



CDM 3501 - Clinical Periodontology V

I. Course Information

Course: CDM 3501 - Clinical Periodontology V
Semester and Year: Fall 2021
Course Start and End Dates: 07/26/2021 - 12/12/2021
Course Reference Number: 24093
Semester Credit Hours: 1.00

II. Instructor Information

Professor: Dr. John G. Virag DMD,MSD
Email: jvirag@nova.edu
Phone: 954-262-1916
Office Hours:

Day	Time	Location
T	1:00pm - 4:00pm	7348

By appointment via email
jvirag@nova.edu

Office Hours:
 By Appointment only

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	07/26/2021 - 12/12/2021		Ft Lauderdale/Davie Campus	-

IV. Course Description

The purpose of this D3 year in Periodontics is to provide students with basic knowledge and clinical experience to recognize and treat periodontal disease and develop a process for formulating a properly sequenced and effective periodontal treatment plan. Students perform periodontal therapies and integrate periodontal therapy within a comprehensive plan of care.

V. Course Objectives / Learning Outcomes

Course Learning Outcomes

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

1. Diagnose mild, moderate and severe periodontitis.
2. Formulate a sequenced periodontal treatment plan, integrated within a comprehensive plan of care and identify the need for referral to a specialist.
3. Discuss findings, diagnosis, prognosis, risks and benefits of each treatment option with the patient, parent

- or legal guardian, and obtain written informed consent for the delivery of the accepted treatment.
- 4. Execute non-surgical periodontal treatment for gingivitis and mild periodontitis.
- 5. Perform scaling and root planing with the use of periodontal hand instruments.
- 6. Manage contributory factors to periodontal disease.
- 7. Educate patients concerning their risk factors and risk reduction strategies needed to prevent oral disease.
- 8. Establish and maintain rapport with patients by using effective interpersonal and communication skills.
- 9. Perform adequate self-assessment regarding treatment planning, periodontal procedures, and case maintenance.
- 10. Manage and integrate periodontal therapy within a comprehensive plan of care.

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:

- 1. Graduates must be competent in patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent. [CODA Predoctoral Standard 2-24(a)]
 - *formative assessments: daily grades
 - *summative assessments: ICPA(s)
 - 2. Graduates must be competent in screening and risk assessment for head and neck cancer. [CODA Predoctoral Standard 2-24(b)]
 - *formative assessments: daily grades
 - *summative assessments: ICPA(s)
 - 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 assessments: daily grades
 - *summative: assessments: ICPA(s)
 - 4. Graduates must be competent in health promotion and disease prevention, including caries management. [CODA Predoctoral Standard 2-24(d)]
 - *formative assessments: daily grades
 - *summative assessments, ICPA(s)
 - 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 assessments: daily grades
 - *summative assessments: ICPA(s)
 - 9. Graduates must be competent in periodontal therapy. [Refers to CODA Predoctoral Standard 2-24(i)]
 - *formative assessments: daily grades
 - *summative assessments: ICPA(s)
 - 15. Graduates must be competent in the evaluation of the outcomes of treatment, recall strategies, and prognosis. [Refers to CODA Predoctoral Standard 2-24(o)]
 - *formative assessments: daily grades
 - *summative assessments: ICPA(s)
 - 27. Graduates must demonstrate competence in the ability to self-assess, including the development of professional competencies and the demonstration of professional values and capacities associated with self-directed, lifelong learning. [CODA Predoctoral Standard 2-11]
 - *formative assessments: daily grades
 - *summative assessments: ICPA(s)
- 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: Apply knowledge of molecular, biochemical, cellular, and systems-level development, structure and function to the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK1-1: Apply knowledge of the structure and function of the normal cell and basic types of tissues comprising the human body. (Encompasses Gross and Head and Neck Anatomy, General and Oral Histology, Dental Anatomy, Occlusion, TMJ, 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.).

FK2: Apply knowledge of physics and chemistry to explain normal biology and pathobiology in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK3: Apply knowledge of physics and chemistry to explain the characteristics and use of technologies and materials used in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK3-1: Apply knowledge of the principles of radiation to understand radiobiologic concepts and the uses of radiation in the diagnosis and treatment of oral and systemic conditions (Encompasses Basic and Oral Radiology, etc.).

