



CDM 4700 - Extramural Rotation

I. Course Information

Course: CDM 4700 - Extramural Rotation
Semester Credit Hours: 1.00
Course CRN and Section: 24049 - P01
Semester and Year: Fall 2021
Course Start and End Dates: 07/26/2021 - 12/12/2021

II. Instructor Information

Professor: Mairaelina Torres Godoy
Email: mg1189@nova.edu
Office Hours:
 8:30 A.M to 12:00 P.M
 1:00 P.M to 5:00 P.M

III. Class Schedule and Location

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

IV. Course Description

This course is intended to provide D-4 year students the opportunity to receive instruction in providing patient-centered primary oral health care for underserved populations, including medically-compromised patients and those with limited access to oral health services. This presents an opportunity for the students at NSU-CDM to broaden their exposure to providing culturally competent oral health care in an extramural clinic environment. Students will also better understand the public health context in an Interprofessional environment for the care they will be providing. College of Dental Medicine and College of Pharmacy students will be working together to improve patients compliance in both Oral Health and Medication management. Students will complete a reflective observation activity at the end of their rotation, which may consist of reflective journaling, focus groups (face to face or electronic), a presentation, or case writing. This activity is intended to serve as a bridge between experiential and didactic learning, and to demonstrate critical thinking skills to prepare for and learn from service experiences. In addition, students will participate in lunch time Interprofessional educational conferences

V. Course Objectives / Learning Outcomes

Course Learning Outcomes

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

1. Take a cogent patient history in order to assess a patient's psychosocial, dental and medical status, tailoring follow-up questions to elicit personal risk-factors for oral health problems and factors which can influence clinical exam and treatment plan.
2. Develop a deeper understanding of general medicine and the impact of systemic disease on proposed

dental treatment; and understand how co-morbid medical conditions and medication management can influence the dental treatment of a patient's oral health care.

3. Understand the public health needs and socio-cultural and community factors affecting vulnerable populations and their access to and utilization of oral health services.

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:

At a minimum, graduates must be competent in providing oral health care within the scope of general dentistry, as defined by educational outcomes.

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: AxiUm Daily Performance Evaluation and Pre- Survey/Test.

Summative: Post Survey/Test.

17. Graduates must be competent in assessing and managing the treatment of patients with special needs.

(CODA Predoctoral Standard 2-25).

Formative: AxiUm Daily Performance Evaluation and Pre- Survey/Test.

Summative: Post Survey/Test, Inter-professional healthcare program.

21. Graduates must be competent in managing a diverse patient population and have the interpersonal and communication skills to function successfully in a multicultural work environment.

(CODA Predoctoral Standard 2-17).

Formative- Reflective Essay, AxiUm Daily Performance Evaluation .

Summative: Post Survey/Test.

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

(CODA Predoctoral Standard 2-20)

Formative: Inter-professional healthcare program (Team assessment/Collaborative activity)

Summative: Inter-professional healthcare program (Individual assessment).

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

(CODA Pre doctoral Standard 2-21)

Formative: Reflective Essay, AxiUm Daily Performance Evaluation, Pre -Survey/Test.

Summative: Post Survey/Test

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: Reflective Essay, AxiUm Daily Performance Evaluation, Pre -Survey/Test.

Summative: Post Survey/Test

- This refers to the same as the items in the CDM Competency Document

FOUNDATION KNOWLEDGE STATEMENTS FOR THE GENERAL DENTIST

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

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

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.

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.

VI. Materials and Resources

Course Required Texts and Materials:

None required at this time.

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:

Southeast AIDS Education and Training Center www.seatc.com/modules

- Cultural Humility
- Caring for the Transgender Patient
- HIV and Homelessness
- Cultural Awareness Basics
- Barriers and Facilitators for Engaging Latinx in HIV Services
- Hepatitis C Toolkit
- PrEP Curriculum

Other Required Items

Pre

and Post Rotation Survey/Test

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:

Mandatory orientation session(s) as per rotation schedule. For information about the rotation schedule refer to the Canvas course

Mandatory Lecture Sessions

HIV and Oral Health

HIV and Oral Lesions/Diagnosis and Treatment

HIV Pharmacologic Interventions

Cultural Competency and CLAS Standards

Motivational Interviewing

Interprofessional Learning in Healthcare Activity
 Clinic rotations per master clinic rotation schedule.

Topic Outline:

Students will manage medically-complex patients from an Interprofessional perspective.

