

DEN8290L: Hospital Dentistry for Adults with Developmental Disabilities

Course Description:

A hospital rotation with an additional a session in an outpatient dental clinic that treats adults with developmental disabilities designed to orient the dental student to procedures and protocol related to hospital dentistry.

I. General Information

Course Director: Timothy Garvey, DMD

Office: D11-006

Email: tgarvey@dental.ufl.edu

Phone: 352-955-5616

Course Credits: 1

Semester: 4DN Summer (semester 9), 4DN Fall (Semester 10), 4DN Spring (Semester 11)

Contributing Faculty

Annetty P. Soto DMD

Office: D9-33

Email: asoto@dental.ufl.edu

II. Course Goals

The goal of this elective is to develop deeper understanding of dental evaluation and treatment using general anesthesia, including a description of the risks and benefits of providing care in a hospital setting.

The student is expected to attend one and a half days in a UF Health OR setting in addition to a half day in an outpatient dental clinic design to care for the oral health needs of adults with developmental disabilities. A log sheet must be signed by the attending faculty on the day to confirm attendance. (Cumulative time 2 days.)

III. Course Overview

Pre-requisites: Students must have successfully completed:

- DEN7443L: Hospital Dentistry
- DEN8263: Advanced Oral Medicine and Clinical Pharmacology

Registration:

1. Interested students must complete an [elective course enrollment form](#) that must be signed by the Course Director, and submitted to the Office of Academic Affairs for enrollment in this elective course.
2. Sign up for the clinical sessions in Canvas and print out the log sheet posted there and take it to the clinical sessions for signature.
3. Students are required to complete the reading assignment provided prior to hospital rotation. The assignment consists of reading a text chapter and searching common drugs used for conscious, deep conscious sedation and general anesthesia.
4. After students complete the reading assignment, they must bring a copy to their first OR encounter. Dates and location for the hospital rotation are poste in Canvas. This rotation occurs primarily at the UF Health ambulatory surgical centers. Patient with unique medical conditions may be treated as inpatient at UF Health Shands Hospital. Understanding of hospital operating room protocols is mandatory.
5. Upon completion of the rotation, and within 48 hours, students will submit a clinical reflection essay based on their experience in the OR and the outpatient dental clinic. Students will submit an essay on the assignment published in Canvas.

Course Hours:

Lecture: Orientation to this course: 1 hr.

Reading Assignment: 1 hour
Clinical observation: 16 hrs.
Assignments: Clinical Reflection Essay: 2 hrs.

IV. Course Material

Required reading

Treating the dental patient with a developmental disorder. Reference & Research Book News. 2012;(5).
<http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip.uid&db=edsgao&AN=edsqcl.304011990&site=eds-live>.

Accessed March 5, 2020.

Optional resource:

[HSC Dental Library Guide](#)

V. Course Objectives

At the conclusion of this rotation, students will be able to:

- **Observe a variety of clinical procedures.**
- **Review a hospital medical record including:**
 - a. History and Physical (H&P)
 - b. Consent and financial information
 - c. Operative report
 - d. Progress notes
 - e. Discharge note
- **Communicate professionally with other health care practitioners**
- **Describe the appropriate operating room protocol**
- **Identify the procedures performed in an outpatient clinic setting including the use of intravenous sedation.**
 - a. Management of the airway during the sedation.
 - b. Discuss medications commonly used for sedation; their benefits and risks.
- **Critically reflect on the clinical experience.**

VI. Course Competencies

This course teaches to the following competencies in the "[Competencies for the New Dental Graduate](#)".

- 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: Ethical Standards: Apply the 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.

