



***CDM 3260 - MASTICATORY SYSTEM DISORDERS
(MSD): A Multidisciplinary Approach***

I. Course Information

Course: CDM 3260 - MASTICATORY SYSTEM DISORDERS (MSD): A Multidisciplinary Approach
Semester and Year: Winter 2021
Course Start and End Dates: 01/04/2021 - 04/25/2021
Course Reference Number: 31905
Semester Credit Hours: 2.0
Building and Room: HPD-Assembly I Building - 2102RESN

II. Instructor Information

Professor: Harold Franklin Menchel
Email: hmenchel@nova.edu
Office Hours:
 by appointment

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
TR	02/02/2021 - 04/22/2021	7:50 AM - 8:40 AM	Ft Lauderdale/Davie Campus	HPD- Assembly I Building- 2102RESN

IV. Course Description

Since the masticatory system is actively responsible for essential life activities such as eating, communication, and form the basis for the appearance, self-esteem and expression; masticatory disorders (functional and /or occlusal) can negatively affect an individual. The dental profession has the main role in the study of the masticatory system; therefore, the necessity of having a solid understanding in this area makes this course extremely important for the general dentist in the modern dental practice. This course is designated to provide information to understand patients with functional (also referred as temporomandibular disorders (TMD)) and/or occlusal disorders. To fully understand the stomatognathic system the student should have and use a broad foundation of knowledge in embryology, growth and development, head and neck anatomy, dental anatomy, histology, physiology, pathology and pharmacology. Anatomical and functional relationships of the teeth, the periodontium, muscles of mastication, temporomandibular joints (TMJ), and the nervous system are also all essential components of this field. The lecture series present and use concepts of basic sciences related to sensory, motor, and behavioral aspects of MSD as well as neurophysiology, muscle physiology, and structural and functional anatomy of the TMJ, including biomechanics of mandibular function and its implication in terms of pathologic changes, forces and stress analysis. Neurochemical aspects of pain and pain transmission and theories of pain

perception and transmission as related to treatment methods are also presented. A complete overview of the clinical evaluation of MSD patients including medical history, interview procedures and physical examination will be covered. The current scientific support for the proposed schemes of the different occlusion school philosophies, their clinical implication and the understanding of the role of the dental occlusion as a risk factor for the general health and the masticatory system will be also covered. A complete overview of epidemiology, etiologies, and diagnostic classification of occlusal and TMD as well as a detailed differential diagnosis of other orofacial pain (OFP) conditions will be covered. All diagnostic tests used for MSD including radiographic /imaging evaluation with an emphasis on the limitations of each technique as well as theories, use, and limitations of other diagnostic techniques and devices and their relevant diagnostic considerations will be also presented. To complete the diagnosis section and since it is not uncommon to find OFP conditions mimicking dental pain, a detailed presentation non-odontogenic toothache and their pain mechanism will be also included. . The recognition and implications of parafunctional activities as an important contributing factor associated to MSD as well as their relationship to sleep disturbances and other OFP related conditions will be studied. Specially, to clarify the role of the dentist in the diagnosis and management of sleep apnea patients. It will also be presented a complete overview of management strategies and multidisciplinary approaches for MSD patients as well as their organization and rationale for establishing treatment goals which will give better quality of life with an emphasis on the Influence of psychosocial factors on health and disease as well as to provide a favorable equilibrium, functionality, comfort, and esthetics through the alignment, alteration, restoration, or replacement of the different components of the masticatory system. The limitations of these procedures and their diagnostic and management considerations will also be discussed.

V. Course Objectives / Learning Outcomes

Course Learning Outcomes

At the completion of this course, the student will be able to demonstrate:

1. An understanding of the social, structural, psychological, and physiological, contributing factors associated with MSD.
2. An understanding of the principal epidemiological and etiologic characteristics of MSD.
3. An understanding of the basic mechanisms of normal and pathologic processes involving pain and dysfunction in the craniofacial area.
4. An understanding of how the field of MSD and other OFP are related to the various dental and other health sciences.
5. An understanding of the current scientific support for the proposed schemes of the different occlusion philosophies.
6. The ability to gather and analyze relevant data to screen and diagnose subclinical signs/symptoms for MSD including the analysis of appropriate diagnostic tests for MSD.
7. The ability to develop a differential diagnosis between occlusal disorders, TMD and/or other OFP disorders of local or systemic origin.
8. The ability to gather and analyze relevant data to recognize parafunctional activities and to understand the implications and mechanisms of such.
9. An understanding of the implications and basic mechanisms of Sleep disorders and other related conditions to MSD and the dentist's role.
10. The ability to formulate appropriate treatment plans for the management of MSD and have an empathetic understanding of the problems and special needs of these patients.
11. The ability to evaluate treatment and management outcomes in the care of patients suffering from MSD and OFP.