“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

Rotations and Interprofessional Learning in Healthcare activity (Introduction, Pre and Post survey, Videos, case presentation, articles, etc) are available in different modules in Canvas.

Additional rotations will be added during the year and many of these sites will have their own specific guidance including vaccination for Covid 19.

IX. Assignments

Description of Assignments, Point Value and Rubrics

1. Axiom Daily Performance Evaluation:

Student performance must be evaluated in AxiUm. Each Student grade addresses the Learning Outcome Competencies addressed in section V.

Grades will be S (Satisfactory) = Pass or U (Unsatisfactory = Fail) .

	EVALUATION CRITERIA	STUDENT
	NAME	
	SATISFACTORY = PASS	UNACCEPTABLE = FAIL
Patient Management	Student recognizes the complexity of patient treatment and refer the patient when indicated.	Student is not prepared for patient treatment and does not recognizes when referral is needed.
	Student assess the treatment needs of patients with special needs.	Student is unable to manage patient with special needs.
	Student shows communication skills to function successfully in a multicultural work environment.	Students lacks the ability to communicate efficiently in a multicultural environment.
Foundational Knowledge	Student has appropriate foundational knowledge for procedures to be performed and communicate and collaborate with other members of the health care team to facilitate the provision of health care, works independently as appropriate to their stage of clinical training, and uses time efficiently.	Student lacks basic knowledge of procedure and/or protocols. Student can not work independently.

<p style="text-align: center;">Professional Conduct</p>	<p>Infection Control/OSHA: Student abides all CDC guidelines and CDM policies. Student demonstrates behavior that follows all policies and procedures as outlined in the NSU-CDM pre doc clinic manual and Handbook.</p> <p style="padding-left: 40px;">Student behaves ethically and respectfully towards patients, faculty, staff, and colleagues; adheres to infection prevention and control standards; follows product Directions for use.</p>	<p>Student demonstrates behavior that does not follow policies and procedures as outlined in the NSU-CDM pre doc clinic manual and student Handbook, and/or is disrespectful to patients, faculty, students or staff, or acts in a manner deemed unprofessional or unethical.</p>
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In order to get the full 10% for this section, 90% of the daily grades must be satisfactory. Students who receive 70% satisfactory daily grades will received 5% of the total grade of this section. For those who receive less than 70% satisfactory for the daily grade will receive 0% for this section.

2. Reflective Essay:

Description of Written Assignment (mandatory):

Students will keep a written reflective journal that documents their community-based service learning experiences during the clinic rotation, and their personal observations and insights gained through these experiences. Students will submit a reflective report or essay, the purpose of which is to critically reflect on the collective experiences you had during your rotation, or on a particular or ‘critical incident’. This should help you examine the meaning of these events for you, personally and professionally. This is an important assignment in this course because studies have shown that professionals benefit much more from their experience when they think about (and write about) the significance of specific events in their work. (These events are *not* about dental procedures.) Journals are intended as personal documents and will not be graded, but are a course component and therefore the course grade will depend on completion and submission of the reflective report or essay.

Service learning focuses on the context in which the service is provided; the connection between community-based education and academic learning; and the student’s role as professional and citizen. It emphasizes reciprocal learning; reflective practice; developing citizenship skills; and achieving social change. Students’ journals must address the learning objectives of understanding barriers to access to care, patients’ socio-cultural needs, community health, and the impact these experiences might make on future career choices. Reflections on service learning are designed to help students extrapolate prior learning to new circumstances or situations, and to stimulate ethical reasoning, critical thinking, problem-solving, and self-assessment.

Instructions for the report: During your rotation, maintain a reflective journal that documents one or more notable incidents that occurred in your work, and at the end of the rotation submit a reflective report based on these incidents; (submit the report via Canvas or e-mail to the Course Director).

All components of the course grading criteria must be successfully completed in order to obtain a passing grade. Rubrics for each grading section will be provided before the beginning or the course. These could be events in which a decision was made, a conflict occurred, or a problem was resolved; a situation that challenged you personally or that caused you the greatest difficulty, discomfort, or pressure. They could be events or situations that you observed, and they may be positive or negative in their outcomes. Keep a log of event details such as:

- (a) Time and place it occurred,

- (b) Persons involved,
- (c) What was challenging or problematic about the incident and how it affected you or why it was significant to you personally and/ or professionally?

