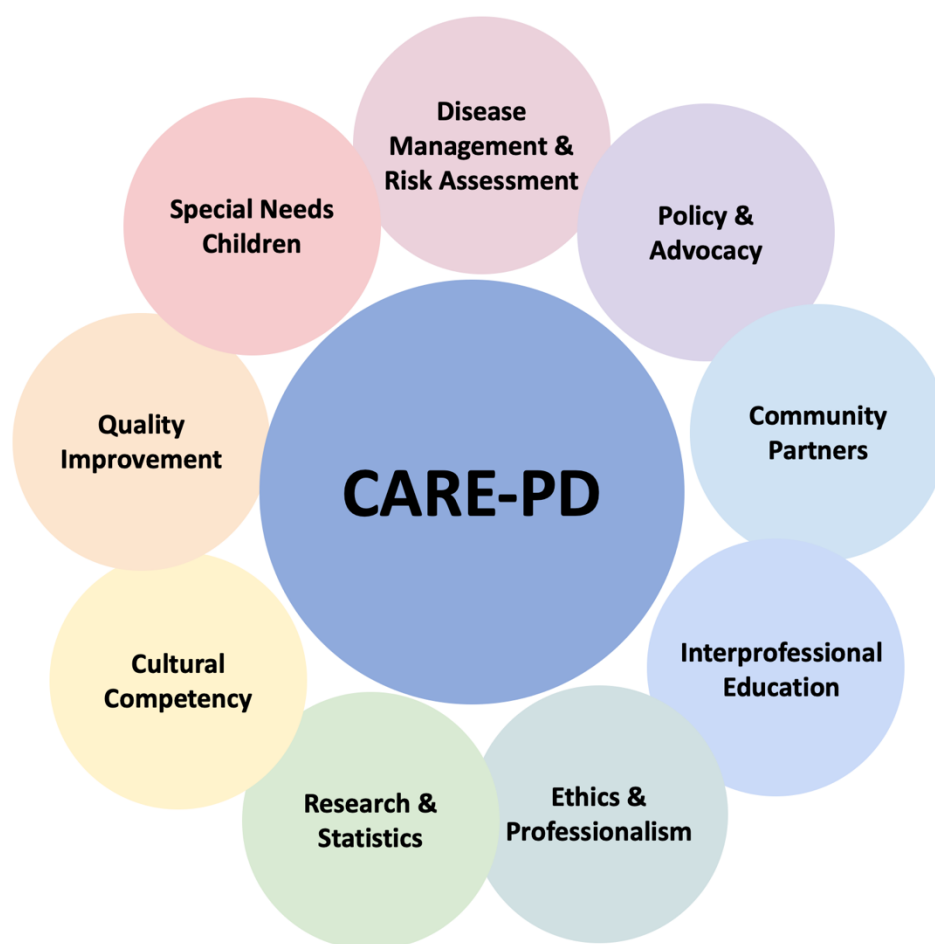


Community Access Reach Education in Pediatric Dentistry ETHICS & PROFESSIONALISM

Ethics & Professionalism
Course Syllabus

Course Title: Ethics & Professionalism – DS307.45

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



Rev: 11/2020

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number (DHHS-HRSA 1D88HP39034-01-00)

Course Co-Chairs



Francisco Ramos-Gomez, DDS, MS, MPH

Francisco J. Ramos-Gomez is a Professor of Pediatric Dentistry at UCLA, Executive Director for the UCLA Center for Children's Oral Health, and Director of the Community Access Reach Education in Pediatric Dentistry (CARE-PD) Program. In over thirty years as a pediatric dentist, his research has focused on Early Childhood Caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations. In addition to clinically based interventions, Dr. Ramos-Gomez has pioneered protocols in early detection, intervention and prevention of ECC. He co-founded the Center to Address Disparities in Children's Oral Health to identify the cultural, environmental, workforce, behavioral, and biologic factors associated with health disparities among ethnic/racial groups in order to enhance health professionals' ability to target children likely to be at risk for dental caries. Currently, Dr. Ramos-Gomez is a Diplomate of the American Board of Pediatric Dentistry and a board member of the AAPD Government Council, the Perinatal and Infant Oral Health Council, the Oral Health Action Coalition (OHAC), and the California State Dental Health Alliance.

Email: frg@dentistry.ucla.edu



Minh Tran, PhD

Dr. Minh Tran is Director of the UCLA Curriculum and Academic Enrichment. He has extensive experience in K-12 education as well as graduate education. Dr. Tran participates in CARE strategic planning sessions and brings his expertise to the program.

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Course Description

Through a combination of classroom discussion and activities, this course introduces residents to cultural and ethical issues relevant to dental school clinics and private practice. In a small group environment, residents have the opportunity to discuss school culture and intercultural relationships, preparing them for experiences with a diverse school culture and patient pool. Ethics, along with state and federal regulations, are introduced as they apply to dentistry practiced in dental school clinics and private practice.