VII. Course Evaluation

The Hospital Dentistry for adults with developmental disabilities rotation is graded as Satisfactory/Unsatisfactory. **Attendance is mandatory. All clinical observations and assignments are mandatory before the end of the semester.**

<u>Grade Sheet for attendance, participation and professionalism</u>	S- Satisfactory	U- Unsatisfactory	Not Applicable
A. <u>Prior operating room rotation</u>			
1. Reviews the hospital medical record			
2. Discusses basic pharmacology concepts related to sedation			
3. Communicates professionally with other health care providers			
4. Identifies patient consents and financial arrangements			
B. <u>Treatment in the Operating room</u>			
1. Describes the appropriate operating room protocol			
2. Discusses the provision of oral health care appropriate for operating room			
3. Provides patient/ caregiver discharge instructions			

Post critical reflection writing assignment:

Prompt (minimum of 250 words):

Reflect on the patient care experience(s) you participated in on this rotation in which you learned something new about the role of a dentist in caring for patients with special needs;

- **At the individual level (patient/dentist),**
- **At the institutional level (models of health care delivery), and**
- **At the societal level (financing, policy).**
- **Discuss if any of your assumptions were challenged or validated in this rotation?**

Criterion	Satisfactory Critical Reflection	Unsatisfactory Critical Reflection
Writing spectrum	Movement beyond reporting to analyze the event. Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection.
Presence	Sense of writer being largely or fully present.	Sense of writer being partially present
Attending to emotions	Recognition, exploration, attention to emotions, and gain of emotional insight.	Little or no recognition or attention to emotions.

Analysis and meaning making	Comprehensive analysis of meaning making.	No analysis or meaning making connections
-----------------------------	---	---

Adapted from Wald, HS et al, Fostering and Evaluating Reflective Capacity in Medical Education: Developing the REFLECT Rubric for Assessing Reflective Writing. *Academic Medicine*. 2012; 87:41-50.

Students will receive a Satisfactory (S) grade based on:

- attendance, participation, professionalism,
- submission of a complete/signed clinical log (2 days)
- satisfactory grade based on the Reflection Paper rubric

Students will receive an Unsatisfactory (U) grade based on:

- lack of attendance, participation, professionalism,
- non-submission of a complete/signed clinical log (2 days)
- unsatisfactory grade based on the Reflection Paper rubric

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/>

Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.

Curriculum Committee **Semester Debriefing** Template

Semester: 5 _____ Date 6/4/20 _____

Attendees: Carson Smith, Daria Mages, Kevin Shan, Catherine (Jenny) King, Forrest Mason, Bryan Smallwood, Jenna Malone, Sian Hocter, Gail Childs, Margeaux Johnson, Christina Ryan, Dr. Aguilar, Dr. Nascimento, Dr. Law, Dr. Katz, Dr. Bakiri, Dr. Zoidis

Criteria

Courses & Content Sequencing

Are the courses sequenced adequately? No recommendations for change.

*Is the semester of **courses sequenced** to build on content development sufficiently?* No recommendations for change.

*Identify where this stream incorporates **emerging information**?* Technologies were utilized in the online transition, including Zoom and Canvas with Honorlock. **Did any course include emerging information with COVID-19??**

*Do the courses have **excessive** content **overlap** with other streams in the curriculum such that time could be used in other ways?* No recommendations for change.

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

Students reported that some of the invited discipline lectures (e.g. periodontology) in the treatment planning course were the same lectures as those presented in other courses. A request was made to have assignments with clinical decision making choices would greatly assist with their integration to clinic. They want to “know the big picture” and be placed to “think on their feet.”

Additionally, The Pain Control in Dentistry has some redundancy with Intro to OMFS, Part I.

Comments:

Students were complementary of the condensed timeline of cycling courses in Spring 2020 during COVID-19 stay-at-home time period. The Canvas Courses with pacing guides and links to presentations, videos and documents was greatly appreciated.

Teaching Methods

What are the primary methods of instruction (i.e. lecture, sim lab, clinical, TBL, CBL, SP) this semester? Online presentation, some sim lab.

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

Students felt more case-based clinical decision making integrated in all course would clarify gaps in their cognitive processing of factual materials, provide more meaningful student feedback and better prepare them for clinical care.

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

Students identified the RPD course (beginning summer semester) as a best practice for providing feedback through quizzes. Students could regain points by submitting the correct answer and rational on the items they scored incorrectly.

