DEN7017 Professionalism In Patient Care and Practice Management III

Spring 2021

Course Description:

The course introduces student dentists to basic concepts of clinical patient care. This includes didactic material, clinical rotations, and integration into the UFCD Philosophy of Patient Care and the mechanics of patient management. Successful completion is required before advancement to the patient care portion of the program. The goal of the course is to assist in the transition from the didactic and preclinical portion of the curriculum with the ultimate goal of developing competent dentists. Competent dentists demonstrate appropriate patient management skills, professionalism and integrity in the delivery of dental care, and critical thinking necessary for life-long learning.

I. General Information

Course Director:

Course Director: Walter Stephen Howard

Office:

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Phone: (352) 273-6942

Course Credits: 1

Semester: Spring

Contributing Faculty

Larry Cook (352) 627-9238 LCOOK@dental.ufl.edu
II. Course Goals

The ultimate goal of this course is to develop an ethically competent general dentist. Ethically competent dentists demonstrate appropriate patient management skills, professionalism and integrity in the delivery of dental care, and critical thinking necessary for life-long learning. Included in this series are the many required certification courses, and issues regarding infection control, quality assurance and patient safety/emergency preparedness. These provide the foundation to a safe, risk averse practice in dentistry.
III. Course Overview

IV. Course Outline

Semester 8 (Spring)

Rotations as assigned

Attendance at Spring Synergy

Annual Certification courses:

   BLS Healthcare Provider
   HIPPA

Seminars:

   TEAM meetings
   American College of Dentists (ACD) Ethics Day Seminar - Virtual

Semester 9 (Summer)

Rotations as assigned

Seminars:

   TEAM meetings including an update on privacy issues. This presentation should include awareness of hallway conversations, social media, personal smartphones, and new HIPAA requirements/ issues. This should be provided by the UF Privacy Office or their designee.

Annual Certification courses:

   Blood Borne Pathogens/OHSA

TEAM Clinical Professionalism Requirements:
Global Assessment of Professionalism and Patient Management and Chart Review
(TEAM leader)

Perio recalls are current (No more than 25% of assigned patients are overdue on recalls.)

Post-treatment Assessments (Minimum of 2 completed by the end of semester 9)

Competencies

BLS

V. Course Material

The UFCD Clinic Procedure Manual is required reading.

Assigned reading from the UFCD Clinical Quality Assurance Manual.

Supplementary course materials will be provided by TEAM leaders and TEAM student leaders prior to the educational components of the TEAM meetings. These are student-driven enrichment experiences and will vary among TEAMS.

Optional resource:

HSC Dental Library Guide

VI. Course Objectives

Professionalism, ethical and compassionate patient care, quality assurance concepts and records management skills presented in the didactic portion are emphasized from the clinical perspective. The TEAM program experience continues through graduation. It serves to mentor students as they progress through the clinical program, and provide positive guidance regarding appropriate patient management and ethical behavior. Each semester, the TEAM leader will forward an assessment of professionalism and patient management skills to the course director.

TEAM Program - Description, Philosophy and Objectives
The TEAM (Together Everyone Achieves More) Program is a clinical management system for students and their patients. Student Teams will be assigned to Clinic Care Groups with the intent to have the patient comprehensively treated by the student and the care group. A Team Leader will always be available during clinic hours to help navigate the patient and treatment to provide a more patient-centered comprehensive approach to their care.

The TEAM Program is integral to the college's educational philosophy with the goal of enhancing the concept of the student-dentist as the oral diagnostician/therapist. In order to produce dentists who are interested in promoting oral health, dental education must have a curriculum and clinical program which affords them the opportunity to pursue all aspects of the promotion of oral health as well as becoming global members of society.

The TEAM Program has three major programmatic goals and nine objectives. The goals are to:

1) better integrate the clinical curriculum and philosophy into the clinical care of the patients through effective patient management;

2) ensure and expedite the comprehensive treatment of patients and thus make clinics more patient friendly and;

3) assist and help motivate students through the clinical program.

Program objectives are to:

1) Help the student provide comprehensive care to his/her family of patients.
   2) Provide a structure to monitor treatment sequence until the patient's treatment plan is completed.