FK3-2: Apply knowledge of the principles of chemistry to understand the properties and performance of dental materials and their interaction with oral structures in health and disease. (Encompasses Dental Material Sciences, Biomaterials, etc.).

FK4: Apply knowledge of the principles of genetic, congenital and developmental diseases and conditions and their clinical features to understand patient risk in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

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.).

FK4-2: Apply knowledge of congenital (non-inherited) diseases and developmental conditions and their clinical features to inform the provision of oral health care. (Encompasses Genetics, Developmental Biology, Teratology, etc.).

FK5: Apply knowledge of the cellular and molecular bases of immune and non-immune host defense mechanisms in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK5-1: Apply knowledge of the function and dysfunction of the immune system, of the mechanisms for distinction between self and non-self (tolerance and immune surveillance) to the maintenance of health and autoimmunity. (Encompasses Immunology, Immunopathology, Immunobiology, Microbiology, Virology, etc.).

FK5-2: Apply knowledge of the differentiation of hematopoietic stem cells into distinct cell types and their subclasses in the immune system and its role for a coordinated host defense against pathogens (e.g., HIV, hepatitis viruses) (Encompasses Immunopathology, Immunology, Hematology, 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.

FK6-2: Apply knowledge of the vascular and leukocyte responses of inflammation and

their cellular and soluble mediators to understand the prevention, causation, treatment and resolution of tissue injury. (Encompasses Cellular and Molecular Pathology, General Pathology, Pharmacology, Immunopathology, etc.).

FK6-3: Explain the interplay of platelets, vascular endothelium, leukocytes, and coagulation factors in maintaining fluidity of blood, formation of thrombi, and causation of atherosclerosis as it relates to the management of oral health. (Encompasses Cellular and Molecular Pathology, General Pathology, etc.).

FK6-4: Explain the impact of systemic conditions on the treatment of dental patients. (Encompasses Systemic Pathology, Internal Medicine, Medically Complex Patient, etc.).

FK6-5: Explain the mechanisms, clinical features, and dental implications of the most commonly encountered metabolic systemic diseases. (Encompasses Systemic Pathology, Internal Medicine, Medically Complex Patients, etc.).

FK7: Apply knowledge of the biology of microorganisms in physiology and pathology in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK7-1: Apply the principles of host–pathogen and pathogen–population interactions and knowledge of pathogen structure, transmission, natural history, and pathogenesis to the prevention, diagnosis, and treatment of infectious disease. (Encompasses Microbiology, Virology, Parasitology, Mycology, Pharmacology, Oral Biology, Pulp Biology, etc.).

FK7-2: Apply the principles of epidemiology to achieving and maintaining the oral health of communities and individuals. (Encompasses Epidemiology, Public Health, Preventive Medicine, Preventive Dentistry, etc.).

FK7-3: Apply the principles of symbiosis (commensalisms, mutualism, and parasitism) to the maintenance of oral health and prevention of disease. (Encompasses Parasitology, Microbiology, Pharmacology, Immunopathology, etc.).

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

FK8-1: Apply knowledge of pathologic processes and basic principles of pharmacokinetics and pharmacodynamics for major classes of drugs and over the counter products to guide safe and effective treatment. (Encompasses Basic and Applied Pharmacology, Cancer Biology, etc.).

FK8-2: Select optimal drug therapy for oral conditions based on an understanding of pertinent research, relevant dental literature, and regulatory processes. (Encompasses Clinical and Applied Pharmacology, Public Health Policy, Evidence Based Dentistry, Biomedical Research, etc.).

FK9: Apply knowledge of sociology, psychology, ethics and other behavioral sciences in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK9-1: Apply principles of sociology, psychology, and ethics in making decisions regarding the management of oral health care for culturally diverse populations of patients. (Encompasses Sociology, Psychology, Ethics, Cultural Competence, Emotional Intelligence, Communication Skills, Community Health, Public Health, etc.).

