DEN7761L: Oral Diagnosis/Medicine & Treatment Planning II
Fall 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

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Course Credits: 1  
Semester: Summer

Contributing Faculty

<table>
<thead>
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<th>Email</th>
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<tbody>
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Support Staff

- Elaina Buono (352) 273-5850 ebuono@dental.ufl.edu TA / Grade Administrator

Prerequisite Course

- Successfully completion of Introduction to clinical diagnosis and treatment planning course- DEN 6302C

II. Course Goal

The goal of the treatment planning clinical courses is 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

The course is based on clinical patient encounters, large group participation, and small group seminars to develop 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 designed to increase your foundation knowledge, critical thinking, and problem-solving skills using patient case presentations using Axiom data from AxiUM.

Successful completion of this course is required to progress to DEN7766L. It is a required prerequisite; a student may not continue in the next course in a series if they do not successfully pass or successfully remediate the prior course.
When starting a Comprehensive oral examination (COE) for new or existing patients, teaching and clinic opportunities are be expected for the following:

<table>
<thead>
<tr>
<th>Patient Evaluation and Assessment</th>
<th>Prior clinic encounter</th>
<th>Clinic encounter</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and analysis of medical and dental history Radiographic interpretation</td>
<td>· Review and analysis of medical and dental history · Radiographic interpretation</td>
<td>· Patient interview (patient goals of care, med consultations, etc.) · Physical examination (vital signs, extra/intraoral 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 care recommendations)</td>
<td>· Evaluation of findings · Comprehensive problem/diagnosis list</td>
</tr>
</tbody>
</table>

| Diagnoses and consultations | Formulation and interpretation diagnoses and problem list | · 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 the recommended treatment · Patient education (chief complaint vs. treatment options, financial and time considerations) · Foundation of the 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 | |
## Skills Assessments & Exercises

Before the D3 can be the primary provider for a new patient exam (COE), D3 needs to assist with D4:  

Two codes COE assists D00150  

Exception  
1 COE assist  
D00150  
1 POE/PTA assist  
D00120  

Virtual clinic activities- Typodont patients  

COE as Primary provider  

Jr case presentation during Small groups  

Two codes below with D3 associate  
- D0150  
- 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 the complexity of the dental needs by completing these codes:  
     o Tx plan present Routine (D00004)  
     o Tx plan present Moderate (D00005)  
     o Tx plan present Extensive (D00006)  

## Screening Rotation

<table>
<thead>
<tr>
<th>Rotation 1</th>
<th>Rotation 1 cont./Rotation 2</th>
<th>Rotation 2</th>
<th>Rotation 3</th>
<th>Rotation 3 cont./Rotation 4</th>
</tr>
</thead>
</table>
| 1: < 399  
2: 400-650  
3: 651-700  
4: 701-1200 | 1: < 1201  
2: 1202-1650  
3: 1651-1900  
4: 1901-2020 | 1: < 2021  
2: 2022-2500  
3: 2501-3100  
4: 3101-3050 | 1: < 3051  
2: 3052-4300  
3: 4301-4950  
4: 4951-5500 | 1: < 5501  
2: 5502-5700  
3: 5701-6200  
4: 6201-7000 |

## RVU  

- Comprehensive Head/Neck Competency Assessment (GD1-C)  
- COE Extensive dental needs (chairside)
<table>
<thead>
<tr>
<th>Competency Assessments</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Special Needs Competency Assessment (GD2-C)</strong> S/U (refer to the UFCD definition for special needs patient’s assessment and accommodations for oral health care delivery document) The student will present a PowerPoint presentation to team leaders or the course director. The student must schedule a presentation via email.</td>
<td></td>
</tr>
<tr>
<td><strong>Completed Case Presentation (GDRP1-O)</strong></td>
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<tr>
<td>A multidisciplinary faculty panel evaluates senior case presentations. The presentation includes a treatment plan and prosthodontic case completion</td>
<td></td>
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<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th></th>
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<tbody>
<tr>
<td>Medical risk assessment for an ASA III patient D00009- Use medical consult code D9311</td>
<td></td>
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<tr>
<td>PTA-DC - Minimum of 6 by the end of semester 11</td>
<td></td>
</tr>
<tr>
<td>PTA-CC - Minimum of 2 by the end of semester 11</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Grades</th>
<th></th>
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<tbody>
<tr>
<td>70% Average Daily grades, 30% RVU, Professionalism = S/U</td>
<td></td>
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</table>