3) Enhance student advisement activities.

4) Increase the student's clinical utilization and productivity.

5) Provide structure to promote student interactions.

6) Enhance peer learning and peer education.

7) Increase the student's ability to assess treatment outcomes.

8) Provide the opportunity for over-learning by allowing more experiences with fewer patients.

9) Create a student driven information system to assist student learning and patient treatment.
Each of the 8 teams is composed of a faculty TEAM Leader, a Treatment Coordinator staff person, and approximately 22 third, and fourth year dental students. Students are randomly assigned to TEAMS starting in their second year. The treatment coordinators attend chart reviews and assist the team leader, the students and act as a liaison between the patients and students. The treatment coordinators also manage the student patient schedules.

The TEAM leaders are expected to have good communication skills and serve as an advocate for the students' education and for quality and timely patient care. TEAM leaders meet every week to share information with each other and discuss any problems that are occurring in the clinics or clinical program. This communication has helped to establish excellent rapport with the various clinical departments and, to some degree, help alleviate frustrations that dental students sometimes encounter while traversing the clinical curriculum.

Teams will have the opportunity to meet weekly. In addition, a 2-hour meeting of the entire Clinical Care Group (juniors and seniors) occurs every month. Clinical updates, a review of evidence-based protocols, case presentations, and special guest speakers are scheduled. This program allows students to have input into their educational experiences as they can arrange or request special events.

**Student Objectives:**

Completion of all annual certifications (BLS, BBP, HIPPA)

Attendance and participation at all TEAM meetings and emergency management seminars.

Professional and regulatory compliance with all occupational health requirements.

Continual self-monitoring of patient overdue conditions with appropriate action(s).

Complete electronic health record documentations on all patients.

Timely completion of the Institute of Medical Emergency Preparedness (IMEP) monthly online modules

Successful progress in the Global Assessment of Professionalism and Patient Management as assessed by your TEAM leader.
Completion of 6 hours of CE in Junior year and 6 hours of CE in Senior year in your progression as a lifelong learner.

**BLS Recertification (Semester 8 - Spring)**

Basic Life Support Training at the Healthcare Provider level occurs on an biennial basis as is required for dental licensure in the State of Florida.

**Post-treatment Assessment Competency (Semester 9 - Summer)**

The ability to self-assess the quality of care provided as well as patient satisfaction is accomplished through the post-treatment assessment activity (Appendix 1). This will be evaluated by the students’ successful completion of post-treatment assessments on their comprehensive care patients. It is anticipated that two (2) competency assessments will be completed during each of the semesters 9-11. Two (2) post-treatment assessments should be completed by the end of semester 9 and six (6) by the end of semester 11. Post–treatment assessments are to be performed on all completed patients prior to discharge. For evaluation of competency, six will be necessary. The six post-treatment assessments may be a mix of the following types: Post-Treatment Assessment - Disease Control (PTA-DC), Post-Treatment Assessment - Case Completion (PTA-CC), Post-Treatment Assessment - Periodontal Recall (PTA-RC), and Post-Treatment Assessment Denture Recall (PTA-PR). The quality assurance staff in the office for clinical administration will monitor the students' completion of this process. The specific forms and procedure are located at the end of this document.

**Professionalism and Patient Management Skills Evaluation Competency (Semester 9)**

During semester 9, each TEAM leader will conduct a skills evaluation on each student to assess the student's progress towards competency in the domain of professionalism. The "Global Assessment of Professionalism and Patient Management" assessment form is attached. The evaluations are sent to the course director for review. Successful evaluations will be required for the student to achieve a passing evaluation for the semester. Assessments reflecting the need for additional student mentoring will be discussed with the student's TEAM leader and individualized counseling sessions will be arranged.

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

**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.

**Domain II: Professionalism**

4: Ethical Standards: Apply 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.

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

8: 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: Health Promotion & Disease Prevention: Provide oral health care within the scope of general dentistry to include health promotion and disease prevention.

**Domain V: Practice Management and Informatics**

11: 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: 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: Assess Patients with Special Needs: Assess the treatment needs of patients with special needs.