FK9-2: Apply principles of sociology, psychology and ethics in making decisions and communicating effectively in the management of oral health care for the child, adult, geriatric, or special needs patient. (Encompasses Sociology, Psychology, Ethics, Communication Skills, Child Psychology, Geriatric Medicine, Patients with Special Needs, Applied Nutrition, Speech Therapy, etc.).

FK9-3: Apply principles of sociology, psychology, and ethics in managing fear and

anxiety and acute and chronic pain in the delivery of oral health care. (Encompasses Sociology, Psychology, Ethics, Applied Pharmacology, Psychotherapy, etc.).

FK9-4: Apply principles of sociology, psychology, and ethics in understanding and influencing health behavior in individuals and communities. (Encompasses Sociology, Psychology, Ethics, Public Health, Community Health, Medical and Dental Informatics, etc.).

FK10: Apply quantitative knowledge, critical thinking, and informatics tools in the prevention, diagnosis, and management of oral disease and the promotion and maintenance of oral health.

FK10-1: Apply basic mathematical tools and concepts, including functions, graphs and modeling, measurement and scale, and quantitative knowledge, to an understanding of the specialized functions of membranes, cells, tissues, organs, and the human organism, especially those related to the head and neck, in both health and disease.

FK10-2: Apply the principles and logic of epidemiology and the analysis of statistical data in the evaluation of oral disease risk, etiology, and prognosis.

Encompasses Evidence-Based Dentistry, Epidemiology, Statistics, Preventive Dentistry, Health Promotion, Public Health Dentistry, Community Dentistry, etc.).

FK10-3: Apply the basic principles of information systems, use, and limitations, to information retrieval and clinical problem solving. (Encompasses Dental Informatics, Health Informatics, Descriptive and Analytical Epidemiology, Evidence-Based Dentistry, Library Sciences, etc.).

FK10-4: Apply knowledge of biomedical and health informatics, including data quality, analysis, and visualization.

FK10-5: Apply elements of the scientific process, such as inference, critical

analysis of research design, and appreciation of the difference between association and causation, to interpret the findings, applications, and limitations of observational and experimental research in clinical decision-making using original research articles as well as review articles. (Encompasses Evidence-Based Dentistry, Applied Research, etc.). on, and its application to diagnosis, therapeutics, and characterization of populations and subpopulations. (Encompasses Dental Informatics, Evidence-Based Dentistry and Medicine, Health Informatics, etc.).

VI. Materials and Resources

Course Required Texts and Materials:

Bibliography:

Required Texts:

Title: Carranza's Clinical Periodontology

Authors: Carranza, F.A., Newman, M

Publishing House: W. B. Saunders

City, Country: Philadelphia, USA

Edition: 13th

Published: 2015

2016-17 Clinical Predoctoral Periodontics Manual

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:

Supplemental Readings:

Materials distributed during the semester prior to or during the simulation lab or clinical experience.

- 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:

Clinical comprehensive care clinical rotations.

Topic Outline:

Periodontology related clinical experiences. Please refer to assignments for more detail

“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. Instructional Methods

In this section of the syllabus you will find information about any course (instructional, assessment, assignments, benchmarks and/or clinical) modifications that were added to the course as a result of COVID-19

Deadline extensions to be announced by Course Director.

Pending approval by course Director:

Benchmark modifications and/or simulated clinical procedures (OSCE)

IX. Assignments

Description of Assignments, Point Value and Rubrics

General information:

Dental students are required to provide *comprehensive* care to patients with gingivitis and periodontitis to gain experience in the diagnosis, treatment and management of patients with gingival and periodontal disease. Students are required to be cognizant of periodontal needs and the status of their patients to aid in identifying proper patient management, as well as self-progress within the periodontics curriculum (keep in mind that HIPAA guidelines must be adhered to). All initial periodontal therapy is to be completed and reevaluated in a timely manner (*reevaluation of the full mouth after completed initial periodontal therapy ideally delivered 4-6 weeks following completion of scaling and root planing or Scaling for Gingivitis*). If periodontal stability and plaque control (<25%) are not achieved during initial therapy, or if reevaluation is not performed in a timely manner, the periodontal faculty may request that the student perform an additional phase of nonsurgical periodontal therapy and subsequent reevaluation. Any dental treatment to be delivered during initial periodontal therapy (other than emergency or control of local factors) requires periodontal approval (during treatment plan approval by periodontist or in signed consult note). Additionally, periodontal maintenance phase therapy [PMT's (D4910) or prophylaxis procedures (D1110)] of comprehensive care patients to be performed in a timely manner.

