DEN8018 Professionalism In Patient Care and Practice Management IV

Spring 2021

Course Description:

The course is a continuation of 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. The goal of the course is to develop competent beginning general dentists. Competent dentists demonstrate appropriate patient management skills, professionalism and integrity in the delivery of dental care, patient safety, and critical thinking necessary for life-long learning.

I. General Information

Course Director:

Course Director:	Walter Howard
Office:	
Email:	WSHOWARD@dental.ufl.edu
Phone:	(352) 273-6942
Course Credits:	1
Semester:	Spring

Contributing Faculty

Larry Cook	(352) 627-9238	LCook@dental.ufl.edu
Richard Kelowitz	(352) 273-8633	RKELOWITZ@dental.ufl.edu
Rosalia Rey	(352) 273-6941	RREY@dental.ufl.edu
Annetty Soto	(352) 273-8622	ASoto@dental.ufl.edu
Andrew Corsaro	(352) 273-5850	ACorsaro@dental.ufl.edu

Fernando Haddock	(352) 273-5850	FHaddock@dental.ufl.edu
Carlos Camargo	(352) 273-6921	CCamargo@dental.ufl.edu
Nicholas Kaleel	(352) 294-8610	NKaleel@dental.ufl.edu
Rajendra Gohel	(352) 273-5850	RGohel@dental.ufl.edu

Support Staff

Michelle Watson Administrator	(352) 273-5850	Mwatson@dental.ufl.edu	TA / Grade
Richelle G Janiec Administrator	(352) 273-6820	RJANIEC@dental.ufl.edu	TA / Grade
Anthony M Licari Administrator	(352) 273-5231	ALicari@dental.ufl.edu	TA / Grade
Valerie Trimble Administrator	(352) 273-5950	VTrimble@dental.ufl.edu	TA / Grade
Shalini Nair	(352) 273-5699	shalsnair@ufl.edu	TA
Kleada Novak	(352) 392-5500	kleadanovak@ufl.edu	TA

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 and quality assurance.

III. Course Overview

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 a formative skills evaluation to the course director. A detailed description of the TEAM program experience, goals and objectives follows.

TEAM Program - Description, Philosophy and Objectives

The TEAM (Together Everyone Achieves More) Program is a clinical management system for students and their patients. This clinic model was developed to enhance the relationship between the Team Leader and the student. 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 20-22 third and fourth year dental students. Students are assigned to teams though a stratified random allocation based on the belief that students must communicate with all peers, not just those of their choosing. The treatment coordinators attend all team meetings and assist the team leader, the student members, and act as a liaison between the patients and a student. The treatment coordinators will also be managing all student 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 many of the frustrations that dental students encounter while traversing the clinical curriculum. In addition, team leaders have retreats each year and set goals for the program.

Teams will have the opportunity to meet weekly. In addition, every month the entire Clinical Care Group, both juniors and seniors, will meet for two hours for case presentations, clinical updates, review of evidence based protocols, and special guest speakers. This program will also allow students to have input into their educational experiences.

The following lists the areas that will be monitored and which the student will be held accountable for:

1. Preparedness: This encompasses the student being ready and on time for all areas of clinical performance. This is a mark of a professional, always being prepared for their clinical practice. These include:
    1. Timeliness: Huddle attendance, Patient seated on time, Patient finished on time, No unexcused absence, Patient record signed and finished on time.
    2. Operatory Setup: All materials present, appropriate infection control performed, Operatory neat during treatment.
    3. Demonstration of understanding associated with Patient Care: Ready at both morning huddle and during patient appointment.
    4. Preparation for all care: All QA forms completed before procedure, Competency forms ready with tooth or teeth delineated, study casts present and mounted, Phase II tx plans completed and signed by student, faculty and patient.
2. Comprehensive Approach to Patient Care: This encompasses the student treating the patient with a well-defined properly sequenced treatment plan, in a timely fashion, with an understanding of the needs of each patient in the students' family of patients.
3. Professional Leadership in the Team: The student should display consideration and respect to staff, faculty, and peers. His/Her leadership would be displayed by being present at team meetings and gatherings, assisting other students when needed (SOS, Chairside, etc.).
4. Records Management: As part of the overall treatment of a patient, the dental record is a key element to providing well-sequenced and organized treatment. The student should: follow the appropriate format for note entry, make understandable, complete entries with signatures/stamps, ensure that all treatment plans are complete and current, and ensure that every appointment or contact with a patient is documented.

IV. Course Outline

Semester 11

Seminars:TEAM meetings
Spring Synergy Day-mandatory attendance
Certifications:
    HIPPA
    BBP/BMW
Signed Confidentiality Statement
TEAM Global /Summative Assessment of Ethics and Professionalism and Chart Reviews
8 Post-treatment assessments completed prior to graduation
  At least 2 must be PTA - CC (Case Completions)

Competency Assessment:
American College of Dentists Ethics paper

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

1. Apply the principles of ethical decision making and professional responsibility. (Competency 4)
2. Apply legal and regulatory concepts related to the provision and/or support of oral health care services. (Competency 5)
3. Provide oral health care within the scope of general dentistry to include recognizing the complexity of patient treatment and identifying when referral is indicated. (Competency 6)
4. Apply the fundamental principles of behavioral sciences using patient-centered approaches for promoting, improving and maintaining oral health. (Competency 7)
5. Manage a diverse patient population and have the interpersonal and communication skills to function successfully in a multicultural work environment. (Competency 8)
6. Provide oral health care within the scope of general dentistry to include health promotion and disease prevention. (Competency 9)

7. Communicate and collaborate with other members of the health care team to facilitate the provision of health care. (Competency 10)
8. 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. (Competency 11)
9. Provide oral health care within the scope of general dentistry to evaluate the outcomes of treatment, recall strategies and prognosis. (Competency 14)
10. Provide oral health care within the scope of general dentistry to patients in all stages of life. (Competency 15)

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.