VIII. Evaluation

Course Grading

This graded course is evaluated based on attendance/participation in each class, clinical rotations, and TEAM meetings and chart reviews. The course is graded Satisfactory (S)/Unsatisfactory (U).

The Basic Life Support (BLS) examination in the American Heart Association CPR course is a competency certification.

A passing grade of "S" will be issued if the following criteria are met. Additional criteria are found in the documents section, file "Global Assessment of Professionalism and Patient Management".

- Attendance at Emergency Management seminars
- Completion of BLS, BBP, and HIPPA certifications
- Attendance at all TEAM meetings (unless excused by TEAM leader or assigned rotation)
- Compliance with Occupational Health requirements
- Compliance with Quality Assurance parameters
- Acceptable TEAM chart audits
- Acceptable Clinical Administration chart audits (Periodontal Recalls and Overdue conditions are managed)

- Acceptable progress in Professionalism and Patient Management as assessed by the TEAM leader.

- Complete 12 CEUs and course evaluations (6 in junior year and 6 in senior year)--You are responsible for turning in a copy of the CEU certificates to the Office of Education

An unsatisfactory/failing grade "U" will be issued if student performance that does not meet expectations. The following behaviors would constitute unsatisfactory performance.

- Failure to meet any of the above criteria

- Failure to be certified in BLS, BBP, and HIPPA

- Non-compliance with Occupational Health requirements

- Two (2) or more clinical professional variances in a given semester

- Clinical suspension due to poor patient management, non-compliance with QA parameters, unacceptable TEAM chart audits, or violation of UFCD clinical policies:

Examples include:

a) Patient abandonment – patients not seen for 6 weeks (excluding rotations, vacations, or patient generated delays) will result in a minimum of one-week clinic suspension

b) Financial irregularities – i.e. not charging patients or continuing to deliver care when S/D is aware (or should be aware) that patient is in arrears will result in clinical suspension of one-week minimum

c) Treating a comprehensive or limited care patient who is not properly assigned to the S/D

d) Violating a patient's confidentiality

e) Failure to maintain an adequate patient record

f) Delivering care in a manner that jeopardizes the health and/or safety of the patient
Clinical /Professional Variance – Examples of Critical Errors

Clinical Professional Variance / Infection Control (15 point deduction)

Breach of instrument sterilization protocols

Non-compliance with sharps management (Blades left on a scalpel, Anesthetic needles left on syringes, Improper needle recapping)

Cross-contamination

Failure to conform to biosafety protocols (such as amalgam disposal, red bag utilization, disinfection of operatory, etc.)

Failure to use proper personal protective equipment (PPE)

Failure to provide the patient with protective eyewear

Clinical Professional Variance/ Professionalism and Patient Management (15 point deduction)

Failure to obtain a “start check”

Non-compliance with guidance/instructions from faculty

Non-compliance with an appropriate treatment plan sequence and/or timely care

Lack of understanding of basic/foundation conceptual concepts

Lack of preparation/understanding regarding a planned procedure

Lack of adherence to ethical standards

An adverse outcome of treatment such as patient injury, over -preparation, irreversible error, etc.

Lack of attendance at required course event or assignment

Lack of consideration/respect towards staff, faculty, or peers

Breach of patient confidentiality or HIPAA

Failure to cancel a reservation at a UFCD CE course, and did not attend (“no show”)
Remediation:

Course Failure: DEN 7017

*Loss of 30 points during one semester by any combination of the following: Clinical Professional Variance (15 points/event)

*Failure to attend Florida Board of Dentistry meeting (if scheduled) and submit a reflection paper

*Failure to submit the essay and attend ACD Ethics Day Seminar. See ECO schedule.

*Failure to complete "TEAMS Global Assessment of Professionalism and Patient Management" at a passing level (determined by TEAM Leader regarding Patient Management, Professionalism, Leadership, Communication skills)

* Failure to complete CPR, BBP, HIPAA, and associated occupational health requirements

Due to the potentially serious nature associated with unsatisfactory performance, issuance of a failing grade will be accompanied by a letter to SPEC. Upon successful remediation, SPEC will be notified. Remediation activities will be custom designed for each student following a review of the student's performance deficiencies and consultation with appropriate faculty.

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-policies/

X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.