In addition to proper management of periodontal patients, formative and summative performance assessments are utilized to evaluate student competency and progress. These performance assessments are based upon 3 semesters during the D3 year starting 2021 (CDM 3501) and 3 semesters during the D4 year starting 2022(CDM 4501).

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Periodontal Daily Performance Assessments:

Types:

- Periodontal Examination

- Periodontal Reevaluation
- Periodontal Instrumentation (Prophylaxis, Periodontal Maintenance, Scaling for Gingivitis, Scaling and Root Planing)

Periodontics Grade Scale:

- S= Satisfactory (91)
- N= Needs Improvement (75)
- U=Unsatisfactory (automatic failure for procedure) (60)
- NOTE: *A 91 is the highest possible grade for any periodontal daily procedures. However, students have an opportunity to earn bonus points added at the end of year to their daily grade average if students meet **D3 Periodontal Clinical Benchmarks (3 SRP procedures with reevaluation, 5 prophylaxis and/or periodontal maintenance procedures, and 2 periodontal examinations).**

•Interdepartmental core grade questions used for interdepartmental evaluation of student performance during periodontal examination include Patient Management, Organization, Record Keeping, Professional Conduct, Clinical Judgment/Critical Thinking, and Student Self-assessment. These do not count numerically towards the periodontics course grade, but are computed towards a separate interdepartmental course grade. These are counted pass/fail in the periodontics course with a failure in any one category resulting in failure of the periodontics daily performance assessment.

Rubric for Grading Core Student Performance				
-		Satisfactory	Needs Improvement	Unacceptable
<u>PATIENT MANAGEMENT</u>	-	Demonstrates competency in behavioral management, pain management, and patient education at a level appropriate to their stage of clinical training.	Student performs at just a pass level in behavioral management, pain management, and patient education. The student needs to be more proactive in clinical management.	Student performs at a level below their stage of clinical development in behavioral management, pain management, and patient education.

<p><u>ORGANIZATION</u></p>	<p>Student is prepared for patient treatment, works independently, and uses time efficiently. And/or Student finishes on time with the patient, allowing enough time to complete EHR.</p>	<p>Student is minimally prepared for patient treatment, and works at just a pass level in both independent working, and using time efficiently. And/or Student finishes late (15 min or less) with the patient, not allowing enough time to complete EHR.</p>	<p>Student is not prepared for patient treatment, cannot work independently, and does not use time efficiently. And/or Student finishes late (>15min) with the patient, resulting in not enough time to complete EHR.</p>
<p><u>RECORD KEEPING</u></p>	<p>Student demonstrates knowledge and understanding of the EHR and is able to navigate all necessary areas related to patient treatment</p>	<p>Student demonstrates knowledge and understanding of the EHR and is able to navigate all necessary areas related to patient treatment at just a pass level.</p>	<p>Student performs at a level below their stage of clinical development regarding knowledge and understanding of the EHR and is unable to navigate all necessary areas related to patient treatment</p>

<u>PROFESSIONAL CONDUCT</u>	Student demonstrates at an appropriate level behavior that follows all policies and procedures as outlined in the NSU-CDM clinic manual and student handbook including but not limited to ethics, professionalism, and following product Directions for Use.	Student demonstrates behavior that follows at just the pass level all policies and procedures as outlined in the NSU-CDM clinic manual and student handbook including but not limited to ethics, professionalism, and following product <i>Directions for Use</i> .	Student demonstrates behavior that does not follow all policies and procedures as outlined in the NSU-CDM clinic manual and student handbook including but not limited to ethics, professionalism, and following product <i>Directions for Use</i> .
<u>CLINICAL JUDGMENT</u>	Student has a solid grasp of patient history and findings and can correlate findings with appropriate treatment decisions.	Student has a grasp of patient history and findings and can correlate at just the pass level findings with appropriate treatment decisions	Student does not have a grasp of patient history and findings and cannot correlate findings with appropriate treatment decisions.
<u>STUDENT SELF-ASSESSMENT</u>	Student demonstrates minor discrepancy in self-assessment compared with faculty evaluation of student self-assessment.	Student demonstrates multiple minor discrepancies in self-assessment compared with faculty evaluation of student self-assessment and/or one major discrepancy.	Student demonstrates multiple major discrepancies in self-assessment compared with faculty evaluation of student self-assessment.