COLLEGE OF DENTAL MEDICINE COMPETENCY STATEMENTS Faculty Note: Use the most updated version of the CDM Predoctoral Competency document to select the corresponding competencies for this course. Be sure to select the number of the competency statement and the verbatim competency statement as it appears on the competency document. For each competency indicate the type of assessment (formative or summative) that will be employed to measure the attainment of the competency

Core Competencies:

RELATED COMPETENCIES

1. Graduates must be competent in patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent.

[CODA Predoctoral Standard 2-24(a)]

Formative – midterm exam and quizzes, Summative – Final exam

3. Graduates must be competent in recognizing the complexity of patient treatment and identifying when referral is indicated.

[CODA Predoctoral Standard 2-24(c)]

Formative – midterm exam and quizzes, Summative – Final exam

5. Graduates must be competent in local anesthesia, and pain and anxiety control, including consideration of the impact of prescribing practices and substance use disorder.

[CODA Predoctoral Standard 2-24(e)]

Formative – midterm exam and quizzes, Summative – Final exam

15. Graduates must be competent in the evaluation of the outcomes of treatment, recall strategies, and prognosis. [CODA Predoctoral Standard 2-24(o)] Formative – midterm exam and quizzes, Summative – Final exam

16. Graduates must be competent in providing oral health care within the scope of general dentistry to patients in all stages of life. [CODA Predoctoral Standard 2-23]

Formative – midterm exam and quizzes, Summative – Final exam

19. Graduates must be competent in the application of biomedical science knowledge in the delivery of patient care.

[CODA Predoctoral Standard 2-15]

Formative – midterm exam and quizzes, Summative – Final exam

24. Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

[CODA Predoctoral Standard 2-20]

Formative – midterm exam and quizzes, Summative – Final exam

25. Graduates must be competent in the application of the principles of ethical decision making and professional responsibility.

[CODA Predoctoral Standard 2-21]

Formative – midterm exam and quizzes, Summative – Final exam

26. Graduates must be competent in the use of critical thinking and problem-solving, including their use in the comprehensive care of patients, scientific inquiry and research methodology.

[CODA Predoctoral Standard 2-10]

Formative – midterm exam and quizzes, Summative – Final exam

- This refers to the same as the items in the CDM Competency Document; please see them listed below.

FOUNDATION KNOWLEDGE

STATEMENTS FOR THE GENERAL DENTIST

FK1-2: Apply knowledge of structure and function of cell membranes and the mechanism of neurosynaptic transmission. (Encompasses Membrane Biology, Cell Biology, Biochemistry and Molecular Biology, Physiology, Neuroscience, etc.).

FK1-3: Apply knowledge of the mechanisms of intra and intercellular communications and their role in health and disease. (Encompasses Biochemistry, Cell Biology, etc.).

FK1-8: Apply knowledge of the principles of feedback control to explain how specific homeostatic systems maintain the internal environment and how perturbations in these systems may impact oral health. (Encompasses in Physiology, Systems Pathology, Oral Medicine, Pharmacology, etc.).

FK4-1: Apply knowledge of genetic transmission of inherited diseases and their clinical features to inform diagnosis and the management of oral health. (Encompasses Genetics, Hereditary Medicine, Developmental Biology, Teratology, etc.).

FK6: Apply knowledge of general and disease-specific pathology to assess patient risk in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK8: Apply knowledge of pharmacology in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

VI. Materials and Resources

Course Required Texts and Materials:

1. Okeson JP. Management of Temporomandibular Disorders and Occlusion 8th Edition. Mosby. St Louis 2018.
2. Lectures handouts
3. Course syllabus

Faculty Note: Please indicate the textbooks that are **required** for the class and if available, a hyperlink to the textbook. Also, indicate if there are articles or links to **required readings** that are required for the class *and* the site where the articles are available for the student (such as: Canvas, library, database).

