEN 7961: Clinical Examination I~~
2) DEN 8960: Clinical Examination 2
3) Senior Exit Survey
4) Senior Student Self-Assessment of Confidence in the UFCD Competencies
5) Department Chairs certification of clinical competency conducted by the Office of Academic Affairs as part of Graduation Certification.

b) **External assessments:**
1) Student performance on INBDE ~~NBDE Parts I and II (INBDE results post 2020)~~
2) Self-Reported failures on the Florida License Examination
3) Alumni Survey (every 6 years)

3. **Semester Reviews**

Each semester the Curriculum Committee reviews the semester debriefing summary according to the schedule on page 3.

4. **Syllabi Review**

a) **For didactic and preclinical courses:**
The didactic and preclinical course syllabi are evaluated by the:

1) Curriculum Committee – a one semester focus on a three year cycle according to Table 1. The criteria used for this review is found in Appendix A.

Table 1 - Curriculum Committee Syllabi Review
2022-2026

Sum 2022	Fall 2022	Spring 2023	Sum 2023	Fall 2023	Spring 2024	Sum 2024	Fall 2024	Spring 2025	Sum 2025	Fall 2025	Spring 2026
S6	S7	S8	S9	S10	S11	S1	S2	S3	S4	S5	S6

2) Office of Academic Affairs-(multiple semester focus completed on an annual cycle according to Table 2.

Table 2 - Office of Academic Affairs Curriculum Review 2022-2026

	Sum 2022	Fall 2022	Spring 2023	Sum 2023	Fall 2023	Spring 2024	Sum 2024	Fall 2024	Spring 2025	Sum 2025	Fall 2025	Spring 2026
Implement	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11
Evaluate	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10
Revise, Re-Implement	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9	1,4,7,10	2,5,8,11	3,6,9

Implement = Enroll students and support ongoing courses
Evaluate = Course evaluations, semester and course debriefings as required are used to identify any revision recommendations.
Plan, Revise, Re-implement= Draft schedules, meet with Course Directors, review previous Plans with areas identified for revision are reviewed by the Curriculum Committee and applied at next course offering

b) For clinical courses:

The clinical curriculum is reviewed every year with the updating of *Clinical Courses Syllabi* upon entry into patient care. In addition, Department chairs and clinic course directors along with the Curriculum Committee review the following information:

1. Each department's goals and objectives in educating, evaluating and producing a clinically competent new general dentist.

2. Existing *Clinical Course Syllabi* for each discipline with emphasis on placement of clinical expectations and clinical competencies per semester.

3. Course competency process and outcomes including the:
    - Location of the prerequisite preclinical skill objectives,
    - Competency evaluation data collection in AxiUm
    - Process for certifying competency, and
    - First attempt pass rate and completion dates for the clinical competencies
    -Adequate patient experiences for students to achieve stated competencies

4. Identification of strengths and weaknesses in the current clinical education program.

5. Verification of faculty calibration activities and documentation annually.

6. Productivity (mean and range) for key clinical procedures deemed necessary in clinical education.

7. Recommendations for any changes in the clinical curriculum, clinical expectations and clinical competency evaluations.

In addition to committee-initiated reviews, departments may conduct their own curricular review and propose changes in their courses to the Curriculum Committee. The Curriculum Committee must approve proposed changes in didactic, preclinical and clinical courses, as well as, proposed changes in competency assessments before they can be implemented.

5. Debriefings

Debriefings are organizational meetings that include faculty, students and administrators. The college conducts course, semester and stream debriefings. Course debriefings focus on a single course strengths and weaknesses. Semester debriefings focus on all similar class level courses in a given semester. These debriefings summaries provide details at both the micro curriculum and macro curriculum levels.

a. Course Debriefings
Course debriefings are conducted at the conclusion of a course with every new course director, or by request of the Department Chair, Course Director or student class president. Course debriefings are also arranged if a course evaluation is below 3.0 and as part of the overall Curriculum Management Plan. Recommendations from the debriefing are forwarded to Course Director/Department for course revision needs or to the Curriculum Committee for administrative needs.

b. Semester Debriefings
A semester debriefing is scheduled on the following cycle.

