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

Course Director:

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Course Credits: 0
Semester: Summer

Contributing Faculty

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Support Staff

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II. Course Goals

The goal of the treatment planning clinical courses are to provide the predoctoral 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 Overview

Syllabus Statement for courses participating in the Summer 2019 Pilot:

“Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at https://evaluations.ufl.edu. Thank you for serving as a partner in this important effort.”

IV. Course Outline

V. Course Material

Referenced texts:

1. Treatment Planning in Dentistry, 2nd Ed. Stephanic, Nesbit, Mosby, 2007 (used in DEN 6302C)

Referenced manuals:

- UFCD Clinical Procedural Manual
- Quality Assurance Manual
- Treatment Planning Manual (Document Section)

Materials on reserve, (Media Reserve):


Optional resource:
VI. Course Objectives

1. Complete a treatment planning rotation to observe the treatment planning process, professional/patient communication and patient documentation.
2. Communicate with other health professionals verbally and/or in writing in the medical consultation process to achieve patient treatment goals.
3. Perform a comprehensive patient evaluation that collects patient history including medication, chief compliant, biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions.
4. Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
5. Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient's medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent;
6. Achieve competency in the above treatment planning objectives with a moderate to complex dental needs, special need patient.
7. Develop an initial treatment planning case presentation.

VII. Course Competencies

VIII. Evaluation

Semester Eight and Nine Expectations

Continue in your development of interviewing, diagnosis, and basic treatment planning skills. You 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. You will use electronic media as well as written resources to provide support for diagnosis and planned treatment. You will write consult letters as appropriate, using sample documents and assistance from the attending faculty. You will present treatment options to your patients and obtain informed consent.

Evaluation
Students will be evaluated through daily grades, professional grades, productivity (RVUs) and competency assessment.

All patients will be treatment planned within 4 weeks of initial assignment. Minimum requirement is four (4) Phase I treatment plans written following comprehensive oral examination (D0150.90. Student must successfully complete one " moderate or extensive needs" TPC 2 competency assessment or a special care patient as defined below.

TPC2 Competency Assessment:

Student must successfully complete one " moderate or extensive needs" TPC 2 competency assessment or a special care patient as defined below.

Moderate Dental Needs: Type II or III perio, local or generalized periodontitis, straightforward with some cuspal protection operative, and some prosthodontic needs, possibly requiring Phase II treatment.

Extensive Dental Needs: Type III or IV perio, complex operative, Prosth Phase II treatment.

Definition of Special Needs Patients for UFCD Predoctoral Program

Dental health care professionals are responsible for providing comprehensive oral health care to all people; children (6-21 years), adults, (over 21 years), the medically-compromised, including disabled and those with special needs.

In regards to DMD student education, the college defines people with special needs as individuals who have medical disorders, physical limitations, intellectual impairments, or psychological/social conditions that impact the delivery of oral health care. People with special health care needs, including those aged 0-5 years, often require more time, effort and accommodation by the dental team. In addition, the dental team may need to modify their routine treatment procedures in order to provide care that is appropriate for the needs of the individual.

Dental students at the University of Florida provide comprehensive oral health care to people with special health care needs which include the following disorders or conditions.

Any of the following would meet the definition of “special needs” in UFCD predoctoral program.

- Developmentally Disabled
  - Disability occurred before the age of 22
  - Impairment of general intellectual functioning
Can be the result of cerebral palsy, seizure disorder, autism, or other neurological conditions

- Physically disabled
  - Long term loss of physical function that substantially limits one or more major life activities. This includes impairments of the sensory functions, neurological, skeletal cardiovascular, respiratory and endocrine systems
  - Examples include vision loss, deafness, spina bifida, speech disorders and others

- Mentally disabled
  - A mental or behavioral pattern or anomaly that that causes impaired ability to function in ordinary life, which is not developmentally or socially normative.
  - Includes anxiety, major depression, bipolar disorder, schizophrenia, OCD, eating disorders and others

- Complex Medical Problems
  
  Any condition which is included in the AxiUm, electronic health record, as a “medical alert”*  
  (See attachment for complete list)

A summary by category follows.