This course certifies the following competency(ies**)**:

Domain II: Professionalism

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

VIII. Evaluation

This is a graded course. Course Evaluation will consist of successfully completing the following activities and assignments:

1. The American College of Dentists Ethical Dilemma Paper - Competency Assessment - SEE ECO SCHEDULE

The purpose of this activity and assignment is for senior dental students to reexamine the responsibilities that a member of the dental profession has in the provision of care that extends beyond those of the individual member in society.

An additional goal of the ACD Ethical Dilemma Paper is to give students the opportunity to analyze and discuss with active members of the American College of Dentists the challenges that the student has faced in providing dental care within the context of their student dental practices.

Each senior student will identify one ethical dilemma that he or she has confronted during the provision of care to his or her patients. The dilemma should center on either the conflict between the principles of patient autonomy and beneficence or be an example of a conflict between beneficence and nonmaleficence. Discuss the proposed dilemma with your TEAM and leader. **Choose your dilemma no later than December 1st.**

Each senior will participate in a small group discussion with an ACD fellow.

The best paper will be selected from each of the small groups by the ACD fellows and the course coordinator. These papers will be submitted to the chair of the Florida section of the American College of Dentists for review.

The ACD executive group will select the best paper(s) and the student(s) will be recognized at the Senior Banquet with a cash award sponsored by Florida section of ACD and the Division of Public Health Services and Research. The student will also be the guest of ACD at their annual breakfast meeting in conjunction with the FDA meeting in Orlando in June.

The student writes up a 2-3 page case analysis and shares it with a small group of students and ACD members. See the "Ethics Paper Evaluation Form" document in the Documents section of this course for the evaluation rubric. The evaluation rubric for this paper and presentation is posted in the Document Section. Students must post the case analysis in Canvas.

Critical Errors for both written paper and oral presentation:

* Critical Error: Failure to participate

* Critical Error: Failure to identify an ethical principle

*****Post this reflection paper in Canvas by the due date.

2. Attendance at Spring Synergy - SEE CANVAS SCHEDULE

Students must sign in at the CE registration table to confirm attendance. No images of students standing by a poster will be accepted.

3. TEAM Global Assessment of Ethics and Professionalism Assessment

TEAM leaders will conduct a skills evaluation on each student to assess the student's progress towards competency in the domain of professionalism. The assessment form is attached in the Documents section. The evaluations are posted in Canvas each semester.

A chart review each semester is required as well. The spreadsheet to be completed is in the Documents section.

Successful evaluations will be required for the student to achieve a passing grade 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.

Critical Errors-See below under Professional Variances

4. Complete eight Post-treatment Assessments by the conclusion of semester 11.

The ability to self-assess the quality of care provided as well as patient satisfaction is accomplished through the post-treatment assessment activity. This will be evaluated by the

students' successful completion of 6 post-treatment assessments on their comprehensive care patients. Post-treatment assessments are to be completed on all patients prior to discharge.

The ability to self-assess the quality of care provided as well as patient satisfaction is accomplished through the post-treatment assessment activity.

This will be assessed by the course director using axiUm EHR.

PTA-DC - Minimum of 6 by end of Fall semester.

PTA-CC - Minimum of 2 by end of Spring semester.

5. Continuing Education: Complete 6 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. Students can track this in **DEN9991: Electives and Continuing Education - Class of 2020**

6. Maintain professionalism in all aspects of clinical patient care. There will be a deduction for each professional variance attained this semester.

A failing grade will be issued if student performance does not meet and one or more of the expectations below. The following behaviors would constitute unsatisfactory performance.

- Failure to be certified in BLS, BBP, and HIPPA will result in a clinical suspension until completed.

Three (3) or more clinical/professional variances in a given semester * (A clinical/professional variance is 10 point deduction from the course point total. Each student starts the semester with 100 points.

- Clinical Professional Variance (examples below)

Failure to use proper personal protective equipment (PPE)

Failure to provide the patient with protective eyewear is a breach of instrument sterilization protocols

Non-compliance with sharps management (Blades left on the scalpel, Needle recapping)

Cross-contamination

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

Failure to obtain a “start check”

Non-compliance with guidance/instructions from faculty

Non-compliance with the 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”)

More information can be found in the Evaluation Section.

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:

Remediation activities will be custom designed for each student following a review of the student's performance deficiencies and consultation with appropriate faculty.

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://ufl.bluera.com/ufl/ . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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

DEN8018 Grade Scale

Method	Letter Grade
Scale	100
Tolerance	0.5 (Final letter grades within this range will be rounded up.)
A	95 - 100
A-	90 - 95
B+	86 - 90
B	82 - 86
B-	80 - 82
C+	74 - 80
C	72 - 74
E	0 - 72