College of Dentistry
Department of Restorative Dental Sciences

Clinical Oral Diagnosis & Treatment Planning Course Syllabi

Division of General Dentistry

Courses: DEN7761L, DEN 7766L and 8768L
Class 2022

Course Description:
This course provides the clinical opportunity for student dentists to develop interviewing, diagnosis and basic treatment planning skills on assigned patients.

I. General Information

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II. Course Goals

The goal of the oral diagnosis and treatment planning clinical courses is to provide the pre-doctoral dental student opportunities to individualize patient care through examination, diagnosis and presentation of treatment plan options with patients in a General Dentistry practice environment.

III. Course Objectives

This course aligns with the following competencies in the 2018 Joint Commission on National Dental Examinations

Diagnosis and Treatment Planning

1. Interpret patient information and medical data to assess and manage patients.
2. Interpret diagnostic results to inform understanding of the patient's condition.
3. Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care.
4. Formulate a comprehensive diagnosis and treatment plan for patient management.
5. Discuss etiologies, treatment alternatives, and prognoses with patients so they are educated and can make informed decisions concerning the management of their care.

Oral Health Management

1. Evaluate outcomes of comprehensive dental care.

Practice and Profession

1. Evaluate and implement systems of oral health care management and delivery that will address the needs of patient populations served.
2. Use prevention, intervention, and patient education strategies to maximize oral health

IV. Course Materials

Referenced texts:

1. Treatment Planning in Dentistry, 2nd Ed. Stephanac, Nesbit, Mosby, 2007 (used in DEN 6302C)
2. Lindhe, J., Lang, N., Karring, T., *Clinical Periodontology and Implant Dentisty*, Fifth Edition, Blackwell Munksgaard Publishers (used in DEN 6421) **Referenced manuals:**

UFCD Clinical Procedural Manual
 Quality Assurance Manual
University of Florida – College of Dentistry Management of Medically Complex Patients and Medical Consultation Guidelines

Materials on reserve, (Media Reserve):

1. Bates' Guide to Physical Examination and History Taking, 7th Edition. Bickley, LS Lippincott 1999.
2. Oral Diagnosis, Oral Medicine and Treatment Planning, Bricker SL, Langlais RP, Miller CS.
3. Dental of the Medically Compromised Patient, 5th Edition, Little JW, Falace DA, Miller CS, and Rhodus NL, Mosby, 1997

Optional resource: HSC Dental Library Guide

III. Course Overview

The course is based on clinical patient encounters, large group participation, and/or small group seminars to develop skills in patient examination, clinical photography and data and treatment plan entry in AxiUM. (AxiUM is the electronic health record (EHR) and clinical management system used by the Univ of Florida College of Dentistry.) Didactic information will precede the related clinical activity. The small group activities will be design to increase your integration of foundation knowledge, critical thinking and problem solving skills using patient case presentation using data from AxiUM.

When starting a comprehensive oral examination (COE) for new or existing patients, teaching and clinic opportunities are be expected for the following:

	Prior clinic encounter	**Clinic encounter**	**Next steps**
Patient Evaluation and Assessment	• Review and analysis of medical and dental history • Radiographic interpretation	• Patient interview (patient goals of care, med consultations, etc) • Physical examination (vital signs, extra/intra oral examination, occlusion) • Recognize any acute needs that will need to be addressed • Data collection (diagnostic impressions, intermaxillary records photos, periodontal charting and hard tissue findings with recommendations of care.)	• Evaluation of findings • Comprehensive problem/diagnosis list
Diagnoses and consultations	Formulation and interpretation diagnoses and problem list	• Specialist consultations, risk assessments and formulation of recommendations • Quality control data collected for diagnosis (mounted diagnostic casts, photos, etc.) • Organization diagnosis/ problem list with recommended treatment • Patient education (chief complaint vs treatment options, financial and time considerations) • Foundation of treatment plan • Anticipation of referrals	Phasing and sequencing different options for treatment • Discussions with Team leader regarding options for treatment • Relationship between diagnosis, problems treatment proposed
Treatment plan presentation and acceptance	• Prognosis and analysis of treatment outcomes	• Treatment plan presentation and approval by patient and Team leader	

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There are several reasons why a comprehensive treatment plan is the central element in every successful patient-centered teaching experience:

- Treatment planning requires clear-cut goals for starting treatment with a predictable end in mind
- A well designed treatment plan is the basis for communicating with patients
- A complete treatment plan is essential for determining and coordinating the role of specialists that includes an anticipation of restorative options
- A properly recorded treatment plan is the ultimate checklist for maximizing effectiveness across phases of treatment for students, faculty and patients.

