



*CDM 4501 - Clinical Periodontology VII*

## I. Course Information

**Course:** CDM 4501 - Clinical Periodontology VII  
**Semester Credit Hours:** 1.00  
**Course CRN and Section:** 24103 - P01  
**Semester and Year:** Fall 2021  
**Course Start and End Dates:** 07/26/2021 - 12/12/2021

## II. Instructor Information

**Professor:** Dr. John G. Virag DMD,MSD  
**Email:** [jvirag@nova.edu](mailto: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](mailto: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 D4 year in Periodontics is to provide students with a more advanced knowledge and clinical experience in periodontal therapy. Students will evaluate the results of periodontal therapy, and coordinate the care of patients needing referral as well as establish and monitor a maintenance program. Students perform and integrate periodontal therapies within an advanced 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. Execute non-surgical periodontal treatment for moderate periodontitis.
2. Perform scaling and root planing with the combined use of periodontal hand instruments and ultrasonic scalers.
3. Evaluate the results of periodontal treatment and establish and monitor a maintenance program for natural teeth and implants.

4. Refer appropriately, and manage and coordinate the care of referred patients.
5. Manage a diverse patient population in order to function successfully in a multicultural work environment.
6. Perform adequate self-assessment regarding treatment planning, periodontal procedures, and case maintenance.

**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 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

**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.).

FK1-2: 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.).

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. (Encompasses Basic Algebra, Basic Mathematics, Analytical and Descr

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.).

iptive Epidemiology, Statistics, Critical Evaluation of the Scientific Literature, Evidence Based 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: 13<sup>th</sup>

Published: 2015

2016-17 Clinical Predoctoral Periodontics Manual

Faculty Note: Please indicate the textbooks that are **required** for the class and if available, hyperlinks 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.
- Template for written case presentation

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 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.**

**If approved 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 performed 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 have to be performed in the intervals as scheduled to pass the clinical periodontology courses.

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 (3501) and 3 semesters during the D4 year starting 2022(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 **D4 Periodontal Clinical Benchmarks (6 SRP procedures with reevaluation,**

**10 prophylaxis and/or periodontal maintenance procedures, and 5 periodontal examinations) and deadlines for completion.**

•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.

<b>Rubric for Grading Core Student Performance</b>				
-		<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b><u>PATIENT MANAGEMENT</u></b>	-	Demonstrates competency in behavioral management, pain management, and patient education at a level appropriate to their stage of clinical training.	Student performs at <b>just a pass level</b> 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.
<b><u>ORGANIZATION</u></b>		Student is prepared for patient treatment, works independently, and uses time efficiently. <b>And/or</b> Student finishes on time with the patient, allowing enough time to complete EHR.	Student is minimally prepared for patient treatment, and works at <b>just a pass level</b> in both independent working, and using time efficiently. <b>And/or</b> Student finishes late (15 min or less) with the patient, not allowing enough time to complete EHR.	Student is not prepared for patient treatment, cannot work independently, and does not use time efficiently. <b>And/or</b> Student finishes late (>15min) with the patient, resulting in not enough time to complete EHR.

<p><b><u>RECORD KEEPING</u></b></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 <b>just a pass level.</b></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>
<p><b><u>PROFESSIONAL CONDUCT</u></b></p>		<p>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.</p>	<p>Student demonstrates behavior that follows at <b>just the pass level</b> 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></p>	<p>Student demonstrates behavior that does <b>not</b> 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></p>
<p><b><u>CLINICAL JUDGMENT</u></b></p>		<p>Student has a solid grasp of patient history and findings and can correlate findings with appropriate treatment decisions.</p>	<p>Student has a grasp of patient history and findings and can correlate <b>at just the pass level</b> findings with appropriate treatment decisions</p>	<p>Student does <b>not</b> have a grasp of patient history and findings and cannot correlate findings with appropriate treatment decisions.</p>



<b><u>STUDENT SELF-ASSESSMENT</u></b>	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.
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•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).