Course Competency

Demonstrate the ability to incorporate ethical reasoning and actions that promote culturally competent oral health care to individuals and populations.

Course Objectives

On successful completion of this course, residents will be able to:

- Compare and contrast common theories used in clinical/research ethics
- Consider standards for useful clinical/research ethical theories
- Evaluate common theories and develop objections to unsuccessful approaches
- Practice applying ethical theories to cases
- Develop expertise in ethical facets of a particular case

Special Supplement

Course Title

Pediatric Pain Management and The Judicious Use of Opioids – Parts 1 & 2

Course Description – Part I

Pediatric Pain Management and The Judicious Use of Opioids – Part 1

Appropriate Treatment of Pain in Pediatric Dental Patients

This 4-hour presentation will cover the clinical assessment and management of pain in pediatric dentistry, including appropriate pharmacological and nonpharmacological approaches with demonstrated efficacy. Case examples will be employed to illustrate practical situations where opioid pharmacotherapy is appropriate vs. inappropriate. The session will discuss the appropriate use of opioid pharmacotherapy in pediatric dental practice, including standard precautions to employ based upon the patient and family risks of aberrant opioid behaviors, specifically reviewing CA statewide regulations requiring the use of the statewide prescription drug monitoring program. In cases where opioid therapy is inappropriate, clinical strategies for non-opioid pain management will be reviewed. The first half of the course will conclude with a question-and-answer session.

Course Objectives – Part I

After attending the part 1 course session, dental residents will be able to:

- Recognize pain syndromes common to pediatric dental practice and identify the treatments appropriate to these syndromes
- Describe pharmacology of the major categories of analgesics including opioids.
- List effective risk mitigation strategies to minimize aberrant opioid use including utilizing prescription drug monitoring programs
- Employ effective alternatives to opioid analgesics for pediatric patient pain management when opioids are not appropriate

Course Description – Part II

Pediatric Pain Management and The Judicious Use of Opioids – Part 2

Opioid Use Disorder and Pediatric Dental Practice

This 4-hour presentation will introduce the concept of addiction as a primary brain disease which develops as a developmental and learning disorder. The sociocultural impact of addiction will be reviewed, particularly in the effect of addiction on pediatric patient well-being and developmental trajectories. Tools appropriate to pediatric dental practice to assess for addiction risk factors in patients and their families will be introduced. In cases where patient or family behavior change is necessary, the session will review motivational interviewing strategies that are effective at evoking change talk from patients and family members. The fundamental principles of addiction treatment will be reviewed, and the presenter will discuss practical strategies to link individuals to treatment where

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they can receive a comprehensive addiction assessment and initiate appropriate substance use disorder treatment. The second half of the course will conclude with a question-and-answer session.

Course Objectives – Part II

After attending the part 2 course session, dental residents will be able to:

- Screen and assess for substance use disorders and describe how the disorders develop in pediatric and adult patients
- Articulate the impact of substance use disorders in families on caregiver attachments and the social, emotional, and cognitive effects on children and their developmental trajectory
- Name the fundamental principles of substance use disorder treatment
- Utilize appropriate referrals systems to link affected families to substance use disorder treatment

Instructional Method(s) used in this course (Check all that apply)

- | | |
|-------------------------|--------------------|
| ✓ Lecture | Clinical Rotations |
| Seminar | Projects |
| ✓ Literature Review | Grand Rounds |
| ✓ Resident Presentation | Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--|
| Patient Care | ✓ Interpersonal & Communication Skills |
| Medical Knowledge | ✓ Professionalism |
| Practice-based learning and improvement | Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| Biomedical sciences | Management of a contemporary dental practice |
| ✓ Behavior guidance | Patients with special health care needs |
| Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| Oral diagnosis, oral pathology, & oral medicine | Pediatric Medicine |
| Prevention and health promotion | Advocacy |
| Comprehensive dental care | Teaching |

Evaluation Criteria/Methods

- Active participation in class
- Ethics case review and discussion
- Online course evaluation

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

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Course Schedule

Part I

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Spring	2 hours All residents <i>(course offered every other year)</i>	Ethics: Foundations	Foundational theories of ethics. Evaluating conflict between theories	School of Public Health Fellow
2 Spring	2 hours All residents <i>(course offered every other year)</i>	Well-Being & Autonomy	Foundational theories of ethics. Evaluating conflict between theories	School of Public Health Fellow
3 Spring	2 hours All residents <i>(course offered every other year)</i>	Justice & Social Responsibility	Foundational theories of ethics. Evaluating conflict between theories	School of Public Health Fellow
4 Spring	2 hours All residents <i>(course offered every other year)</i>	Case Studies Part I	Introduction to a wide range of cases, focusing on topics such as research ethics, prenatal dentistry, billing/payment, working with minors, cultural competency challenges, etc. (discussion focused)	Dr. Minh Tran
5 Spring	2 hours All residents <i>(course offered every other year)</i>	Case Studies Part II	Case work (continued)	Dr. Minh Tran