•The daily periodontics examination grade is computed by averaging student performance in Case Presentation, Technique, Assessment and Planning, and Patient Motivation (counts numerically towards the periodontal course grade).

Rubric for Grading Periodontal Examination Performance both Daily Grades and ICPA

	Satisfactory	Needs Improvement	Unacceptable
<u>CASE PRESENTATION</u>	Student demonstrates an acceptable level Knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit *minimal guidance required from faculty	Student demonstrates a basic level knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit *substantial guidance required from faculty	Student demonstrates a low level and/or deficient knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit
<u>TECHNIQUE</u>	Student demonstrates an acceptable level of thoroughness and accuracy of Periodontal Charting *minimal guidance required from faculty	Student demonstrates a basic level thoroughness and accuracy of Periodontal Charting *substantial guidance required from faculty	Student demonstrates a low level thoroughness and accuracy of Periodontal Charting
<u>ASSESSMENT AND PLANNING</u>	Student demonstrates an acceptable level summary of findings, diagnosis, prognosis, treatment plan and evidence-based rationale *minimal guidance required from faculty	Student demonstrates a basic level summary of findings, diagnosis, prognosis, treatment plan and evidence-based rationale *substantial guidance required from faculty	Student demonstrates a low level summary of findings, diagnosis, prognosis, treatment plan and evidence-based rationale

<u>PATIENT MOTIVATION</u>	Student demonstrates an acceptable level of ability to educate and motivate patient in the management and prevention of disease etiology *minimal guidance required from faculty	Student demonstrates a basic level ability to educate and motivate patient in the management and prevention of disease etiology *substantial guidance required from faculty	Student demonstrates a low level ability to educate and motivate patient in the management and prevention of disease etiology.
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- Reevaluation of Periodontal Therapy
- Interdepartmental core grade questions used for interdepartmental evaluation of student performance during periodontal reevaluation include Patient Management, Organization, Record Keeping, Professional Conduct, Clinical Judgment/Critical Thinking, and Student Self-assessment. These do not count numerically towards the periodontics course grade, but are computed towards a separate interdepartmental course grade. These are counted pass/fail in the periodontics course with a failure in any one category resulting in failure of the periodontics daily performance grade (*see Rubric for Grading Core Student Performance*). The daily periodontics reevaluation grade is computed by averaging student performance in Case Presentation, Technique, Outcomes Analysis, and Patient Motivation (counts numerically towards the periodontal course grade).

Rubric for Grading Periodontal Reevaluation Performance Both Daily Grades and ICPA			
-	Satisfactory	Needs Improvement	Unacceptable
<u>CASE PRESENTATION</u>	Student demonstrates an acceptable level Knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit *minimal guidance required from faculty	Student demonstrates a basic level knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit *substantial guidance required from faculty	Student demonstrates a low level and/or deficient knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit

<u>TECHNIQUE</u>	Student demonstrates an acceptable level of thoroughness and accuracy of Periodontal Charting; including student removal of residual plaque/roughness/calculus *minimal guidance required from faculty	Student demonstrates a basic level thoroughness and accuracy of Periodontal Charting; including student removal of residual plaque/roughness/calculus *substantial guidance required from faculty	Student demonstrates a low level thoroughness and accuracy of Periodontal Charting; including student removal of residual plaque/roughness/calculus -
<u>OUTCOMES ANALYSIS</u>	Student demonstrates an acceptable level Summary of Findings, Assessment of Outcomes, Treatment and/or Maintenance Plan and evidence-based rationale *minimal guidance required from faculty	Student demonstrates a basic level Summary of Findings, Assessment of Outcomes, Treatment and/or Maintenance Plan and evidence-based rationale *substantial guidance required from faculty	Student demonstrates a low level Summary of Findings, Assessment of Outcomes, Treatment and/or Maintenance Plan and evidence-based rationale
<u>PATIENT MOTIVATION</u>	Student demonstrates an acceptable level of ability to educate and motivate patient in the management and prevention of disease etiology *minimal guidance required from faculty *TIMELY REEVALUATION WITHIN 4-6 weeks	Student demonstrates a basic level ability to educate and motivate patient in the management and prevention of disease etiology *substantial guidance required from faculty and/or: *DELAYED REEVALUATION WITHIN 6-8 weeks	Student demonstrates a low level ability to educate and motivate patient in the management and prevention of disease etiology. and/or: *DELAYED REEVALUATION BEYOND 8 weeks