Course Supplemental Materials:

1. Pertes R; Gross S. Clinical Management of Temporomandibular Disorders and Orofacial pain. Quintessence Publishing Co., 1995. Optional.
 2. Okeson JP. Bell's orofacial pain. Quintessence Publishing C.O. Chicago 2014. Optional.
 3. Sessle BJ; Lavigne GJ; Lund JP; Dubner R. Orofacial pain: form basic science to clinical management. 2nd Ed. Chicago, Quintessence Publishing Co, Inc, 2008. Optional.
 4. De Leeuw R, Ed. American Academy of Orofacial Pain. Orofacial Pain: Guidelines for assessment, diagnosis, and management. 6th Ed. Chicago, Quintessence Publishing Co, Inc, 2018. Optional.
- Supplemental, Recommended, Optional, NOT required.

The access to all instructional resources included in this course, such as, lectures, handouts, manuals, PowerPoint presentations, videos, photographs, pictures, articles and web links is limited to students who are enrolled in the course and is not for public distribution. The use of these instructional resources is exclusively for non-commercial and non-profit educational use. Students are recommended to download the instructional resources provided in the course, UNLESS, the course director instructs NOT to download specific files. We recommend that all students download, save, and keep the instructional materials from all the courses. These instructional resources will be very helpful references as you progress from year to year in the program.

VII. Course Schedule and Topic Outline

Course Schedule:

Course Outline Winter 2020				
Masticatory System Disorders (MSD). CDM 3260.				
Sessions	Date	Lecture	Lecture objectives. Students will be	Instructor
1	Jan 5	Introduction to MSD: Defining and understanding pain and malocclusion	Able to differentiate what kind of unhealthy state is pain and malocclusion. Pain is not a sensation; it is an experience. Malocclusion is an impairment that could have cosmetic, functional and/or prosthetic components.	Dr. Menchel
2	Jan 7	Clinical anatomy to screen functional disorders	Using the concepts of general and dental anatomy learned in previous courses to do a screening of MDS. It will be shown how to do the screening and what the normal ranges and results are for inspection, palpation auscultation the different intraoral structures associated to the masticatory system.	Dr. Menchel
3	Jan 12	Clinical anatomy to screen occlusal disorders	Able to use the static (morphologic) and dynamic (functional) occlusal variables to define an impaired occlusion.	Dr. Menchel
4	Jan 14	Neurobiology of pain	Able to define and clinically recognized Allodynia, hyperalgesia, neuroplasticity, convergence, divergence as well as central and peripheral sensitization.	Dr. Mechel
5	Jan 19	Modulation of pain	Able to define and clinically recognized different modulatory system and its clinical application.	Dr. Menchel
6	Jan 21	Pain mechanism and its neurotransmitters	Able to recognize the clinical relevancy of the peripheral and central mechanism associated to pain and its neurotransmitters.	Dr. Menchel
7	Jan 26	Differential diagnosis of OFP I	Able to describe and recognized the clinical characteristics of Intracranial (brain tumors) extracranial (sinuses, ears, salivary glands etc.), Psychogenic disorders.	Dr. Menchel
8	Jan 28	Differential diagnosis of OFP II	Able to describe and recognized the clinical characteristics of Neurovascular (Migraine, Cluster and Temporal arteritis), Neuropathic (Trigeminal Neuralgia, atypical odontalgia) disorders	Dr. Menchel
9	Feb 2	Differential diagnosis of OFP III	Able to describe and recognized the clinical characteristics of Intraoral and Musculoskeletal disorders.	Dr. Menchel