Note: Students earn an additional 60 RVUs for assisting another student doing a COE/POE assists procedure provided the student assists the entire clinic session. Maximum assisting RVUs allocated towards grade is 40%.

### IV. Course outline semester seven

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 regularly, 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
Students are expected to present treatment options to patients and obtain informed consent.

**Semester Seven Expectations**

Students will have and are encouraged to take advantage of the opportunity to observe faculty/patient interaction, ask for and receive feedback from faculty regularly, and 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.

| Course Skills Assessments Exercises |  
|-------------------------------------|---------------------------------------------------------------|
| Exercise                            | COE as primary provider as assigned at the screening clinic    |

| Daily Grades | 70% |
| RVU's        | 30%  |
| Professionalism | S/U |
We expect that the student must complete all the Skill Assessments (competencies) and Clinical Experiences in the DMD clinics.

V. Course Material

Referenced texts:
1. Treatment Planning in Dentistry, 2nd Ed. Stephanac, Nesbit, Mosby, 2007 (used in DEN 6302C)

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):

Optional resource:
HSC Dental Library Guide

VI. 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

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 comprehensive care of patients, scientific inquiry, and research methodology.
2: Evidence-Based Patient Care: Access, critically appraise, apply and communicate scientific and lay literature related 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 a 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."

VIII. Evaluation

Semester Seven Expectations

Develop interviewing, diagnosis, and basic treatment planning skills. The student will have and is encouraged to take advantage of the opportunity to observe faculty/patient interaction, ask for and receive feedback from faculty regularly, and practice diagnostic skills and interview techniques necessary to elicit and collect valid and reliable histories and data. The student will use electronic media and written resources to provide support for diagnosis and planned treatment. The student is expected to write consult letters as appropriate, using sample documents and assistance from the attending faculty. In anticipation of the treatment plan presentation, students will present treatment options to their patients and obtain informed consent.
Evaluation

Students will be evaluated through daily grades, professional grades, and competency assessments.
All patients will be treatment planned within six weeks of the initial assignment. The assignment includes patients of an ample spectrum of dental needs, ranging from Routine to extensive dental needs. Student pairs will work together in the comprehensive plan of the patients.

Demonstration of Competence (semester eight-eleven)

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.

✓ Extensive dental needs competency

Comprehensive Oral Exam Competency for Extensive oral health needs (GD1-C)
Any TEAM faculty member may evaluate COE Treatment Planning Competency. The student must have documented at least two initial phase disease control treatment plans following a comprehensive oral examination (D0150) and two treatment plan presentations for Routine and moderate needs (D00004 and D0005) before challenging the GD1-C competency evaluation. The competency is performed chairside and graded at the Comprehensive Oral Evaluation code (COE) completion, which will coincide with the treatment plan presentation. Depending upon the case's complexity, competencies may need to be completed during one or more clinic sessions.

✓ Special needs D0150 chairside competency (GD2-C)

Patients who need accommodations to receive oral health care will be assigned to dental students in the clinic. Before graduation, students must complete treatment plan competency for patients with special needs as defined by UFCD. As part of the regular clinical start-check, each student is required to announce the intention to challenge any competency evaluation before 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.
The main goal of GD2-C is to evaluate if the student can independently identify the impairment criteria and prepare for anticipated dental treatment with details that include care modifications.