- Periodontal Instrumentation (Prophylaxis/Periodontal Maintenance/Scaling and Root planing)
- Interdepartmental core grade questions used for interdepartmental evaluation of student performance during periodontal instrumentation include Patient Management, Organization, Record Keeping, Professional Conduct, Clinical Judgment/Critical Thinking, and Student Self-assessment. These do not count numerically towards the periodontics course grade, but are computed towards a separate interdepartmental course grade. These are counted pass/fail in the periodontics course with a failure in any one category resulting in failure of the daily periodontics instrumentation grade (*see Rubric for Grading Core Student Performance*). The daily periodontics instrumentation grade is computed by averaging student performance in Case Presentation, Technique, Removal of Etiology, and Patient Motivation (counts numerically towards the periodontal course grade).

Rubric for Grading Periodontal Instrumentation Performance Both Daily Grades and ICPA			
-	1	Satisfactory	Needs Improvement
			Unacceptable

<p><u>CASE PRESENTATION</u></p>	<p>Student demonstrates an acceptable level Knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit *minimal guidance required from faculty</p>	<p>Student demonstrates a basic level knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit *substantial guidance required from faculty</p>	<p>Student demonstrates low level and/or deficient knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit</p>
<p><u>PATIENT MOTIVATION</u></p>	<p>Student demonstrates an acceptable level of ability to educate and motivate patient in the management and prevention of disease etiology; including brushing/flossing technique and accuracy of plaque score *minimal guidance required from faculty</p>	<p>Student demonstrates a basic level ability to educate and motivate patient in the management and prevention of disease etiology; including brushing/flossing technique and accuracy of plaque score *substantial guidance required from faculty</p>	<p>Student demonstrates low level ability to educate and motivate patient in the management and prevention of disease etiology; including brushing/flossing technique and accuracy of plaque score</p>
<p><u>TECHNIQUE</u></p>	<p>Student demonstrates an acceptable level of ability in ergonomics, instrument grasp/fulcrum/adaptation, Knowledge of instrumentation and instrument sharpness/sharpening technique, and tissue management *minimal guidance required from faculty in any one category *no soft tissue lacerations</p>	<p>Student demonstrates a basic level ability in ergonomics, instrument grasp/fulcrum/adaptation, Knowledge of instrumentation and instrument sharpness/sharpening technique, and tissue management *substantial guidance required from faculty in any one category or minimal guidance in multiple areas and/or *includes minor soft tissue laceration *maintains adequate anesthesia</p>	<p>Student demonstrates low level ability in ergonomics, instrument grasp/fulcrum/adaptation Knowledge of instrumentation and instrument sharpness/sharpening technique, and tissue management *substantial guidance required from faculty in multiple categories and/or: *includes major/minor soft tissue laceration *maintains adequate anesthesia</p>

<u>REMOVAL OF ETIOLOGY</u>	s Student demonstrates an acceptable level removal of plaque, roughness, and calculus *no more than one site of calculus detected and/or minimal roughness/plaque	Student demonstrates a basic level removal of plaque, roughness, and calculus *no more than two sites of calculus detected And/or moderate roughness/plaque	Student demonstrates low level removal of plaque, roughness, and calculus * three or more sites of calculus detected and/or severe roughness/plaque
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Independent Clinical Performance Assessments (ICPA):