10	Feb 4	Non-Odontogenic toothaches:	Able to describe and recognized the clinical characteristics of all conditions, from the covered previously, that commonly can be presented as a toothache. Myofascial pain, TN, sinusitis, cluster HA, Atypical odontalgia,	Dr. Acosta, Pertes and Endo, Dr Seltzer
11	Feb 9	Defining TMD and TMD differential diagnosis: Muscular disorders	Explained what TMD (Pain and dysfunction) is and pain as its main symptom. Who is who? TMD Patients vs symptoms and signs of TMD in the general population. Clinical characteristic of TMD patients. Aware that symptoms and sings of MSD are not uncommon in the general population and only a small portion of those have enough severity to require treatment. The clinical characteristics of muscle disorder will be covered (Myofascial pain, co-contraction, Myospasm, etc), so student can propose a differential diagnosis and decide the best working diagnosis. Videos of trigger point injections will be used for the students to be aware of its usefulness for diagnosis and treatment.	Dr. Menchel
12	Feb 11	TMD differential diagnosis: TMJ disorders	Explained the clinical characteristics of TMJs disorder, so students can propose a differential diagnosis and decide the best working diagnosis. Videos of TMJ normality and abnormality will be used to facilitate the understating of the students of the different disc-condyle relationships (disc displacement with w/o reduction, ankyloses, arthritis).	Dr. Menchel
13	Feb16	Diagnostic test for MSD: Imaging	Able to describe the different imaging system used for evaluation MSD and identify how normal anatomic structures are seen in those imaging systems. Based on the diagnostic validity, the decision tree to order this imaging system should be clearly explained and simplified.	Imaging department, Dr. Hodge
14	Feb 18	Other diagnostic tests for MSD	Able to describe other diagnostic aids (anesthetic blocks, articulator, EMG, Jaw tracking, thermography, etc.) and based on the diagnostic validity when they can be included in the clinical decision-making process.	Dr. Menchel
15	Feb 23	Mid-Term EXAM	Mid-Term EXAM	Dr. Menchel

16	Feb 25	Associated disorders of TMD.	Presented some of the most common condition that can be found associated MSD and how these conditions can influence the clinical management and prognosis of patients. Also, how they can influence the clinical decision to classify a patient as a Simple vs complex base in the cases characteristics and conditions associated.	Dr. Menchel
17	Feb 2	Parafunctional activities.	Aware that Sleep bruxism is not mediated by the teeth. CNS is responsible. Wearing/attrition is a consequence that should be carefully addressed since bruxism does not necessarily stop with peripheral treatments	Dr. Menchel
18/19	Mar	Spring break	Spring break	
20	Mar 9	Splint therapy.	Different types and its Use for TMD, Bruxism, Sleep apnea. Fabrication and lab orders	Dr. Menchel
21	Mar 11	Sleep disorders: Obstructive Sleep apnea (OSA)	Aware of the dentist's role in its diagnosis and management. Epidemiology, societal impact and oral clinical characteristics will be also covered	Dr. Goldberg
22	Mar 16	Management of OSA	Exposed to different OSA management modalities such as CPAP, behavioral management, surgical management and with specially emphasis in Splint therapy, (6 splint types for OSA will be covered)	Dr. Goldberg
23	Mar 18	Managements of TMD.	Exposed to different TMD management modalities such as Self-care, Splint therapy and occlusal adjustment,	Dr. Menchel
24	Mar 23	Managements of TMD II.	Exposed to other TMD management modalities such as pharmacology, physical therapy, Trigger point injections, behavioral therapy	Dr. Menchel
25	Mar 25	Managements of TMD. Alternative and complementary.	Exposed to Other non-conventional modalities such as acupuncture, laser therapy.	Dr. Bradley

26	Mar 30	An evidence-based approach to analyze the different occlusal philosophies.	Aware that variability of the occlusal characteristics is extremely high and that they are not uncommon in the normal, general population and that they do not necessarily represent a “disease” and that only a small portion of those have enough severity to require treatment. Most of the reason to consider the occlusal variables as deleterious for the masticatory system are not scientifically supported, therefore, disapproving scientifically the myth of the rigid occlusal concepts. Those concepts should be adapted to patients and not the opposite. Genetic plays a role.	Dr. Acosta
27	Apr 1	Occlusion as a risk factor for MSD. When the occlusion is a problem?	Exposed to a scientific analysis of the dental occlusion as a risk factor for the local masticatory and/or general disorders. As a risk factor for chewing problems, periodontal disease, traumatic dental injuries, speech disorders, ectopic eruption, psychosocial well-being and even death.	Dr. Acosta
28	Apr 6	Differential diagnosis of occlusal disorders. A Practical Diagnostic classification.	Aware of the impact of the patient cosmetic awareness in the clinical decision-making process. Among other clinical situations such as the collapse bite, occlusal trauma, occlusal plane problems, changes in the vertical dimension, and occlusal dysesthesia should be covered	Dr. Acosta
29	Apr 8	Management of occlusal impairments	Exposed to different clinical cases to understand and use of the diagnostic classification and its implications in the comprehensive treatment in the everyday general practice.	Dr. Acosta
30	April 13	Role of Orthognathic surgery for MSD	Shown different management strategies for TMJ disorders (arthrocentesis, arthroscopy, etc) and skeletal discrepancies of the masticatory system and its implication in esthetic and function. Providing the main clinical aspects to be considered to improve clinical success rate in patients with MSD.	Dr. Kaltman
31	April 15	Periodontal consideration in MSD patients.	Explained about the adaptive and compensatory changes of the periodontium to occlusal forces and its clinical implications and relevance of these clinical finding as related to treatment planning and patient management with different types of MSD. Clinical diagnosis of occlusal trauma and clinical therapeutic implications to restore patients with compromised periodontium	Dr. TBD