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

Faculty were complementary about the student’s depth of knowledge and their performance on assessments in this course cycling.

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

Where and how does faculty mentoring occur? No comments.

Comments:

Methods of Evaluation

What are the primary methods of student assessment this semester?

Quizzes, Exams in Canvas with HonorLock, some psychomotor exams were conducted prior to March.

Students will complete the remaining psychomotor practice and exams beginning next week.

Are there more integrated ways to assess student performance?

How did the faculty interpret the most recent course evaluations? The response rate ranged from 30% to 50% of the class.

Comments:

Students appreciated the freedom extended in the timeline of examinations.

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?

Comments:

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: No comments

OVERALL RECOMMENDATIONS

1. Incorporate assignments and provide student feedback. In consideration of faculty time, this could be done by posting answers or the expert answer(s) 24 hours later.
2. Integrate DEN6262: Pharmacology and DEN6260: Oral Medicine and Pharmacotherapeutics. Most instruction is done from drugs patients are taking and could also include what they will be prescribing. Cases could be added with assignments for students to diagnosis, treat and prescribe.
3. Endodontic sim lab time could be better utilized with more laptops, sensors, & TA's. Students would like to maximize the limited endodontic time available to them. Allow endo practice in the Sim Lab in evening and weekends with access to materials.
4. DEN6460C: Prosthodontics for the Edentulous Patient has multiple clinical steps. Students learn and progress at different intervals. Suggestions included use of existing and new procedural videos so that students can progress at their work stations utilizing the video on their laptops to re-learn steps when TA's around them are at a different step.
5. Eliminate redundancy in the The Pain Control in Dentistry and Intro to OMFS, Part I courses.
6. Stressors: Quiz in Canvas has the next and submit buttons close together. One student reported that if you hit submit.

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.

Spring 2016 - 2020 Course Evaluation Summary

Course #	Course Name	Course Mean / (Respondents) GatorRater 2016	Course Mean / (Respondents) GatorRater 2017	Course Mean / (Respondents) GatorRater 2018	Course Mean / (Respondents) GatorRater 2019	Course Mean / (Respondents) GatorEvals 2020
5010	Interdisciplinary Service Learning I / Gibbs	3.4 (78)	4.0 (68)	3.5 (66)	3.99 (84)	3.95 (38)
5120C	Physiology / Alli	4.4 (79)	4.6 (69)	4.3 (66)	4.24 (86)	4.76 (46)
5127	Infectious Diseases / Abranches	3.8 (80)	3.5 (68)	3.5 (66)	3.72 (83)	4.47 (47)
5126C	Histology / Aris	4.4 (79)	4.9 (68)	4.5 (66)	4.59 (85)	4.76 (54)
5221C	Oral Health Management and Psychosocial Issues over the Lifespan/Dodd	3.0 (79)	4.4 (68)	2.8 (66)	2.94 (86)	4.08 (50)
5405C	Preclinical Operative Dentistry 1 / Ribeiro	4.4 (79)	4.6 (69)	4.4 (69)	4.63 (86)	4.85 (59)
5502C	Cariology and Preventive Dentistry / Nascimento		4.0 (68)	3.3 (66)	4.37 (86)	4.73 (52)
6015 (2DN)	Professionalism In Patient Care and Practice Management I /Haddock	3.8 (55)	4.0 (58)	4.0 (50)	4.03 (86)	4.18 (50)
6416C	Basic Sciences Review / Nonabur	3.1 (55)	3.7 (59)	3.8 (50)	3.43 (87)	3.81 (27)
6260	Oral Medicine and Pharmacotherapeutics / Katz	4.0 (56)	3.4 (59)	2.8 (50)	4.15 (87)	4.80 (59)
6262	Principles of Pharmacology / Law	4.0 (55)	4.2 (59)	4.5 (50)	4.28 (87)	4.86 (37)
6440	Introduction to Oral Surgery (Part I) / Bowers	4.4 (55)	4.3 (59)	4.4 (50)	4.08 (87)	4.74 (31)
6250C	Pain Control / Dolwick	4.1 (55)	4.2 (58)	4.3 (49)	4.15 (87)	4.72 (36)
6302C	Introduction to Clinical Diagnosis and Treatment Planning / Delgado	3.6 (55)	3.8 (59)	4.0 (50)	4.45 (85)	4.72 (25)
6460C	Prosthodontics Treatment of the Edentulous Patient / Aguilar	3.1 (55)	3.1 (60)	2.7 (52)	2.82 (89)	4.28 (32)
6432C	Basic Endodontic Therapy /Natera	4.0 (55)	3.0 (57)	3.0 (52)	2.99 (87)	4.41 (32)
6415C	Preclinical Fixed Prosthodontics II / Zoidis	4.0 (56)	3.2 (58)	4.5 (56)	4.28 (87)	4.28 (28)
7319	Dental Care for the Geriatric Patient / Bowers	4.1 (17)	4.7 (10)	4.4 (5)	4.71 (14)	4.78 (9)
7433	Interdisciplinary Aspects of Endodontics / Pileggi	4.3 (17)	4.5 (10)	4.0 (5)	3.71 (14)	4.62 (13)
7442	Overview of Oral and Maxillofacial Surgery /Freborg-Hoffmeister	4.1 (17)	4.5 (10)	4.6 (5)	4.79 (14)	4.87 (45)
7717C	Clinical Use of Dental Materials / Geraldeli	3.5 (16)	4.0 (10)	3.8 (5)	4.62 (13)	4.73 (55)