Semester 1 *Spring 2025*	Semester 3 *Fall 2026*	Semester 5 *Summer 2027*	Semester 1 *Spring 2023*	Semester 3 *Fall 2023*	Semester 5 *Summer 2024*
Semester 2 *Summer 2026*	Semester 4 *Spring 2027*	Semester 6 *Fall 2022*	Semester 2 *Summer 2023*	Semester 4 *Spring 2024*	Semester 6 *Fall 2024*

The debriefing consists of Course Directors, Contributing Faculty, Department Chairs, Students, Associate Dean for Education and the Director of Curriculum and Instruction. Semester debriefings allow for review of the entire semester curriculum. Recommendations are directed to the Curriculum Committee for administrative needs and/or the Course Director for course revision needs.

6. Student Evaluation of Courses

Course (core and elective courses) evaluations are conducted on-line at the end of each semester. Course evaluations are reviewed by the Course Director, Department Chairs and the Curriculum Committee. Courses scoring below 3.0 (on a 5.0 scale) are scheduled for a Course Debriefing. Debriefing summaries are reviewed by the Curriculum Committee. Improvements in course

administration are then recommended to the Department Chair and Course Director.

7. Student Evaluation of Faculty Instruction

Faculty evaluations are conducted on-line at the end of each semester unless requested differently by the Course Director. Faculty evaluations are reviewed by Department Chairs. Department Chairs meet with faculty who have low scores to design a faculty development plan.

8. Supporting Processes

a. Faculty Development
Faculty development opportunities that assist faculty in developing evidenced-based teaching methods to support the educational mission are conducted by the UFCD Faculty Development Committee, The UFCD Office of Academic Affairs and the HSC Training Center.

b. Peer Evaluation of Teaching
The process for UFCD Peer Evaluation of Teaching is determined by individual departments. The Office of Faculty Affairs, https://faculty-affairs.dental.ufl.edu/
has posted templates if a department has not specified a process or form. Peer observation of teaching practices provide an outcome measure of teaching quality to the faculty member and the department which can be used to improve or confirm evidence-based teaching practices.

Approved by Curriculum Committee, March 2009
Approved by the Executive Advisory Board, March 2009

Approved by the Curriculum Committee, December 15, 2011
Approved by the Dean, January 6, 2012
Reviewed by the Faculty Advisory Board, January 9, 2012

Approved by the Curriculum Committee, May 8, 2014
Reviewed by the Faculty Advisory Board, August 1, 2014

Approved by the Curriculum Committee, September 6, 2018
Reviewed by the Faculty Advisory Board, TBD

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number _____ Course title: _____

Faculty reviewer: _____ Date_____

Criteria	Evident	Not Evident
Educational Goals and Objectives Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document? Are the educational goals and objectives clearly stated? Are the course objectives and content thorough and appropriate for predoctoral students? Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency? Comments:		
Teaching Methods Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? How many hours has the course decreased scheduled lecture hours in the past three years? Comments:		
Course Content: Does the course incorporate emerging information? Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? Comments:		

Criteria	Evident	Not Evident
Methods of Evaluation Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? What are the methods of evaluation? Do students conduct self-evaluation? Is the grading criteria clear? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments:		
UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:		
Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments:		
Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:		
Credit Hours Does credit assignment for the course reflect the instructional hours for the course? Does the credit assignment for the course reflect appropriate weight within the curriculum? Comments:		

Summary: Strengths of the course
Summary: Weaknesses of the course
Recommendations (continue on separate sheet, if necessary)