- **D3 ICPA in Periodontal Examination**
- May be performed anytime during the D3 year after benchmarks are achieved.
- The D3 Periodontal Examination ICPA involves performing a periodontal examination on any patient with ACTIVE Periodontal Disease. A Returning Patient MAY qualify IF the Diagnosis changed from the previous one.
- The patient must have a minimum of 15 teeth, two of which must be molars. Again, the patient is required to exhibit active periodontal disease.
- Start check must be made by a Periodontist. The faculty must be notified at the start of the procedure that the case may be utilized as the D3 Periodontal Examination ICPA.
- Case presentation of medical, dental and periodontal history must be made to the periodontal faculty at the start of the procedure.
- A complete full mouth periodontal charting (including all periodontal parameters) must be performed.
- A treatment note must be completed by the student prior to faculty review.
- Upon completion of the periodontal exam and determination of active periodontal disease, a case presentation must be made to the periodontal faculty member detailing the medical, dental, periodontal history, and assessment of periodontal condition, treatment/maintenance recommendations.
- Interdepartmental core grade questions used for interdepartmental evaluation of student performance during the periodontics examination ICPA include Patient Management, Organization, Record Keeping, Professional Conduct, Clinical Judgment/Critical Thinking, and Student Self-assessment. These do not count numerically towards the ICPA, but are computed towards a separate interdepartmental course grade. These are counted pass/fail with a failure in any one category resulting in failure of the periodontics examination ICPA grade (*see Rubric for Grading Core Student Performance*). The periodontal examination ICPA grade is computed by averaging student performance in Case Presentation, Technique, Assessment and Planning, and Patient Motivation (*see rubric for periodontal examination grading above; daily and ICPA grading criteria are equivalent*).
- **CRITICAL ERRORS:**
- Failure to diagnose the patient correctly
- Inappropriate treatment plan
- NOTE: *A 91 is the highest possible grade for the periodontics examination ICPA. However, students have an opportunity to get 9 bonus points added at the end of year to their periodontics examination ICPA grade if the student completes and passes MCE (Minimum Clinical Experience) and the ICPA by April 1st of the D3 year.
- Each of the criteria if missed to a severe enough degree according to the criterion-based grading form (critical errors) will result in a failing grade *for the ICPA*.
- Failure of the periodontal examination ICPA necessitates a remediation with faculty during that session, and repeating of the ICPA with another patient. If the remediation is unsuccessful with covering faculty, an appointment will be made with Director of Predocotral Periodontology. The content of the remediation is at the discretion of the Predoctoral Periodontology Program Director.