In developing your report, you **must** answer these questions: Applies to both CBDPP and /or Cypress Creek Rotations:

- 1 .How did the circumstances of the experience influence your thinking or feeling about your professional responsibilities or the attitudes or actions of others involved?
- 2 Would you do anything differently in another similar situation? What do you wish you had known, or what kind of preparation would have made a difference in this situation?
- 3 .Did your service affect your perspective on your role as an oral healthcare provider, and if so how?
4. How, if at all, might your service during your rotation affect your practice decisions relative to providing care to under-served populations in your future practice?
5. **How socio-cultural factors, cultural competency, and background would influence patient’s oral health and dental treatment.**
6. What communication skills did you utilize that would improve patient interactions and outcomes?

Rubrics:

EVALUATION CRITERIA		STUDENT NAME:
Reflective Essay Assessment		Total 30% of Course Grade
Completion of Reflective Essay answering the 6 main questions	Completion of Reflective essay in relation to Clinical Work	Did not complete Reflective Essay Assessment
30% = PASS	15%	0% = FAIL

The reports should be typed and generally limited to 2 pages. The essay may be shared with other students or community agency colleagues. Reports less than one full page are not acceptable. Reflective Essays must be submitted at the end of the Rotation period and follow the above description to receive a Passing grade.

3. Pre and Post Survey/Test

The pre- and post- training survey will collect basic demographics of participants as well as attitudes related to HIV.

The pre- and post-training assessment will consist of multiple choice and true/false questions use to evaluate knowledge of HIV and Oral Health, Medication Management, PrEP and PEP.

Rubrics:

EVALUATION CRITERIA		STUDENT NAME
Pre-Rotation Survey and HIV Knowledge Assessment		Total 10% of Course Grade
Completion of Survey and Knowledge Assessment	Did not complete Survey and Knowledge Assessment	
100% of 10%=10%		0% of 10% = 0%

Post-Rotation Survey and HIV Knowledge Assessment **Total 10% of Course Grade**

Completion of Survey and HIV Knowledge Assessment	HIV Knowledge Assessment greater than 85% correct	Did not complete survey and Knowledge Assessment
50% of 10% = 5%	Add an additional 50% of 10% =5%	0% of 10% = 0

50% of 10% = 5%	Add an additional 50% of 10% =5%	0% of 10% = 0
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4. Inter-professional Learning in Healthcare

Purpose

Following preparatory readings, students from multiple health colleges will actively engage in interprofessional dialogue related to contemporary issues associated with HIV/AIDS in the United States.

The following CODA Competencies will be addressed in this exercise:

- 17. Graduates must be competent in assessing and managing the treatment needs of patients with special needs. (CODA Predoctoral Standard 2-25).
- 24. Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care. (CODA Predoctoral Standard 2-20).

Objectives

1. Given a problem (patient) scenario, individuals will collaborate as an interdisciplinary team to identify and examine causes and develop interventions related to patients living with HIV/AIDS in the United States.
2. Teams will collaboratively appraise and justify approaches to preventing the decline and improvement of the patient's current health condition.

Learning Preparation

1. Complete all lectures on the Course Canvas Site
2. Complete all readings on the Course Canvas Site
3. Download and read the case presentation

Facilitation Schema

This material was developed to be delivered as a two or three-hour face-to-face learning experience with assigned pre-readings. This session involves inter-professional learning experiences that incorporate a patient with complex needs who is living with HIV.

Format:

1. Pre- reading assignment: This material is provided to students approximately two weeks prior to the scheduled experience.
2. Ice breaker: During the first session, an icebreaker is encouraged to ease learners into collaboration.
3. Team assessment/Collaborative activity
4. Individual assessment

The individual assessment consists multiple choice questions used to assess the student's longitudinal knowledge of HIV.

The collaborative activity consists of multiple interactive problem-solving questions.

A more detailed description of this exercise and grading rubric will be available before the beginning of the winter semester 2021.

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 mode will be Pass/Fail.

They will be evaluated on their reflective observation activity regarding their service-learning experience during this rotation and the pre- and post survey/test regarding the student's knowledge of HIV and Oral Health, Medication Management, PrEP and PEP Please note that the NSU-CDM attendance policy applies to the course grade.

Course Grades will be determined as follows:

AxiUm Daily Performance Evaluation: Formative Assessment	10%
Reflective Essays: Formative Assessment	35%
Pre-rotation survey and knowledge assessment: Formative Assessment	10%
Post-rotation survey and knowledge assessment: Summative Assessment	10%
Inter-professional Learning in HealthCare: Summative Assessment	35%
Total: 100%	

Grades will be given P or F.

All components of the course grading criteria must be successfully completed in order to obtain a passing grade. Rubrics for each grading section will be provided before the beginning of the course.