Learning Resources & Readings

All current readings will be available at UCLA MedHub prior to the class. Here are a few:

- Rhodes R. [Good and not so good medical ethics](#). J Med Ethics. 2015 Jan;41(1):71-4. doi: 10.1136/medethics-2014-102312. PubMed PMID: 25516940.
- Teeth: The Story of Beauty, Inequality, and the Struggle for Oral Health in America Hardcover – March 14, 2017 by Mary Otto (Author)

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Course Schedule

Part II

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Spring	2 hours All residents (course offered every other year)	Pediatric Pain Management and the Judicious Use of Opioids – Part I <i>Appropriate Treatment of Pain in Pediatric Dental Patients</i>	Pharmacological and Non- Pharmacological Approaches to Treating Pediatric Dental Pain How to Manage Opioid Pharmacotherapy Judiciously and Mitigate Risks Inherent to Opioid Pharmacotherapy Alternatives to Opioid Pharmacotherapy When Opioid Pharmacotherapy is Not Appropriate	Dr. Brian Hurley
2 Spring	2 hours All residents (course offered every other year)	Pediatric Pain Management and The Judicious Use of Opioids – Part II <i>Opioid Use Disorder and Pediatric Dental Practice</i>	Introduction to Addiction as a Brain Disease with Developmental and Learning Disorder Affects Addiction and its Effects on Family Systems and Community Dynamics Screening and Assessment Tools for Substance Use Disorders in Pediatric Patients and their Families Employing Motivational Interviewing as a Core Communication Strategy to Evoke Change from Patients and Their Families Inferring a Substance Use Disorder Diagnosis and Linking Patients and Families at Risk to Substance Use Disorder Treatment Q&A	Dr. Brian Hurley
3 Spring	2 hours All residents (course offered every other year)	Family Substance use and its implications of children – Part I	Substance use effect on Family Development Domestic Violence	Mimi Lind, LCSW

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4 Spring	2 hours All residents (course offered every other year)	Family Substance use and its implications of children – Part II	Role of the Family Developmental Needs Attachment Theories Family systems	Yasmin Safari, LCSW
5 Spring	2 hours All residents (course offered every other year)	Moral Philosophy and the Clinical Encounter: A Primer on Health Care Ethics <i>SPICE Recorded Lecture</i>		Tyler Gibbs

Learning Resources & Readings

All current readings will be available at UCLA MedHub prior to the class. Here are a few:

- Pain Management in Dentistry: A Changing and Challenging Landscape.
<https://pcssnow.org/event/pain-management-indentistry-a-changing-and-challenging-landscape>
- Nack, B., Haas, S. E., & Portnof, J. (2017). Opioid Use Disorder in Dental Patients: The Latest on How to Identify, Treat, Refer and Apply Laws and Regulations in Your Practice. *Anesthesia progress*, 64(3), 178-187. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5579823>

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Community Access Reach Education in Pediatric Dentistry DISEASE MANAGEMENT & RISK ASSESSMENT

Disease Management & Risk Assessment
Course Syllabus

Course Title: Disease Management/Risk Assessment – DS307.40

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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Course Chair



Francisco Ramos-Gomez, DDS, MS, MPH

Francisco J. Ramos-Gomez is a Professor of Pediatric Dentistry at UCLA, Executive Director for the UCLA Center for Children’s Oral Health, and Director of the Community Access Reach Education in Pediatric Dentistry (CARE-PD) Program. In over thirty years as a pediatric dentist, his research has focused on Early Childhood Caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations. In addition to clinically based interventions, Dr. Ramos-Gomez has pioneered protocols in early detection, intervention and prevention of ECC. He co-founded the Center to Address Disparities in Children’s Oral Health to identify the cultural, environmental, workforce, behavioral, and biologic factors associated with health disparities among ethnic/racial groups in order to enhance health professionals’ ability to target children likely to be at risk for dental caries. Currently, Dr. Ramos-Gomez is a Diplomate of the American Board of Pediatric Dentistry and a board member of the AAPD Government Council, the Perinatal and Infant Oral Health Council, the Oral Health Action Coalition (OHAC), and the California State Dental Health Alliance.

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Course Description

In this course residents learn the fundamental concepts of health promotion and disease prevention. Emphasis is on assessment, health promotion, and risk reduction/ prevention related to oral health. The American Academy of Pediatric Dentistry and the American Association of Pediatrics currently recommend that children receive their first dental evaluation within the first year of life. In general, there is an increasing trend toward providing dental care to children before the age of three. The reasons for early dental intervention with pregnant women, infants and parents are to determine the risk status based on the information from the parents and to perform a screening risk assessment and examination of infants' mouths. This early care provides an opportunity to educate and inform parents about their children's oral health. Anticipatory guidance/counseling for children's dental health is an important part of preventive care, and may be the most effective way to prevent problems (such as early childhood caries (ECC)) that traditional infectious-disease models have failed to address.