- **D3 ICPA in scaling and root planing (hand instruments only)**
- Eligibility Criteria:
 - Periodontal scaling and root planing of an adult dentition is to be completed on either one quadrant (D4341) qualifying sextant SRP (D4342) and/or qualifying (D4346)
 - Student must identify all subgingival tactile areas in writing by tooth number and surface and entered on Perio form 2 in axium. Again, **ALL** areas of subgingival calculus marked appropriately on the Perio Form in AxiUm.
 - There must be a minimum of five teeth in the quadrant(s) with obvious tactile subgingival calculus, although **ALL** teeth in chosen quadrant(s) must be treated and be lacking calculus/plaque at the end of the clinic session.
 - There must be at least one molar (which must be one of the teeth with subgingival calculus) in proximal contact with at least one other tooth
 - Cases may be denied if restorations interfere with the ability to assess adequacy of scaling and root planing.
 - ***A word of caution: do not ask any Department of Periodontology faculty whether a case is acceptable for your competency exam.*** This Clinic Manual is very specific as to the requirements. Your ability to select an adequate case is a necessary part of the exam. Therefore, it is inappropriate for you to request faculty to participate in the process of case selection.
- Interdepartmental core grade questions used for interdepartmental evaluation of student performance during SRP ICPA include Patient Management, Organization, Record Keeping, Professional Conduct, Clinical Judgment/Critical Thinking, and Student Self-assessment. These do not count numerically towards the periodontics course grade, but are computed towards a separate interdepartmental course grade. These are counted pass/fail in the periodontics course with a failure in any one category resulting in failure of the periodontics SRP ICPA grade (*see Rubric for Grading Core Student Performance*). The periodontics SRP ICPA grade is computed by averaging student performance in Case Presentation, Technique, Removal of Etiology, and Patient Motivation (*see rubric for periodontal instrumentation grading above; daily and ICPA grading criteria are equivalent*).
- IMPORTANT NOTE: *A 91 is the highest possible grade for the SRP ICPA. However, students have an opportunity to earn 9 bonus points added at the end of year to their SRP ICPA grade if the student completes and passes MCE (Minimum Clinical Experiences) and the SRP ICPA by April 1st of the D3 year.
- **Critical Errors:**
 - Each of the criteria if missed to a severe enough degree according to the criterion-based grading form (critical errors) will result in a failing grade *for the ICPA*.
 - Failure to Identify calculus in axiUm format and/or presentation of a non qualifying case for the ICPA
 - No more than 2 areas of subgingival calculus remaining detected by covering faculty. **ALL** plaque and calculus removed subgingivally and supragingivally on **ALL** teeth present in treated quadrants. In case of disagreement by faculty, a third party full time Periodontal faculty to be contacted for further evaluation
 - Failure to maintain adequate anesthesia throughout the procedure
 - Students may not perform scaling and root planing on a new quadrant if there are other quadrants still “in process”.
 - A reevaluation of periodontal therapy must be performed by one of the students involved in the case within 4-6 weeks. (Reminder: all reevaluation procedures are full mouth and performed following completion of all planned initial therapy.)
 - Students must pass the SRP ICPA. Failure to do so necessitates:
 1. remediation of the ICPA
 2. repeating the ICPA with qualifying clinical conditions
- D3 students are not permitted to use the Cavitron for the D3 SRP-ICPA.
- ICPA’s may only be performed at the clinic sites that provide hygiene and periodontist coverage.

X. 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's final grade will be based upon an acceptable average of daily clinical performance assessments and average of periodontal patient management scores. Additionally, benchmarks completed to challenge the ICPA examinations must be fully completed for all procedures listed. Final letter grade based on scores obtained at the D3 SRP ICPA (50%) and the D3 Periodontal Examination ICPA (50%). Benchmarks must be met at the conclusion of the Fall semester to obtain a PR grade. Dental students must be actively engaged in the management of both gingivitis and periodontitis patients each term, and also must have completed all prophylaxis and/or periodontal maintenance procedures of their patients within their maintenance schedule (codes D1110 or D4910) to receive a grade in the course. All planned initial periodontal therapy has to have commenced, performed or completed and reevaluated in a timely manner (D4342, D4341, D4346, D1110, D4910). The periodontal patient management grade will be calculated based upon the percentage of periodontitis cases initiated and completed with periodontal reevaluation performed in a timely and properly sequenced manner; although an automatic grade of zero for periodontal patient management will be assigned if (1) the student fails to establish a periodontal diagnosis and/or fails to treat periodontitis prior to definitive prosthodontic therapy in any assigned patient or (2) if a student is delayed in providing routine prophylaxis and/or periodontal maintenance to any of their assigned patients. *[Periodontal therapy initiated within less than 6 weeks of the end of the winter term will not count against the student if not completed during that term].* Grading will follow the Nova Southeastern University College of Dental Medicine numerical grading system. In order to achieve promotion, a student must receive a final grade of 70% or higher. For Summer and Winter terms, PR will be assigned for students who have actively provided periodontal care as a part of comprehensive case management and do not have pending periodontal requirements from previous terms.

Clinical Benchmarks (periodontal procedures performed during D3 year)

3 periodontal examinations

2 SRP procedures (Scaling for Gingivitis may comprise 2 of these procedures)

Minimum Clinical Experiences:

5 periodontal examinations

8 prophylaxis and/or periodontal maintenance procedures

5 Scaling/Root Planing (4341,4342,4346) procedures

Subject to change at the discretion of Course Director

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:

PR/NPR Summer and Fall Semesters; Letter Grade Winter Semester

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
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XI. 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%202020%20CDM%20PreDoctoral%20Student%20Handbook.pdf?wa=wsignin1.0>

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 clinic weeks. • 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 hours3. 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

XII. 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.