As a continuum course, students can get a PR during rotation periods. A PR will consist of:

1. No unexcused absences.
2. Reflective essay must be completed for each site at the end of the rotation period.
3. Professionalism

PR will change to P at the end of the academic year if the student completes all the requirements.

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:

Pass/Fail

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%20a>

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

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

CDM College Attendance Policy Please note that, the Office of Admissions, Student Affairs and Services manages excused absences including sick days, mission trips, dental meetings, externships, interviews, family events, and other personal leave time, etc. and all student absences will continue to be tracked in axiUm. (Please refer to NSU Wide Religious Holidays Policy in the Student Handbook.) • Planned excused absences: please fill out the appropriate paperwork, with backup documentation (e.g. physician’s note), and submit on the online portal for the Office of Student Services prior to the scheduled absence, so that we can approve the leave time, and help you map out a plan to make up the work. It is the student’s responsibility to inform the course director for any courses you will be missing, your team leader for any clinic sessions that will be missed and/or the Coordinator of Extramural Programs (Dr. Mairelina Godoy), etc. of your planned absence(s). • Unplanned excused absences: please email Dr. Galka at agalka@nova.edu with a cc to cdmservices@nova.edu to report that you will be out, the reason for your absence and to also let us know if you plan to return to school the following day. You should also email the course director for any courses you will be missing, Dr. Mairelina Godoy mg1189@nova.edu for any rotations you will be missing and/or your team leader for any clinic sessions scheduled for that day. You must continue to email us daily to keep us updated if you will be out additional days and you can submit your SREA form together with backup documentation when you know the date you will return to school. • The student will be responsible for making up all missed rotations, all material presented in lectures, all laboratory projects, all written and practical examinations (including OSCEs) and must fulfill all didactic and clinical responsibilities as outlined in the individual course syllabi. Also, please review the attendance policy in the individual course syllabi. • Please do not schedule externships or interviews when you are scheduled for an examination or rotation. • Remember, it is your responsibility to reach out to our office for any unexcused absences to see if these fall under excused absences and/or to see how the unexcused absence will be managed. Also, please contact Dr. Mairelina Godoy directly to arrange makeup of any and all missed rotations, which will take place during optional clinicweeks. • Every student will be able to take 1 Personal Day/per Semester (3 Personal Days/Academic Year) with NO BACKUP DOCUMENTATION REQUIRED, provided the day(s) are not taken when you are scheduled for a rotation, written examination, practical/competency examination, OSCE or taken directly before/after a school holiday, etc. These absences will be managed through our office and designated as excused absences, provided our office is notified by email in advance or on the day of the absence. (Please indicate in the email if you will be using a personal day and designate D-1, D-2, D-3 or D-4 student.) For any additional absences to the 1 Personal Day/per semester, or in the event that you will be missing a written examination, a preclinical or clinical practical/competency examination, including an OSCE, or rotation, backup documentation WILL be required. Again, it is the student’s responsibility to notify all course directors, team leaders, and/or the Coordinator of Extramural Programs, etc. affected by your absence(s). Please check your individual schedule before requesting a personal day, to be sure that you will not be missing a rotation or an exam. A personal day will be recorded as a full day. (Half days cannot be requested.) A personal day must be requested on or before the day in question and cannot be used retroactively. **COVID-19 Protocol (subject to change)**1. NO STUDENT IS TO COME TO SCHOOL SICK- if you do not feel right- please do NOT come to school. Email Dr. Galka- Assistant Dean for Admissions, Student Affairs and Services (agalka@nova.edu) 2. If a student has had direct/close contact with someone who has been infected with COVID-19 or is experiencing COVID-like symptoms- immediately self- isolate/quarantine. Email Dr. Galka and Dr. Schweizer- Director Infection Prevention Programs (schweize@nova.edu). a. Direct Exposure/ Asymptomatic: test on day 7- if negative test result- can come back after 10 days : if NO test- quarantine 14 days b. Symptomatic (with or without Direct Exposure): test immediately and then again on day 7- if negative test result on day 7- can

come back after 10 days : NO test- quarantine 14 days and must be symptom-free for 72 hours 3. If a student tests positive for COVID-19: remain self-isolated. To return to school: student needs to have 2 consecutive negative test results in a row (at least 24 hours apart). 4. Students who are in quarantine, need to contact both Dr. Galka and Dr. Hernandez (marher@nova.edu) to determine if they can participate in online courses during this time

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>