Course Competencies

- Describe caries development, progression and pathophysiology
- Learn the fundamental concepts of oral health promotion and disease prevention at the individual and at the community level.
- Describe access to care issues and develop strategies for oral disease prevention at the individual and at the community level.
- Apply risk-based diagnosis and treatment planning

Course Objectives

On successful completion of this course, residents will be able to:

- Understand why pregnancy provides a unique opportunity to provide oral health interventions for women and their infants.
- Realize the impact of maternal oral health on long-term oral disease status in families.
- Know the background and clinical evidence in support of perinatal and infant oral care.
- Be able to perform a caries risk assessment through the use of the CAMBRA tool for 0-5 and clinical exam results in a private practice or in a community based clinical environment.
- Identify dental products available for patient interventions and develop a treatment path to manage dental caries a patient based upon CAMBRA risk assessment protocols.
- Understand the benefits and challenges in creating buy-in from dental team members, and the influence of third-party payers on patient acceptance.
- Examine, diagnose, and treat very young children using an Infant Oral Care model.
- Effectively utilize Motivational Interviewing skills to elicit positive behavior change.
- Comprehend the barriers to access in care for lower income families,
- Deliver perinatal and infant/toddler oral health prevention and education, and
- Be able to offer dental practitioners information on a dental practice model in working with the youngest population of pediatric patients and to gain more in depth pediatric dental experience.

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Special Supplement

Course Title

Motivational Interviewing Part 1 and 2 (2-day intensive training)

Course Description

Motivational interviewing (MI) is a collaborative, goal-oriented method of communication with particular attention to the language of change. It is designed to strengthen an individual's motivation for a movement toward a specific goal by eliciting and exploring the person's own arguments for change. In this interactive workshop, specifically tailored towards oral health professionals working with a pediatric population, Dr. Matt Allen helps participants solidify and deepen their MI skillset. This intermediate level training helps participants experience both the spirit and the skills of motivational interviewing, moving from a theoretical framework of MI to a practical working application. With the goal of increasing the level of clinical skillfulness, learning activities will include: real-life demonstrations, videotape examples, real-plays, case studies, small group exercises, and significant participant practice with feedback.

Course Objectives

After attending the part 1 course session, dental residents will be able to:

- Recognize pain syndromes common to pediatric dental practice and identify the treatments appropriate to these syndromes
- Describe pharmacology of the major categories of analgesics including opioids.
- List effective risk mitigation strategies to minimize aberrant opioid use including utilizing prescription drug monitoring programs
- Employ effective alternatives to opioid analgesics for pediatric patient pain management when opioids are not appropriate

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Instructional Method(s) used in this course (Check all that apply)

- | | |
|-----------------------|--------------------|
| ✓ Lecture | Clinical Rotations |
| Seminar | Projects |
| ✓ Literature Review | Grand Rounds |
| Resident Presentation | Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--------------------------------------|
| ✓ Patient Care | Interpersonal & Communication Skills |
| ✓ Medical Knowledge | Professionalism |
| Practice-based learning and improvement | Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| Biomedical sciences | Management of a contemporary dental practice |
| ✓ Behavior guidance | Patients with special health care needs |
| Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| Oral diagnosis, oral pathology, & oral medicine | ✓ Pediatric Medicine |
| ✓ Prevention and health promotion | Advocacy |
| ✓ Comprehensive dental care | Teaching |

Evaluation Criteria/Methods

- Written examination (final exam at end of Summer Quarter)
- Completion of Infant Oral Care Program (IOCP) rotation. For details: <http://www.uclaiocp.org/>
- Active participation in class
- Reflection papers
- Course evaluation

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

Course Schedule

Part I

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Summer	2 hours PGY1	Cariology & ECC Prevention – Part I	Intro to Disease Management	Dr. Francisco Ramos- Gomez
2 Summer	2 hours PGY1	Cariology & ECC Prevention – Part I	Fundamentals of Caries Disease Management	Dr. Francisco Ramos- Gomez
3 Summer	2 hours PGY1	CAMBRA & Infant Oral Care	Caries Risk Assessment, CAMBRA, the six steps of Infant Oral Care	Dr. Francisco Ramos- Gomez
4 Summer	2 hours PGY1	Clinical Cases & Minimally Invasive Dentistry – Part I	Case Discussions on Caries Disease Management	Dr. Francisco Ramos- Gomez
5 Summer	2 hours PGY1	Fluoride & Sealants, EB usage for prevention	Sealants & FI Articles AAPD manual	Dr. Hewlett
6 Summer	4 hours PGY1	Clinical Cases & Minimally Invasive Dentistry – Part II	Cases, Continued	Dr. Francisco Ramos- Gomez
7 Summer	3 hours PGY1	Reflection Session, Resources & Online Learning Review	Dr. Featherstone Video (online learning and reflection paper) DentaQuest Website and resources AAPD Manual	Dr. Francisco Ramos- Gomez