INDBE Workgroup

RETHINKING OUR MODEL

Objectives

- Review our current INBDE model;
- Review the current performance;
- Discuss alternatives to improve the experience for the students;
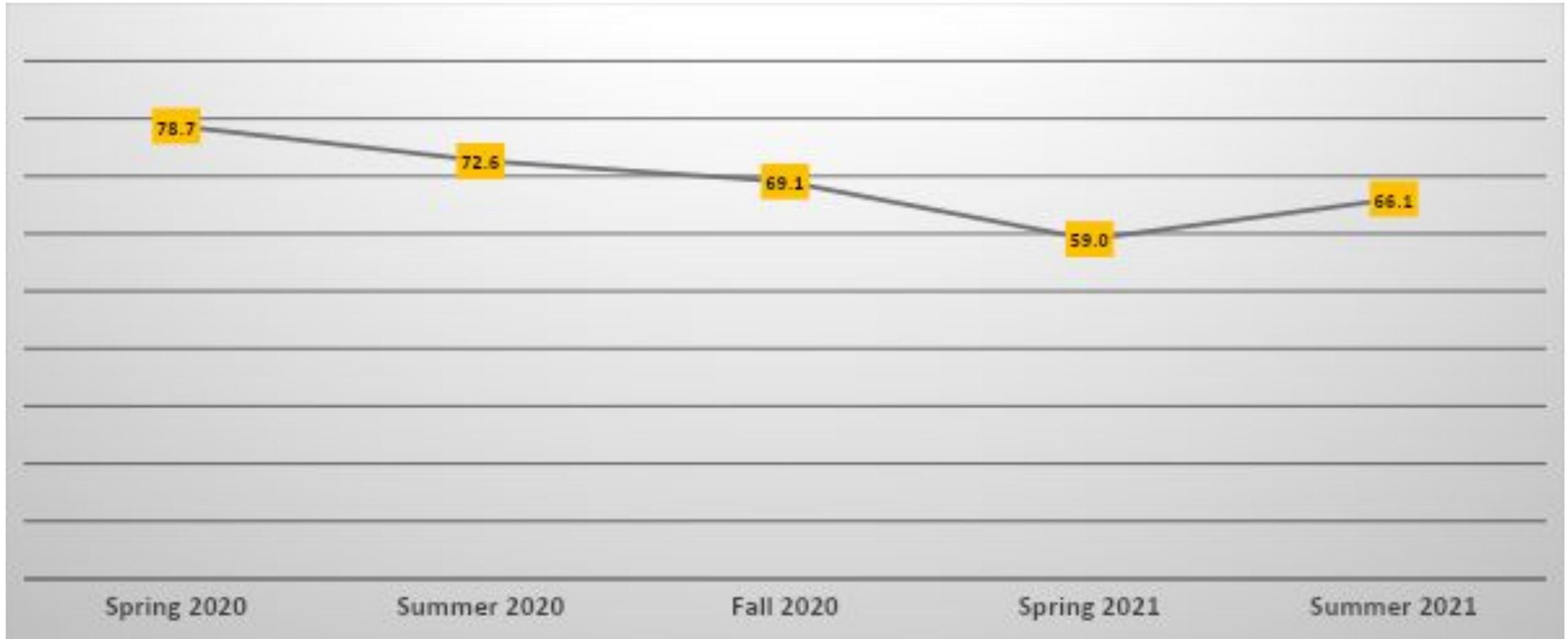- Suggestions in how to add this component to the curriculum;