IV. Course outline by semester

Students will have, and are encouraged to take advantage of the opportunity to observe faculty/patient interaction, to ask for and receive feedback from faculty on a regular basis, and to practice diagnostic skills and interview techniques necessary to elicit and collect valid and reliable histories and data. Students will use electronic records as well as other resources to support the diagnosis and planned treatment. Students are expected to present treatment options to patients and obtain informed consent.

Semester Six and Seven Expectations

As part of the transition into the clinic, students are expected to complete two new patient comprehensive oral examinations (including visits for data collection and treatment plan presentation) If the main D0150 code remains in process for the primary provider, also the assist code as well. It is highly desirable that students can participate and collaborate closely with you clinical associate as the patient is a mutually assigned to the case.

All patients are treatment planned within 6 weeks of initial assignment. Once the student has being able to complete both assists codes, the student will notify team leader, patient treatment coordinator and the director patient assignment & screening to be assign new patients as primary provider. Patients are anticipated to have routine to moderate dental needs for this level of training.

DEN 7761L		
	Summer Semester 6	Fall Semester 7
Course Skills Assessments Exercises	**Two treatment plan assists with senior clinical associate** • 2 COE assists D00150 _Exception when the above is not possible_ • 1 COE assist D00150 • 1 POE/PTA assist D00120	
Daily Grades	70%	
RVU's	30%	
Professionalism	P/F	

Semesters Eight and Nine Expectations

✓ _Junior case presentation for diagnosis and treatment planning evaluation (small groups)_

Students are required to prepare a power point presentation based on a patient information in your patient pool. The junior case presentation is hosted during one of your small group sessions (face to face or in some instances virtually) coordinated by your team leader and patient treatment coordinator. Students have to upload the power point slides to Canvas assignment under the semester course and complete a quiz.

The cases selected for junior case presentation includes a patient of record, in your pool whose treatment is not finish. Patients are not required to accept treatment plan options discussed for the purpose of the exercise. The treatment plan discussed must rehabilitation/ teeth replacement phase. The course director will provide a power point template with all the minimum requirements for presentation. Students must bring articulated casts and any other physical diagnostic information for face-to-face presentations.

The key points presented include patient's demographics, personal data and medical/ dental data collected via comprehensive examination and personal interview. A discussion of the patient's history and special circumstances are presented thus demonstrating the student's humanistic appreciation of the patient's uniqueness. The presentation continues with a delivery of the diagnostic information and establishment of a listing of the patient's needs, diagnosis of problems found as they relate to the patient's dental status and non-dental status and how these will influence the delivery of care. Initial intra and extra oral photographs and dental chartings help the students to illustrate the patient's current clinical status.

A discussion of the assessment of the patient, plans for stabilization of the patient's disease state, plans for the delivery of definitive therapies and a plan for the measurement of treatment outcomes and proposed maintenance of the patient's dental health are required components of the presentation and should reflect the best theoretical treatment available.

Sequenced treatment plans are proposed in a fashion that would resemble the actual treatment appointments. The student is encouraged to support their views with evidence, based on a review of the literature and to employ their biomedical science knowledge to explain therapies, pharmacology and materials used in the plan.

DEN 7766L		
	Spring Semester 8	Summer Semester 9
Minimum clinical experiences	2 COE's as primary provider	
Course Skills Assessments Exercises	• Junior case presentation during small groups- see template -Self-assessment quiz in Canvas	**Primary provider with junior clinical associate for:** 2 (D0150) completed _Exception when the above is not possible_ • 1 COE D0150 • 1 POE/PTA D0120
Daily Grades	70%	
RVU's	30%	
Professionalism	P/F	

Semesters Ten and Eleven Expectations

    ✓ _Case completion of all patients assigned_

One of the essential objectives of the TEAMS program is to help the student provide comprehensive care to his/her patient pool. This is anticipated by providing a structure to monitor treatment sequence until the patient's treatment plan is completed. By completing patient's comprehensive care, the student's ability is expected to assess treatment outcomes. Team leaders and patient assignment director will ensure to provide the opportunity for over-learning by allowing more experiences with fewer patients.