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Course Schedule

Part II

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
1 Fall	2 hours PGY2	Periodontal Disease and Caries Treatment, Part I	Dr. Beatriz Bezerra
2 Fall	2 hours PGY2	Periodontal Disease and Caries Treatment, Part II	Dr. Beatriz Bezerra
3 Fall	2 hours PGY2	Disease Management & Risk Assessment Follow Up Course	Dr. Francisco Ramos-Gomez

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Course Schedule

Special Supplement

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Spring	8 hours All residents (course offered every other year)	Motivational Interviewing – Part I (2-day training)	What is Motivational Interviewing? Why Motivational Interviewing for oral health professionals? Postural, relational and listening foundations	Dr. Matt Allen
2 Fall	4 hours All residents (course offered every other year)	Motivational Interviewing – Part II (2-day training)	Complex Reflections Caries Risk Conversations and Self-Management Goals Change Talk Coaching and coding Motivational Interviewing	Dr. Matt Allen

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Learning Resources & Readings:

All required reading materials are uploaded into UCLA MedHub and available on the UCLA SPICE-PD website at: <http://www.uclachatpd.org/disease-management--risk-assessment.html> Some are listed below:

- Wright, J. T., Tampi, M. P., Graham, L., Estrich, C., Crall, J. J., Fontana, M., Carrasco-Labra, A. (2016). Sealants for preventing and arresting pit-and-fissure occlusal caries in primary and permanent molars: A systematic review of randomized controlled trials-a report of the American Dental Association and the American Academy of Pediatric Dentistry. *J Am Dent Assoc*, 147(8), 631-645 e618. doi: 10.1016/j.adaj.2016.06.003. Available at: [http://jada.ada.org/article/S0002-8177\(16\)30475-5/pdf](http://jada.ada.org/article/S0002-8177(16)30475-5/pdf)
- Wright, J. T., Crall, J. J., Fontana, M., Gillette, E. J., Novy, B. B., Dhar, V., Carrasco-Labra, A. (2016). Evidence-based clinical practice guideline for the use of pit-and-fissure sealants: A report of the American Dental Association and the American Academy of Pediatric Dentistry. *J Am Dent Assoc*, 147(8), 672-682 e612. doi: 10.1016/j.adaj.2016.06.001. Available at: [http://jada.ada.org/article/S0002-8177\(16\)30473-1/pdf](http://jada.ada.org/article/S0002-8177(16)30473-1/pdf)
- Albino, J., & Tiwari, T. (2016). Preventing Childhood Caries: A Review of Recent Behavioral Research. *J Dent Res*, 95(1), 35-42. doi: 10.1177/0022034515609034. Available at: <http://jdr.sagepub.com/content/early/2015/09/30/0022034515609034.full.pdf+html>
- Wong A, Subar PE, Young DA. Dental Caries: An Update on Dental Trends and Therapy. *Adv Pediatr*. 2017 Aug;64(1):307-330. doi: 10.1016/j.yapd.2017.03.011. Review. PubMed PMID: 28688595. Available at: <http://www.sciencedirect.com/science/article/pii/S0065310117300117?via%3Dihub>
- Gao SS, Zhang S, Mei ML, Lo EC, Chu CH. Caries remineralization and arresting effect in children by professionally applied fluoride treatment - a systematic review. *BMC Oral Health*. 2016 Feb 1;16:12. doi: 10.1186/s12903-016-0171-6. PubMed PMID: 26831727; PubMed Central PMCID: PMC4736084. Available at: <https://bmcoralhealth.biomedcentral.com/articles/10.1186/s12903-016-0171-6>

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Community Access Reach Education in Pediatric Dentistry STATISTICS & RESEARCH METHODS

Statistics & Research Methods
Course Syllabus

Course Title: Applied Statistics & Research Design – DS307.30

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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Course Co-Chairs



Francisco Ramos-Gomez, DDS, MS, MPH

Francisco J. Ramos-Gomez is a Professor of Pediatric Dentistry at UCLA, Executive Director for the UCLA Center for Children's Oral Health, and Director of the Community Access Reach Education in Pediatric Dentistry (CARE-PD) Program. In over thirty years as a pediatric dentist, his research has focused on Early Childhood Caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations. In addition to clinically based interventions, Dr. Ramos-Gomez has pioneered protocols in early detection, intervention and prevention of ECC. He co-founded the Center to Address Disparities in Children's Oral Health to identify the cultural, environmental, workforce, behavioral, and biologic factors associated with health disparities among ethnic/racial groups in order to enhance health professionals' ability to target children likely to be at risk for dental caries. Currently, Dr. Ramos-Gomez is a Diplomate of the American Board of Pediatric Dentistry and a board member of the AAPD Government Council, the Perinatal and Infant Oral Health Council, the Oral Health Action Coalition (OHAC), and the California State Dental Health Alliance.