33	April 20	Final EXAM	Final EXAM	Dr Menchel
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Topic Outline:

refer to course schedule

“Important note – Please note that due to the current Coronavirus pandemic, course schedules and course activities may be modified now and in future. Faculty and students are responsible for keeping apprised of these changes and adjusting their schedules accordingly.”

VIII. Assignments

Description of Assignments, Point Value and Rubrics

NA

IX. Grading Criteria

Provide a List of all the graded work in the course (Assessments, Class Activities, Classwork and Assignments) with Point or Percentage Values, or required Completion item.

Grading Scale:

GRADING POLICY:

The student will be evaluated by written exams. The final grade will be calculated from a midterm (35%) exam, a final exam (55%) and quizzes (10%). The final exam is cumulative. The students must pass the course with a minimum grade of 70%. Any failures require remediation at the discretion of the course director. The student is responsible for all materials from lectures and reading assignments. Written exams may consist of multiple choices, true/false, fill in, short answer, and/or identification type questions.

Attendance at the presentations/lectures is mandatory. Any cheating or inappropriate behavior during a written examination or quiz will not be tolerated.

Course Final Grade Mode for the course (Pass/Fail, PR/NPR or Letter Grade). For a continuum course, please specify the grade mode for each semester.

Grade Mode:

letter grade

Course Grading Scale

Letter Grade	GPA	Equivalence
A	4	93 to 100
A-	3.75	90 to < 93
B+	3.5	86 to < 90
B	3	83 to < 86
B-	2.75	80 to < 83
C+	2.5	76 to < 80
C	2	70 to < 76
F	0	<70

X. Course Policies

COURSE ATTENDANCE REQUIREMENTS, REMEDIATION POLICY, ALL CDM POLICIES

Attendance Policy : Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook.

Link to the handbook:

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20a2020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsigin1.0>

Remediation Policy: Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook.

“Successful completion of each CDM course requires compliance with the CDM Code of Behavioral Conduct.”

CDM College Attendance Policy Please note that, the Office of Admissions, Student Affairs and Services manages excused absences including sick days, mission trips, dental meetings, externships, interviews, family events, and other personal leave time, etc. and all student absences will continue to be tracked in axiUm. (Please refer to NSU Wide Religious Holidays Policy in the Student Handbook.)

- Planned excused absences: please fill out the appropriate paperwork, with backup documentation (e.g. physician’s note), and submit on the online portal for the Office of Student Services prior to the scheduled absence, so that we can approve the leave time, and help you map out a plan to make up the work. It is the student’s responsibility to inform the course director for any courses you will be missing, your team leader for any clinic sessions that will be missed and/or the Coordinator of Extramural Programs (Dr. Mairelina Godoy), etc. of your planned absence(s).
- Unplanned excused absences: please email Dr. Galka at agalka@nova.edu with a cc to cdmservices@nova.edu to report that you will be out, the reason for your absence and to also let us know if you plan to return to school the following day. You should also email the course director for any courses you will be missing, Dr. Mairelina Godoy mg1189@nova.edu for any rotations you will be missing and/or your team leader for any clinic sessions scheduled for that day. You must continue to email us daily to keep us updated if you will be out additional days and you can submit your SREA form together with backup documentation when you know the date you will return to school.
- The student will be responsible for making up all missed rotations, all material presented in lectures, all laboratory projects, all written and practical examinations (including OSCEs) and must fulfill all didactic and clinical responsibilities as outlined in the individual course syllabi. Also, please review the attendance policy in the individual course syllabi.
- Please do not schedule externships or interviews when you are scheduled for an examination or rotation.
- Remember, it is your responsibility to reach out to our office for any unexcused absences to see if these fall under excused absences and/or to see how the unexcused absence will be managed. Also, please contact Dr. Mairelina Godoy directly to arrange makeup of any and all missed rotations, which will take place during optional clinicweeks.
- Every student will be able to take 1 Personal Day/per Semester (3 Personal Days/Academic Year) with NO BACKUP DOCUMENTATION REQUIRED, provided the day(s) are not taken when you are scheduled for a rotation, written examination, practical/competency examination, OSCE or taken directly before/after a school holiday, etc. These absences will be managed through our office and designated as excused absences, provided our office is notified by email in advance or on the day of the absence. (Please indicate in the email if you will be using a personal day and designate D-1, D-2, D-3 or D-4 student.) For any additional absences to the 1 Personal Day/per semester, or in the event that you will be missing a written examination, a preclinical or clinical practical/competency examination, including an OSCE, or rotation, backup documentation WILL be required. Again, it is the student’s responsibility to notify all course directors, team leaders, and/or the Coordinator of Extramural Programs, etc. affected by your absence(s). Please check your individual schedule before requesting a personal day, to be sure that you will not be missing a rotation or an exam. A personal day will be recorded as a full day. (Half days cannot be requested.) A personal day must be requested on or before the day in question and cannot be used retroactively.