Each new patient will be assigned a complexity level at the time of acceptance into the student program. The following table provides a brief summary that is used by faculty when screening potential patients for level of treatment complexity and is offered for your information.

Patient Disposition According with Needs of Care	
Routine	• Periodontal needs—health, gingivitis or health on reduced periodontium. • Operative needs— 5 or less straightforward, intra-coronal restoration needs • Prosthodontics needs— single unit full coverage, reline of existing dentures
Moderate	• Periodontal needs-- local or generalized moderate periodontitis. • Operative needs—5 or more straightforward, some cuspal protection, including direct or indirect restorations • Prosthodontics needs—replacement therapy likely, possible Definitive phase treatment plan required *Appropriate for Junior case presentation*
Extensive	• Periodontal needs—moderate to generalized severe periodontitis or above • Operative needs—complex restorative, cuspal protection, management of rampant caries • Prosthodontics needs—combination needs, Definitive phase treatment plan required. RPD in combination with survey crowns, up to six full coverage restorations, implant supported restorations *Appropriate for Senior case presentation* Note: Some extensive cases may be referred to specialists.

Students work with patient care coordinator, student clinic associate, patient assignment director and team leaders to ensure the continuity of care of patients assign. Chart reviews of the patients assigned facilitates the management and the progression of care.

DEN 8768L		
	Fall Semester 10	Spring Semester 11
Course Skills Assessments Exercises	• Progression of patients assigned and identification complexity of needs A. Completion of care is demonstrated by being the primary provider in the following codes, for a specific patient: -D0150 -D0120DC -D0120CC B. Recognition of complexity of the dental needs: Tx plan presentation Routine (D00004), Moderate (D00005), Extensive (D00006)	
Daily Grades	70%	
RVU's	30%	
Professionalism	P/F	

V. Graduation Requirements
✓ *Medical risk assessment/ management*

A patient with a complex medical history who probably meets classification for ASA III as determined by the team leader faculty, a medical consultation protocol will have to be initiated. The process will start by adding a med consultation form approved by faculty and signed by the patients as well as a code for D9311 Consultation w/ Medical Professional, starting with the D9311.1 Request to Physician. Once the consultation is faxed to the corresponding medical personnel, the D9311 code will be entered in process. Once medical consultation is returned with a response from the physician, a plan for the dental management of the patient will be entered in a progress note completing the D9311.2 Request from Physician and the tx plan present MEDICAL RISK MANAGEMENT code D00009

✓ *Post-treatment Assessments*

The ability to self-assess the quality of care provided as well as patient satisfaction is accomplished through the post-treatment assessment activity. The students are expected by the successful completion of six posttreatment assessments on their comprehensive care patients.
- PTA-DC - Minimum of six, by end of 11th semester.
- PTA-CC - Minimum of two, by end of 11th semester

Post-treatment assessments are expected to be complete on all patients prior to discharge. The course director will use axiUm data to verify codes and forms in order to grade the requirement

Graduation Requirements	PTA-DC - Minimum of six, by end of semester 11
	PTA-CC - Minimum of two, by end of semester 11
	Medical risk assessment/ management

VI. Demonstration of Competence
✓ *Treatment planning board presentation - Senior case presentation*

The students must successfully select, complete and document cases over their clinic tenure. The student then chooses one of the cases, presents and successfully defends it to a panel of faculty. Presentations will be schedule in semester eleven, simultaneously with the Overall Prosthodontics Competency Examination (DEN8857L)

✓ *Special needs D0150 chairside competency (TPC1)*

Patients who need accommodations in order to receive oral health care will be assigned to dental students in the clinic. Students are required before graduation to complete treatment plan competency for patients with special needs as defined by UFCD.