✓ Treatment planning board presentation - Senior case presentation

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

Competency grading rubric:
### Treatment planning competency grading

<table>
<thead>
<tr>
<th>CMTXP</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

#### 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

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

<table>
<thead>
<tr>
<th>Routine</th>
<th>Moderate</th>
<th>Extensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Periodontal needs—health, gingivitis or health on reduced periodontium.</td>
<td>• Periodontal needs—local or generalized moderate periodontitis.</td>
<td>• Periodontal needs—moderate to generalized severe periodontitis or above</td>
</tr>
<tr>
<td>• Operative needs—5 or less straightforward, intra-coronal restoration needs</td>
<td>• Operative needs—5 or more straightforward, some cuspal protection, including direct or indirect restorations</td>
<td>• Operative needs—complex restorative, cuspal protection, management of rampant caries</td>
</tr>
<tr>
<td>• Prosthodontics needs—single unit full coverage, reline of existing dentures</td>
<td>• Prosthodontics needs—replacement therapy likely, possible Definitive phase treatment plan required. <strong>Appropriate for Junior case presentation</strong></td>
<td>• Prosthodontics needs—combination needs, Definitive phase treatment plan required. RPD in combination with survey crowns, up to six full coverage restorations, implant-supported restorations. <strong>Appropriate for Senior case presentation</strong></td>
</tr>
</tbody>
</table>

Note: Some extensive cases may be referred to graduate clinics and faculty practice.
Assigning Grades

Student performance will grade each clinic session on a scale of:
4-Exceeded Expected Outcome
3-Achieved Expected Outcome (deemed to be of satisfactory quality)
2-Modification/Intervention Necessary (the outcome was satisfactory after unanticipated or unwarranted modification or intervention)
1-Did Not Meet Expected Outcome (deemed to be below a marginally acceptable quality and may require complete faculty intervention)

An intervention program is mandatory if any of the following occur:
- A student receives three or more “Did Not Meet Expected Outcome” on the Daily Clinical Assessments in three or more different clinic sessions within the same semester or semester-like period (16 weeks). This intervention program may begin mid-semester.
- A student receives two “Did Not Meet Expected Outcome” on the Daily Clinical Assessments on two or more different clinic sessions and a failing grade on one Skill Assessment within the same semester or semester-like period (16 weeks). This intervention program may begin mid-semester.

The SPEC will be notified at the beginning and end of the intervention program. Once the intervention program is completed, the student will receive a “C” grade. If the program is not completed, the student will receive an “E” grade for that semester without further remediation, be immediately suspended from doing any treatment planning procedures in the clinic, and be referred back to the SPEC.

Grade Weights

1. Quality of clinical care - daily/professionalism grades (70%)
2. RVU totals (30%)

RVU totals grade point scale:
1: < 1201
2: 1202-1650
3: 1651-1900
4: 1901-2020

A course grade of "I" will result in 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.

X. Grade Scale
Tolerance 0 (Final letter grades within this range will be rounded up.)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>4 point Scale</th>
<th>Percentage Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.80-4.00</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.60-3.79</td>
<td>90-94.99</td>
</tr>
<tr>
<td>B+</td>
<td>3.40-3.59</td>
<td>86-89.99</td>
</tr>
<tr>
<td>B</td>
<td>3.20-3.39</td>
<td>82-85.99</td>
</tr>
<tr>
<td>B-</td>
<td>3.0-3.19</td>
<td>80-81.99</td>
</tr>
<tr>
<td>C+</td>
<td>2.8-2.99</td>
<td>74-79.99</td>
</tr>
<tr>
<td>C</td>
<td>2.5-2.79</td>
<td>72-73.99</td>
</tr>
<tr>
<td>E</td>
<td>&lt;2.50</td>
<td>&lt;72</td>
</tr>
</tbody>
</table>

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/](https://dental.ufl.edu/education/dmd-program/course-policies/)

For further information on any of the practices listed below, consult the UFCD Student Handbook and UF Attendance Policies.

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.