Email: frg@dentistry.ucla.edu



Chi-Hong Tseng, PhD, MS

Dr. Tseng received his PhD in Biostatistics from UCLA in 2004. His research interests include design of clinical trials, survival analysis, multiple comparisons problem, and statistical genetics. He has extensive collaborative experience in cardiology, infectious disease, pulmonary, nephrology cancer, and health services studies. Dr. Tseng will be providing the pediatric dental residents continuous one-on-one feedback on their research projects. He is the CARE Information Systems Expert and data coordinator.

Email: ctseng@mednet.ucla.edu

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Myung-Shun Sim, DrPH, MS

Myung Shin Sim, DrPH received her DrPH in Biostatistics from UCLA in 2005. Her research interest includes sample size calculations for various study designs, survival analysis, longitudinal data analysis and analysis methods for diagnostics. She has over 20 years of collaborative experience in various fields in pediatrics such as infectious disease, cancer, pulmonary, neurology, cardiology, nephrology and various biomarker studies. Dr. Sim will teach biostatistics courses for pediatric dental research providing the pediatric dental residents one-on-one feedback on their research projects.

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Course Description

Residents will be provided with the necessary scientific foundation of knowledge and skills required to practice effective “Evidence- based dentistry”. Residents will gain knowledge to form critical questions, locate information, judge the quality of available information, and apply evidence to clinical decision making and ongoing evaluation on both patient care at the individual level and community level.

Knowledge of basic research design and statistics is important in order to understand the scientific literature that will be read throughout one’s professional career as well as to give one the ability to conduct their own research project. This course surveys basic research design and research methods along with basic descriptive and inferential statistics.

Course Competency

Residents are expected to become knowledgeable in research design, basic statistics and to gain the skills necessary to interpret the results of statistical analyses.

Course Objectives

On successful completion of this course, residents will be able to:

- Critique, synthesize, and apply information from scientific and lay sources to improve oral health.
- Understand basic statistical and research design terms and procedures including IRB processes.
- Formulate appropriate research question and conduct an approved research project
- Complete a research paper/poster write-up and present to audience.

Instructional Method(s) used in this course (Check all that apply)

- | | |
|-------------------------|--------------------|
| ✓ Lecture | Clinical Rotations |
| Seminar | ✓ Projects |
| ✓ Literature Review | Grand Rounds |
| ✓ Resident Presentation | Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--------------------------------------|
| Patient Care | Interpersonal & Communication Skills |
| Medical Knowledge | Professionalism |
| Practice-based learning and improvement | Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| ✓ Biomedical sciences | Management of a contemporary dental practice |
| Behavior guidance | Patients with special health care needs |
| Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| Oral diagnosis, oral pathology, & oral medicine | Pediatric Medicine |
| Prevention and health promotion | Advocacy |
| Comprehensive dental care | Teaching |

Evaluation Criteria/Methods

- Produce written research proposal and completed research poster and present at various professional conferences.

Remediation Policies

- Students who fail can meet individually with the professor to develop their proposal.

Course Schedule

Part I

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
1 Spring	2 hours PGY1	Introduction to Research & Stats	Dr. Myung-Shin Sim
2 Spring	2 hours PGY1	Sampling & Measurement	Dr. Myung-Shin Sim
3 Spring	2 hours PGY1	Descriptive Statistics	Dr. Myung-Shin Sim
4 Spring	2 hours PGY1	Research Design	Dr. Chi-Hong Tseng
5 Spring	2 hours PGY1	Estimation & Significance Tests	Dr. Chi-Hong Tseng
6 Spring	2 hours PGY1	How to Enter an IRB application	ORA OHRPP Staff

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Course Schedule
Part II

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
Multiple Summer & Fall	40-50 hours PGY2	Research & Statistics Independent Work and Meetings with Mentors		Dr. Myung- Shin Sim & Dr. Chi- Hong Tseng
1 Fall	2 hours PGY2	Scientific Writing		Dr. Chi- Hong Tseng
2 Fall	2 hours PGY2	Research Project Updates		Dr. Francisco Ramos- Gomez, Dr. Tseng, Dr. Sim, & other invited faculty
3 Spring	2-4 hours PGY2	Research Project presentations	Presentation of research projects at selected professional conferences such as the annual AAPD & CSPD meetings (and at UCLA research day and Alumni Day).	Dr. Francisco Ramos- Gomez, Dr. Tseng, Dr. Sim, & other invited faculty

Learning Resources & Readings:

All available online at UCLA MedHub prior to each class.