<b>Rubric for Grading Periodontal Examination Performance both Daily Grades and ICPA</b>				
-	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>	
<b><u>CASE PRESENTATION</u></b> -	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	

<b><u>TECHNIQUE</u></b>		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
<b><u>ASSESSMENT AND PLANNING</u></b>		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
<b><u>PATIENT MOTIVATION</u></b>		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.

**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).

<b>Rubric for Grading Periodontal Reevaluation Performance for Daily Grades and ICPA</b>			
-	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b><u>CASE PRESENTATION</u></b>	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.
<b><u>TECHNIQUE</u></b>	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 -
<b><u>OUTCOMES ANALYSIS</u></b>	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

<b><u>PATIENT MOTIVATION</u></b>	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 unless noted in chart
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**CRITICAL ERRORS:**

- \* Failure to refer patient to Post-Graduate Clinic or Periodontist appropriately
- \* Probing depth measurement difference of greater than 2 mm from covering faculty

**With Individual Approval of Course Director:**

Written essay examination evaluating various case based scenarios to derive 1) Assessment of Periodontal therapy and 2) Periodontal Specialty Referral

- **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).

<b>Rubric for Grading Periodontal Instrumentation Performance both Daily Grades and ICPA</b>				
	<b>I</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b><u>CASE PRESENTATION</u></b>		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 low level and/or deficient knowledge of Patient Medical, Dental and Periodontal Status/History and evidence-based implications to current visit. Failure to identify qualifying areas of calculus correctly in written format

<p><b><u>PATIENT MOTIVATION</u></b></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><b><u>TECHNIQUE</u></b></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 *maintain 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 soft tissue laceration and/or multiple minor soft tissue lacerations *failure to remove calculus identified for ICPA *maintain adequate anesthesia throughout the procedure</p>
<p><b><u>REMOVAL OF ETIOLOGY</u></b></p>	<p>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</p>	<p>Student demonstrates a basic level removal of plaque, roughness, and calculus *no more than two sites of calculus detected And/or moderate roughness/plaque</p>	<p>Student demonstrates low level removal of plaque, roughness, and calculus * three or more sites of calculus detected and/or severe roughness/plaque</p>

## Independent Clinical Performance Assessments (ICPA):

- D4 ICPA in scaling and root planing (hand instrumentation only)
- **May be performed anytime during the D4 year (as long as D3 clinical periodontics course has been successfully completed/passed)**
- Case presentation of medical, dental and periodontal history must be made to a periodontal faculty and a hygiene faculty at the start of the procedure. Presentation **MUST** include written identification of tooth number and surfaces qualifying the procedure for ICPA.
- Eligibility Criteria:
  - Periodontal scaling and root planing of an adult dentition is to be completed on either one quadrant (D4341) qualifying areas of sextant SRP (D4342 or D4341) to completion, or qualifying D4346 cases.
  - Student must identify all subgingival tactile areas entered in 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 completed.
  - 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*).
  - 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 all MCE (Minimum Clinical Experiences) and SRP ICPA by April 1<sup>st</sup> of the D4 year.
- Additional 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*.
  - Presentation of a Case that does not meet the criteria as an ICPA
  - No more than 2 areas of subgingival calculus remaining anywhere in the treated quadrants detected by covering faculty. 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.)

- D4 students utilize hand instrumentation for the D4 SRP-ICPA.
- Students are entitled to 90 minutes to complete the procedure, unless the procedure is started late in the clinic session whereby the procedure time is reduced and the ICPA must be completed 30 minutes before the end of the clinic session.
- ICPA's may only be performed at the clinic sites that provide both hygiene and periodontist coverage.
  - Students must pass the SRP ICPA. Failure to do so necessitates:
    1. remediation of that ICPA
    2. repeating the ICPA with another qualifying procedure