COVID-19 Protocol (subject to change)

1. NO STUDENT IS TO COME TO SCHOOL SICK- if you do not feel right- please do NOT come to school. Email Dr. Galka- Assistant Dean for Admissions, Student Affairs and Services (agalka@nova.edu)
2. If a student has had direct/close contact with someone who has been infected with COVID-19 or is experiencing COVID-like symptoms- immediately self- isolate/quarantine. Email Dr. Galka and Dr. Schweizer- Director Infection Prevention Programs (schweize@nova.edu).
 - a. Direct Exposure/ Asymptomatic: test on day 7- if negative test result- can come back after 10 days : if NO test- quarantine 14 days
 - b. Symptomatic (with or without Direct Exposure): test immediately and then again on day 7- if negative test result on day 7- can come back after 10 days : NO test- quarantine 14 days and must be symptom-free for 72 hours
3. If a student tests positive for COVID-19: remain self-isolated. To return to school: student needs to have 2

consecutive negative test results in a row (at least 24 hours apart). 4. Students who are in quarantine, need to contact both Dr. Galka and Dr. Hernandez (marher@nova.edu) to determine if they can participate in online courses during this time

XI. University Policies

Academic Integrity: Cheating or inappropriate behavior during any written examination, quiz, any assignment, any project; plagiarism of any work(s), or other unethical behavior will not be tolerated; the student risks receiving a grade of zero (0) for said examination, quiz, assignment, project and may be referred to the Associate Dean for Academic Affairs and the Student Progress Committee. Please refer to appropriate pages of the NSU-CDM 2020-2021 Student Handbook. and the NSU Student Handbook located at

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20and%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0> .

Plagiarism Policy: All assignments, exams, works, patient care - written, laboratory, oral, clinical must be done as the independent work of each individual student. Plagiarism, copying or sharing the work of another or altering documentation to reflect something is your own work that is not; reflect false attendance, are considered serious offences that will not be tolerated. THESE ACTIONS WILL BE CONSIDERED IN VIOLATION OF THE UNIVERSITY AND THE CDM CODE OF BEHAVIORAL CONDUCT AND WILL BE REFERRED FOR APPROPRIATE ACTION. Students who need assistance in their learning goals should communicate with the appropriate NSU-CDM course director and/or faculty. Please refer to appropriate pages of the NSU and the CDM 2020-2021 Student Handbook. Following a link to the NSU Student Handbook

<https://liverootnova.sharepoint.com/dentmed/Active%20Docs/Policies%20and%20Procedures/Pre%20and%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0>

University Policy

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course.

Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

Title IX/Sexual Misconduct: Sexual violence and sexual harassment are contrary to our core values and have no place at Nova Southeastern University. In accordance with Title IX and other laws, NSU prohibits discrimination, including sex-based discrimination and discrimination towards pregnant/parenting students. If you or someone you know experience(s) sexual violence and/or sexual harassment, there are resources and options available. To learn more or to report an incident, please visit the NSU Title IX website at www.nova.edu/title-ix. Please be aware that as an instructor, I am not a confidential resource, and I will need to report any incidents of sexual misconduct to the NSU Title IX Coordinator. You can also contact Laura Bennett, NSU's Title IX Coordinator directly at laura.bennett@nova.edu or 954-262-7858.