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Community Access Reach Education in Pediatric Dentistry POLICY & ADVOCACY

Policy & Advocacy
Course Syllabus

Course Title: Policy & Advocacy – DS307.43

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number (DHHS-HRSA 1D88HP39034-01-00)

Course Co-Chairs



Francisco Ramos-Gomez, DDS, MS, MPH

Francisco J. Ramos-Gomez is a Professor of Pediatric Dentistry at UCLA, Executive Director for the UCLA Center for Children’s Oral Health, and Director of the Community Access Reach Education in Pediatric Dentistry (CARE-PD) Program. In over thirty years as a pediatric dentist, his research has focused on Early Childhood Caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations. In addition to clinically based interventions, Dr. Ramos-Gomez has pioneered protocols in early detection, intervention and prevention of ECC. He co-founded the Center to Address Disparities in Children’s Oral Health to identify the cultural, environmental, workforce, behavioral, and biologic factors associated with health disparities among ethnic/racial groups in order to enhance health professionals’ ability to target children likely to be at risk for dental caries. Currently, Dr. Ramos-Gomez is a Diplomate of the American Board of Pediatric Dentistry and a board member of the AAPD Government Council, the Perinatal and Infant Oral Health Council, the Oral Health Action Coalition (OHAC), and the California State Dental Health Alliance.

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Vinodh Bhoopathi, BDS, MPH, DScD

Dr. Vinodh Bhoopathi., BDS, MPH, DScD is an assistant professor in the Division of Public Health and Community Dentistry at UCLA school of dentistry. He is a diplomate of the American Board of Dental Public Health with a Doctorate of Science in Dentistry in Dental Public Health degree from Boston University. Dr. Bhoopathi’s research interests include oral health disparities, access to care, workforce issues, and nutrition and obesity’s impact on oral health.

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James Crall, DDS, MS, ScD

James J. Crall, D.D.S., M.S., Sc.D. is a Professor and Chair of the Division of Public Health and Community Dentistry at the UCLA School of Dentistry. Dr. Jim Crall directs the HRSA/MCHB Leadership Training in Pediatric Dentistry Program. He served as Director of the HRSA/MCHB National Oral Health Policy Center from 2000-2008, was Project Director for the AAPD Head Start Dental Home Initiative from 2007-2010, and has been Child Advocate for the American Academy of Pediatric Dentistry since 1995. He has authored or coauthored over 60 peer-reviewed manuscripts and nearly 40 chapters, technical briefs, and commissioned works (including the CMS Guide to Children's Dental Care in Medicaid).

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Sarah Blenner, JD, MPH

Sarah Blenner is the project Manager at Public Health Training Program on Population Health Advocacy for the Office of the Associate Dean of Public Health Practice at UCLA Fielding School of Public Health. She has extensive experience in Policy and Advocacy Development.

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Course Description

This course covers the policy and advocacy components of the program with presentations as well as opportunities for exposure to health policies at national, state, and local levels as well as professional and organizational policies. Dental professional's role in advocating for optimal oral health will be discussed.

Course Competencies

- Demonstrate the ability to describe the US policy and advocacy legislative processes.
- Demonstrate the ability to communicate and collaborate with relevant stakeholders to advocate for policies that impact oral and general health for individuals and populations.
- Demonstrate the ability to participate in inter-professional care across the lifespan of people from diverse communities and cultures.

Course Objectives

On successful completion of this course, residents will be able to:

- Residents are expected to become knowledgeable in the overall federal and state health policy making process, current policies in place, and strategies applied in advocacy.
- Describe how laws and policies are developed and implemented in the US.
- Identify the role of the dental profession in advocating for optimal health for the US population, including underserved and vulnerable populations.
- Describe the roles of dental public health organizations in oral health advocacy.
- Educate and promote awareness about the importance of oral health to policy makers and regulatory agencies and officials.
- Discuss the US policies that regulate or affect the provisions of oral healthcare, including coverage of dental care and state practice acts.
- Describe the role of inter professional collaborations in advocating for policies that prevent and treat dental diseases.

Instructional Method(s) used in this course (Check all that apply)

- | | |
|-----------------------|---|
| ✓ Lecture | Clinical Rotations |
| Seminar | Projects |
| ✓ Literature Review | Grand Rounds |
| Resident Presentation | ✓ Other: <u>Applied Learning Experience</u> |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--------------------------------------|
| Patient Care | Interpersonal & Communication Skills |
| Medical Knowledge | Professionalism |
| Practice-based learning and improvement | Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| Biomedical sciences | Management of a contemporary dental practice |
| Behavior guidance | Patients with special health care needs |
| Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| Oral diagnosis, oral pathology, & oral medicine | Pediatric Medicine |
| Prevention and health promotion | ✓ Advocacy |
| Comprehensive dental care | Teaching |