#### D4 ICPA in Reevaluation of Periodontal Therapy:

- The D4 Reevaluation ICPA involves the reevaluation of initial periodontal therapy. ONLY SRP procedures qualify as the Reval competency.
- This procedure is provided on a patient who has undergone and completed initial periodontal therapy.
- The patient should have had at least 2 quadrants of SRPs performed as part of the overall completed initial therapy.
- Should be performed in a timely manner (4-6weeks following completion of initial therapy).
- Start check must be made by a Periodontist. The faculty must be notified at the start of the procedure that the case will be used as the D4 Periodontal Reevaluation 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 reevaluation procedure, a case presentation must be made to the periodontal faculty member detailing the medical, dental, periodontal history, and assessment of periodontal outcomes, further treatment/maintenance recommendations.
- Removal of any remaining calculus and plaque must be completed before patient dismissal from the appointment.
- Interdepartmental core grade questions used for interdepartmental evaluation of student performance during the periodontics reevaluation 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 reevaluation ICPA grade (*see Rubric for Grading Core Student Performance*). The periodontics reevaluation ICPA grade is computed by averaging student performance in Case Presentation, Technique, Outcomes Analysis, and Patient Motivation (*see rubric for periodontal reevaluation grading above; daily and ICPA grading criteria are equivalent*).
- NOTE: \*A 91 is the highest possible grade for the periodontics reevaluation ICPA. However, students have an opportunity to earn 9 bonus points added at the end of year to their periodontics reevaluation ICPA grade if the student completes and passes MCE (Minimum Clinical Experience) and the ICPA by April 1<sup>st</sup> of the D4 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 to refer patient to postgraduate Periodontology or Periodontology specialist when indicated will result in automatic failure.
- Failure of the reevaluation ICPA necessitates a remediation, and repeating of the ICPA with another patient. The content of the remediation is at the discretion of the Predoctoral Periodontology Program Director.

#### Written Case Presentation:

- D4 Written Case Presentation in the management of a periodontal patient
- May be initiated during D3 year (recommended)

- The student is required to select one patient from his periodontal patient family (must involve initial examination, therapy, and reevaluation of periodontal therapy) to submit a written periodontal case presentation. Clinical photos, periodontal charting and x-rays are to be included to a minimum of five (5) written and referenced narrative pages elaborating on the patient's case [*References must be cited in APA format.*]
- The work must be original and independent [*Each student must submit a cover sheet acknowledging that the work is original.*]
- HIPAA guidelines must be adhered to.
- Grading criteria: Case selection, Written documentation, Quality of photographs, Knowledge of diagnosis and treatment related to patient care, Appropriate references and literature review, Management and follow-up of case.
- In addition to submitting the written case presentation, extra credit can be achieved by submitting and presenting the case as a power point to a periodontal faculty.
- **\*\*Report must be written in paragraph form.** Each new paragraph must be indented and include multiple sentences (4 or more) relating coherently to the specific set of information being reported. Reports will be returned to students as incomplete and/or failed if not written in paragraph form.
- Students must use departmental template for written case presentation distributed supplementary.
- **Reports must be submitted by March 1<sup>st</sup> of GRADUATING YEAR** (Students submit completed report uploaded on Canvas as a Microsoft word document. There must also be a scanned pdf copy of the cover page with student signature indicating originality of work.) The highest grade that can be achieved for reports submitted after the deadline is a 70%.
- Failure of the Written Case Presentation necessitates a remediation. The content of the remediation is at the discretion of the Predoctoral Periodontology Program Director, which may include rewriting portions of the case presentation, repeating the written case presentation with another patient, or course remediation.

## 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 (70%) of daily clinical performance assessments and average of periodontal patient management scores. Additionally, benchmarks completed to challenge the ICPA examinations must be completed. The overall score based on completion of D4 SRP ICPA (40%), D4 Reevaluation ICPA (40%), and D4 Written Case Presentation (pass to achieve 20%). *Extra credit will be achieved by completion prior to the deadlines listed.* Benchmarks for Reval procedures must be completed by end of fall term to obtain a grade of PR. 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 and reevaluate 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. The 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 D4 year)

2 Reevaluation procedures

Minimum Clinical Experiences:

5 periodontal examinations

4 SRP procedures (Scaling for Gingivitis, D4346, may comprise 2 of these procedures)

3 reevaluation procedures

7 prophylaxis and/or periodontal maintenance procedures

**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.**

**Final Course Grade:**

PR/NPR Summer and Winter Semester; 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

## 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](mailto:agalka@nova.edu) with a cc to [cdmservices@nova.edu](mailto: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

## XII. University Policies

### Section XII. University Policies:

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.

**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>