- Allergies to medications, medical dyes, dental materials
- Alcohol abuse
- Bisphosphonates – IV or oral
- Cardiovascular – (Congenital Heart Disease, Cardiac transplant, Prosthetic cardiac valve, Previous Infective Endocarditis )
- Cancer/Malignancy
- Endocrine disorder
- GI disorder
- Hematologic disorders /bleeding disorders
- Hepatitis C - Active or chronic
- Hepatitis B - Active or chronic
- History of radiation therapy to head and neck area
- Immune suppression (medication induced, chemotherapy, autoimmune condition, HIV/AIDS)
- Premedication necessary for Cardiovascular issues or Prosthetic Joint Replacements
- Prosthetic joints
- Pulmonary /Severe COPD
- Recreational drug abuse
- Severe dementia
- Unstable angina
- Uncontrolled asthma
- Uncontrolled seizure disorder
- Language deficient – Requires translator or similar assistance
Treatment Planning Competency evaluations demonstrate the ability to gather and interpret information to produce a viable treatment plan while accounting for treatment risks, prognosis, and outcomes. These assessments will be documented by completion of the Examination/Diagnosis/Treatment Planning Competency Assessment Form (see Treatment Planning Manual for example). In order to successfully complete a competency, each of the six modules on the assessment form must be self-assessed by the student dentist prior to being judged and evaluated as "competent" by the faculty member. Critical errors for competencies will be those that could adversely affect the health of the patient or that could compromise treatment. Any module judged as "non-competent" will require complete remediation of the individual competency exam.

There is no penalty for attempting a Treatment Planning Competency evaluation and failing to be judged "competent". If a student fails the evaluation, he/she must retake that specific competency no later than the end of the enrollment block. Failure to pass any one of the required four competencies will affect the final letter grade for the enrollment block in which the competency was, or should have been attempted.

The Treatment Planning Competency may be evaluated by a TEAM Leader using specific criteria for that procedure. The student must have documented at least two initial phase disease control treatment plans following a comprehensive oral examination (D0150.90) prior to challenging the assigned competency evaluation for the course.

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, may need to be completed during one or more clinic sessions.

See the "Treatment Planning Competency Assessment Form" in the Documents section of this ECO syllabus for grading criteria.

Assigning Grades

Each clinic session will be graded daily on a scale of 1.00-4.00 for:
1) quality of clinical care - daily grades (50%) 
2) professionalism (P/F) 
   The student must complete a minimum of 4 Phase I treatment plans 
3) RVU totals (50%) 
4) TPC2 Competency Evaluation (P/F) 
   TEAM leader approval of Completed Case Patient

Mean Daily and Professionalism grade point scale (See Grade Scale)

RVU totals grade point scale:

1800 or above   97  3.5-4.0
1620 - 1799     94  3.25-3.5
Remediation:

A course grade of "I" will result for an attempted but incomplete competency evaluation; the "I" grade will be lifted upon successful remediation. Remediation of all "I" grades must occur within 15 calendar days of the stated end of the enrollment block. Unsuccessful remediation of the "I" grade will result in a final course grade of "E". Failure to attempt a required competency prior to the stated end of an enrollment block will result in a course grade of "E". An "E" grade must be remediated; the final grade for the enrollment block will be a "remediated D".

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

<table>
<thead>
<tr>
<th>Method</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>Scale</td>
<td>100</td>
</tr>
<tr>
<td>Tolerance</td>
<td>0 (Final letter grades within this range will be rounded up.)</td>
</tr>
</tbody>
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A 95 - 100
A- 92 - 95
B+  88 - 92
B   84 - 88
B-  80 - 84
C+  76 - 80
C   72 - 76
E   0 - 72