Current Model

- MOCK INBDE every semester- total of 7 MOCK

- MOCK is part of the professionalism course- graded as a P/F assignment

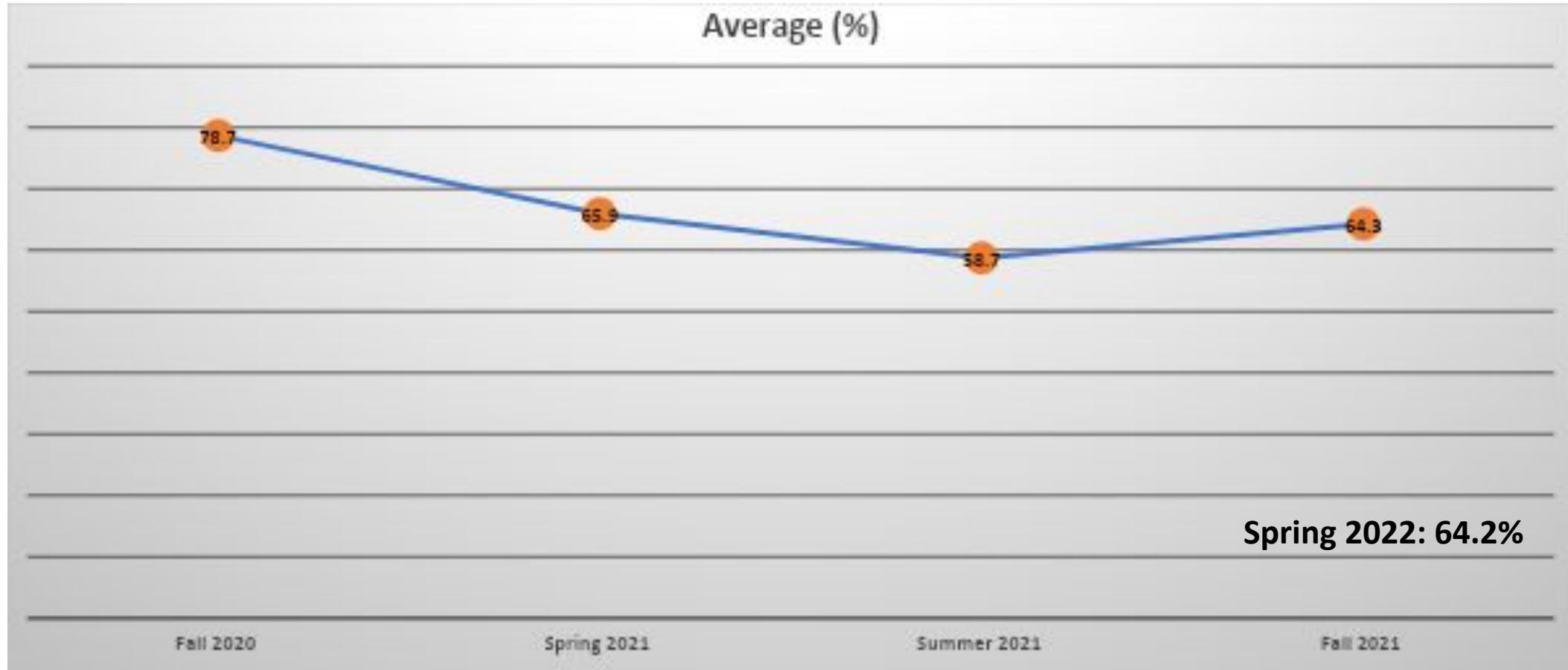- There is no passing grade, just completion

Current Problems

- Repetition of questions from exams
- Absence of integrated content in many questions
- Difficulties in students' engagement
- Difficulties in faculty members' compliance with deadlines, creation of new questions, etc

INBDE- Class 2023

INBDE- Class 2024

Average (%)

- 78.7 — Fall 2020
- 65.9 — Spring 2021
- 58.7 — Summer 2021
- 64.3 — Fall 2021

Spring 2022: 64.2%

Alternatives

- Kaplan material- no contract renewal
- What are the suggestions?

Kaplan results

- 91 students took the Mock INBDE by Kaplan
- - Overall mean: 57.05 (± 6.51)
- -Highest grade 72 and lowest grade 45
- - 35 students reached the threshold of 60 for the Basic Science Review

Variable	Obs	Mean	Std. Dev.	Min	Max
overallcor~t	91	57.05495	6.510441	45	72
section1	91	63.46154	7.485256	44	80
section2	91	54.37363	7.308516	38	69
section3	91	55.83516	7.777837	38	75
section4	91	51.68451	7.835519	38.33	75
section5	91	61.72703	8.923228	42.86	82.86
section6	91	53.35912	6.84546	37.14	68.57

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Alternatives

- DEN6416C- Basic Science Review course- transform in variable credit and use it along the 3 years.
- The 3rd MOCK would be the replacement assessment for allowing the early INBDE takers.
- Longer exams that would align with the current model
- Create integrated questions: have the small groups of Faculty working together.