The team leader supervising the completion of the D0150 code will be grading the Treatment Planning Competency. Patients who qualify for treatment plan competency are describe on section VIII of the syllabi.

Limited care treatment plans are excluded from these competency assessments. These demonstrations must be scheduled ahead of time, and dependent upon the complexity of the case.
 As part of the normal clinical start-check, each student is required to announce the intention to challenge any competency evaluation prior supervision. Competency evaluations demonstrate the ability to gather and interpret information to produce a viable treatment plan while accounting for treatment risks, prognosis, and outcomes. Critical errors for competencies will be those that could adversely affect the health of the patient or that could compromise treatment. Students will select a patient who has caries and periodontal needs. The student is expected to prepare a presentation reviewing all findings and options for completion of anticipated treatment with details that include care modifications.

Once the patient interaction is finished, and both patient and faculty have approved and signed on the treatment plan, the student will coordinate with the supervising team leader for a grading session. The student must prepare a power point presentation, focused on the identification of patients' needs and plan for modifications of. Presentation can be either face to face or virtually via conference video call.

The team leader will add a grading evaluation CMTXP on the patient's D0150 code in Axium. In order to certify students for graduation, students have to complete the Canvas assignment by uploading the power point slides and self-assessment quiz. If the student has not being assigned a patient who meets the criteria, the student has to contact both the team leader and the director of screening and patient assignment, in order to address the competency in a timely manner.

VII. Competency grading rubric:

Treatment planning competency grading CMTXP	S- Satisfactory	U- Unsatisfactory
A. Prior to Treatment Planning Presentation		
1. Identifying social, financial information		
2. Chief complaint & history of CC		
3. Medical and Dental History evaluation -**All** pertinent clinical exams		
4. Physical evaluation and occlusion analysis		
5. Quality of diagnostic casts		
6. Quality of photographs		
7. Specialty diagnostic evaluations- **All** pertinent consultations		
8. Student able to identify limitations of care and is able to plan for modifications of care delivery		
B. Treatment Planning Presentation-Chairside		
1. Development of Problem List-general terms		
2. Different options for treatment planning		
3. Treatment plan phasing and sequence organized		
4. Patient education/ literacy		
C. Post-Treatment Planning Presentation		
1. Knowledge of Treatment Codes		
2. Treatment Plan Approval		
3. Case Presentation to Patient		

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/

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Clinical Oral Diagnosis and Treatment Planning Syllabus Overview

	Summer	Fall	Spring	Summer	Fall	Spring	
Semester	6	7	8	9	10	11	
Course	DEN7761L		DEN7766L		DEN8768L		
Daily Grade **(70%)** **Average of daily grades**	According to UFCD clinical rubric **Patient and Appointment Management** **Problem solving, Clinical reasoning and integration of Relevant Scientific Evidence** **Clinical Skill** **Professionalism**						**-E: Exceeded expected outcome** **-A: Achieved expected outcome - M: Modification needed -N: Did not meet expected outcome**
Quantity **(30%)** **RVUs**	**1:** < 1301 **2**: 1350- 1550 **3**: 1551-1800 **4**: 1801- 2019		**1:** < 3052 **2:** 3052-3300 **3:** 3301-3949 **4:** 3950-4500		**1:** < 5001 **2:** 5002-5500 **3**: 5501-5600 **4**: 5801-6000		

Semester Grade:

Letter Grade	4 point Scale	Percentage Scale
A	3.80-4.00	95-100
A-	3.60-3.79	90-94.99
B+	3.40-3.59	86-89.99

