

DEN7771L

Summer 2021

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: 1
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)
2. Lindhe, J., Lang, N., Karring, T., *Clinical Periodontology and Implant Dentistry*, Fifth Edition, Blackwell Munksgaard Publishers (used in DEN 6421)

Referenced manuals:

[UFCD Clinical Procedural Manual](#)

[Quality Assurance Manual](#)

Treatment Planning Manual (Document Section)

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 Management of the Medically Compromised Patient, 5th Edition, Little JW, Falace DA, Miller CS, and Rhodus NL, Mosby, 1997.

Optional resource:

[HSC Dental Library Guide](#)

VI. Course Objectives

1. Communicate with other health professionals verbally and/or in writing in the medical consultation process to achieve patient treatment goals.
2. Perform comprehensive patient evaluations that collect patient history including medication, chief complaint, biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions.
3. 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.
4. 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;
5. Assess the treatment needs of a patient(s) with special needs.

VII. Course Competencies

This course teaches 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.
- 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.

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

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

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.

26: Provide oral health care within the scope of general dentistry to include screening and risk assessment for head and neck cancer.

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

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.

VIII. Evaluation

Course Evaluation

Semester Six and Seven Expectations

Develop 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.

Complete four patient treatment plans by the end of Semester 7.

Complete TPC 1 competency with "routine or moderate" treatment needs before the end of semester 7. (TPC1, TPC2 or the Completed Case Presentation must be done on a patient with special needs.)

Evaluation

Students will be evaluated through daily grades, professional grades and competency assessment.

All patients will be treatment planned within 6 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 "routine or moderate needs" TPC 1 assessment.

Competency Validation

By the end of this two-semester block, you will be expected to demonstrate your competency as outlined below. These activities will affect your grade only for the enrollment block in which they are, or should be, attempted and completed.

Demonstration of Competence

Treatment Planning Competency One (TPC 1) may be evaluated by any TEAM faculty member. The initial TPC 1 is completed during semester 6 or 7 on a patient pre-assessed by faculty with "routine or moderate" treatment needs. 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 first competency evaluation.

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.

You may present patients of your choice to challenge TPC 1. As part of the normal clinical start-check procedure, each student is required to announce his or her intention to challenge any competency evaluation prior to beginning the data gathering process. 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. Working according to Guidelines for Competencies in the Treatment Planning Manual (see document section), the student will prepare a presentation reviewing all findings and options for completion of all initial phase "Disease Control" dental treatments. The assessment will be documented by completion of Examination/ Diagnosis/Treatment Planning Competency Assessment Form (see document section). 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. Any module judged as "non-competent" will require complete remediation of the individual competency exam. A final letter grade will be posted for each clinical course based on the timeliness and completion of the competency assessment process.

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.

Routine	<p>Perio needs—Type I or II, gingivitis or localized periodontitis.</p> <p>Operative needs— minimal, straightforward, intra-coronal.</p> <p>Prostho needs—minimal or none. Appropriate for DEN 7761L TPC 1.</p>
Moderate	<p>Perio needs--Type II or III, local or generalized periodontitis.</p> <p>Operative needs—straightforward, some cuspal protection.</p> <p>Prostho needs—some replacement therapy likely, possible Phase II treatment plan required. Appropriate for DEN 7761L TPC 1 or DEN7766 TPC2.</p>
Extensive/Special Needs*	<p>Perio needs—Type III or IV, moderate or above</p> <p>Operative needs—complex restorative, cuspal protection.</p> <p>Prostho needs—combination needs, Phase II treatment plan required. Appropriate for DEN7766 TPC2.</p>

***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

Remediation:

Remediations will require additional review of materials, and either a repeat of an exercise or completion of additional exercises as approved by the Course Director.

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 any TEAM leader. 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.

Assigning Grades

Each clinic session will be graded daily on a scale of:

4-Exceeded Expected Outcome

3-Achieved Expected Outcome (deemed to be of satisfactory quality)

2-Modification/Intervention Necessary (outcome was satisfactory after unanticipated or unwarranted modification and/or intervention)

1-Did Not Meet Expected Outcome (deemed to be below a marginally acceptable quality and may require repair/replacement)

Grades Weights

1) Quality of clinical care - daily/professionalism grades (50%) The student must complete a minimum of 4 Phase I treatment plans

- 2) RVU totals (50%)
- 3) Competency Assessment S/U (Students must successfully TPC1 by the end of the semester. SEE BELOW)

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

RVU totals grade point scale:

1800 or above	4
1620 - 1799	3.5-3.5
1440 - 1619	3.25-3.25
1260 - 1439	3.0-3.0
1080 - 1259	2.75-2.75
900 - 1079	2.50-2.50
720 - 899	2.25-2.25

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

DEN7761L Grade Scale

Method	Letter Grade
Scale	100
Tolerance	0 (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