Spring 2016 - 2020 Course Evaluation Summary

Course #	Course Name	Course Mean / (Respondents) GatorRater 2016	Course Mean / (Respondents) GatorRater 2017	Course Mean / (Respondents) GatorRater 2018	Course Mean / (Respondents) GatorRater 2019	Course Mean / (Respondents) GatorEvals 2020
8263	Advanced Oral Medicine and Clinical Pharmacology / Ftizpatrick (orig. sum. eval.)	4.8 (5)	4.3 (3)	3.5 (2)	4.36 (14)	4.32 (19)
8019	Interdisciplinary Service Learning IV / Gibbs	3.9 (79)	3.7 (81)	3.5 (90)	3.54 (91)	4.30 (83)
8321	Dental Practice Management / Driscoll	3.4 (79)	4.0 (81)	3.6 (90)	2.86 (90)	3.90 (86)
8462	Advanced Topics in Prosthodontics / Rueda	4.0 (79)	3.7 (81)	3.3 (90)	3.77 (91)	3.98 (85)
8767L	Clinical Oncology & Oral Pathology / Sandow	3.9 (79)	3.8 (81)	3.6 (88)	3.82 (91)	3.82 (91)
8960L	Clinical Exam 2 / Kelowitz					4.68 (82)
8290	Clinical Orthodontics / Neubert	3.3 (25)	3.8 (50)	3.1 (47)	3.5 (60)	N/A
8290	Spanish in Dentistry / Soto		3.8 (49)	3.9 (45)		
8290	Digital Dentures / Fernandez					
8290	Operative Skill Development /Dilbone	3.3 (26)				
8290	Hospital Dentistry in Pediatric Dentistry / Adewumi		4.0 (47)	3.7 (36)	3.94 (63)	N/A
8290	Oral Medicine/ Pathology Clinical Observation / Katz	3.5 (25)	3.8 (41)	3.9 (43)	4.15 (65)	N/A
8290	DMD Rotation in the Graduate Prosthodontics Program / O'Neill	3.3 (24)	3.9 (43)	3.3 (39)		4.08 (13)
8290	Oral Surgery Interest Group / Dolwick			3.7 (33)		
8290	Infant Oral Health / Mugayar			3.6 (36)	3.83 (60)	N/A
8290	Pediatric Coord. Care / Mugayar				3.83 (59)	N/A