Daily Quality Grade: 70 %

Quantity (RVUs):   30%

          100%

B	3.20-3.39	82-85.99
B-	3.0-3.19	80-81.99
C+	2.8-2.99	74-79.99
C	2.5-2.79	72-73.99
E	<2.50	<72

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Course Number	DEN 7761L		DEN 7766L		DEN 8768L	
Credit Hours	1		1		1	
Semester	6 Summer	7 Fall	8 Spring	9 Summer	10 Fall	11 Spring
Minimum Clinical Experiences	**Two treatment plan assists with Sr. clinical associate** • 2 COE assists D00150 *Exception* • 1 COE assist D00150 • 1 POE/PTA assist D00120			**Primary provider with Jr. clinical associate for:** • 2 (D0150) completed *Exception* • 1 COE D0150 • 1 POE/PTA D0120		
Expectations	Virtual clinic activities- TBA Supplements your daily grading		Junior case presentation for Diagnosis and treatment planning (small groups)		Completion of patients assigned and identification complexity of needs **C.** Identify cases for you have complete with: -D0150 -D0120DC - D0120CC **D.** Recognition of complexity of the dental needs: 1. Routine (D00004) 2. Moderate (D00005) 3. Extensive (D00006)	
Competencies / Skills assessment			1. Comprehensive Head/Neck Competency Assessment (GD1-C)		1. Special needs competency (GD2-C) 2. Senior case presentation (same as overall clin. Prosthodontics) (GDRP1-O)	
Daily Grades	70%		70%		70%	
RVU's	30%		30%		30%	
Graduation requirements	• Medical risk assessment for a ASA III patient D00009- **Use medical consult code D9311** • **PTA-DC** - Minimum of 6 by end of semester • **PTA-CC** - Minimum of 2 by end of semester					

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Screening Rotation	Rotation 1	Rotation 1 cont./Rotation 2	Rotation 2	Rotation 3	Rotation 3 cont./Rotation 4	
RVU	1: < 499 2: 500-750 3: 751-900 4: 901-1300	1: < 1301 2: 1302-1550 3: 1551-1800 4: 1801-2020	1: < 2021 2: 2022-2300 3: 2301-2800 4: 2801-3050	1: < 3051 2: 3052-3300 3: 3301-3950 4: 3951-4500	1: < 4501 2: 4502-4700 3: 4701-4900 4: 4901-5000	1: < 5001 2: 5002-5500 3: 5501-5600 4: 5601-6000
Competency Assessments			☐ **Comprehensive Head/Neck Competency Assessment (GD1-C)**			
			☐ **Special Needs Competency Assessment (GD2-C)** S/U (refer to the UFCD definition for special needs patients assessment and accommodations for oral health care delivery document) (.PPT Template provided.) Student must be the primary provider for the initial COE exam for this patient. Power point presentation will be presented to team leaders or course director. Presentation must be scheduled by the student via email. After the presentation the faculty enters the axiUm grading form TPCMX and student will self-assess in CANVAS.			
					☐ **Completed Case Presentation *(GDRP1-O)*** Power point presentation presented to a faculty panel documenting a treatment plan that was brought to completion. Final ppt presentation is due at time of presentation. .PPT template provided for guidance.	
Graduation Requirements		☐ Medical risk assessment for a ASA III patient D00009- **Use medical consult code D9311** ☐ **PTA-DC** - Minimum of 6 by end of semester 11 ☐ **PTA-CC** - Minimum of 2 by end of semester 11				
Semester Grades	70% Average Daily grades, 30% RVU, Professionalism = S/U					

Oral Diagnosis/ Medicine & Treatment Planning						
Semester	**Sum/6**	**Fall/7**	**Spr/8**	**Sum/9**	**Fall/10**	**Spr/11**
Skills Assessments & Exercises	**DEN 7761L**		**DEN 7766L**		**DEN 8768L**	

	Before the D3 is able to be the primary provider for a new patient exam (COE), D3 needs to assist with D4: ☐ 2 codes COE assists D00150 **When the above is not possible,** ☐ 1 code COE assist D00150 ☐ 1 POE/PTA assist D00120 ☐ Virtual clinic activities- to supplement daily grading	☐ 3DN oral presentation diagnosis and treatment planning (small group) **Submit .ppt in Canvas after presentation.** Power point presentation (.PPT) template provided	☐☐ 2 of codes below with D3 associate • D0150 • D0120C • D0120 .	☐ Completion of patients assigned and identification complexity of needs A. Identify patients in your care for whom you have completed all of the following codes: 1) D0150 2) D0120DC 3) D0120CC B. Recognition of complexity of the dental needs by completing these codes: ☐ Tx plan present Routine (D00004) ☐ Tx plan present Moderate (D00005) ☐ Tx plan present Extensive (D00006)