Evaluation Criteria/Methods

- MedHub course evaluation and active class participation

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

Course Schedule

Part I

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Winter	2 hours PGY1	Federal, State, and Community Programs	Introduction to social health services programs and relationship to legislation Issues of these programs and relation to pediatric oral health	Dr. Jim Crall
2 Winter	2 hours PGY1	The Health Care System before and after the ACA, policy enactment and Implementation	Assessment of different provider models and the role of health professional organizations in promoting or opposing each model US Health Care System Affordable Care Act with special emphasis on the oral health provisions	Dr. Jim Crall
3 Winter	2 hours PGY1	Advocacy & Policy Making Process	Structure of US legislature How Bills become Law in the US Health policy development and the decision process Defining problems, statistics and problems, & possible policy changes Review of AAPD policy priorities	Sarah Blenner
4 Winter	2 hours PGY1	Advocacy & Policy: Beyond Legislation Influencing Health Care policies and programs	Federal vs./and State responsibilities for oral health/dental care Review of selected current oral health and oral health related health bills Professional advocacy efforts	Sarah Blenner
5 Winter	1 hours PGY1	Advocacy Webinar	Information on the types (embedded or stand-alone) of dental plans in your state Participation in the new exchange plans Coverage in the individual and small group market	Online AAPD

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6 Winter	2 hours PGY1	Advocacy Days Introduction & Mock legislation advocacy session	Residents choose and research the oral health issue they wish to advocate for, assemble all the necessary evidence, and present in class for discussion	Dr. Francisco Ramos- Gomez
7 Winter	2 days PGY1	Applied Learning Experience: AAPD Advocacy Day	National Advocacy Days Participation, Pre-work assignments	Dr. Francisco Ramos- Gomez
8 Winter	2 hours PGY1	AAPD Advocacy Day Debrief	Applied learning debriefing session: Residents responsible for providing feedback and questions Residents reflect on their own views on the information and explore potential alternatives to questions/issues encountered	Dr. Francisco Ramos- Gomez
9 Winter/ Spring	2 days PGY1	Applied Learning Experience: State and/or local level advocacy	State Advocacy days participation pre-work assignments	Dr. Francisco Ramos- Gomez
10 Winter	2 hours PGY1	State and/or Local Advocacy Day Debrief	Applied learning debriefing session: Residents responsible for providing feedback and questions Residents reflect on their own views on the information and explore potential alternatives to questions/issues encountered	Dr. Francisco Ramos- Gomez

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Course Schedule

Part II

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
1 Winter	2 hours PGY2	Health Care Financing & Defining Access/Utilization	Dr. Jim Crall
2 Winter	2 hours PGY2	Moving towards a better healthcare system	Dr. Jim Crall
3 Winter	2 hours PGY2	Policy & Advocacy Simulations I	Eileen Espejo
4 Winter	2 hours PGY2	Policy & Advocacy Simulations II	Eileen Espejo
5 Winter	2 hours PGY2	Policy & Advocacy Toolkit	Dr. Vinodh Bhoopathi
6 Spring	2 hours Selected PGY2	National Oral Health Conference	Dr. Francisco Ramos-Gomez
7 Spring	2 hours PGY2	National Oral Health Conference Debrief	Dr. Francisco Ramos-Gomez

Learning Resources & Readings:

All required reading materials are uploaded into UCLA MedHub prior to each class.

- Harry Snyder and Matt Iverson, *Advocating for Change: Understanding How to Impact Health Policy*, Center for Healthy Communities, The California Endowment (2006), pp. 1-5, 28-41. Available at: http://www.racialequitytools.org/resourcefiles/AFC_Manual_01.pdf
- Njeri M. Thuku, Kelly Caulli, Stacy Costello, Harold S. Goodman, "Breaking the Cycle in Maryland: Oral Health Policy Change in the Face of Tragedy," *Journal of Public Health Dentistry* 72: S7-S13 (2012).

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Community Access Reach Education in Pediatric Dentistry COMMUNITY PARTNERS

Community Partners

Course Syllabus

Course Title: Community Partners – DS307.41

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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Course Co-Chairs



Francisco Ramos-Gomez, DDS, MS, MPH

Francisco Ramos-Gomez, D.D.S., M.S., M.P.H. is a professor in the Division of Pediatric Dentistry and the Director for the Pediatric Dentistry Preceptorship Program at the UCLA School of Dentistry. Dr. Ramos-Gomez joined the school as a faculty member in 2008. Dr. Ramos-Gomez has been a pediatric dentist for more than twenty years with specific focus and research in the areas of early childhood caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations.

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Lisa B. Nguyen, DDS

Lisa B. Nguyen, D.D.S is an Assistant Professor in the Division of Pediatric Dentistry and the Associate Director for the Community-Based Clinical Education (CBCE) program at UCLA School of Dentistry to enhance education while increasing access to care for underserved populations. She also serves as a clinician delivering direct patient care at a Federally Qualified Health Center. Dr. Nguyen has clinical and quality improvement experience in various dental delivery models and is responsible for building and improving robust pediatric dentistry components within these models.

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James Crall, DDS, MS, ScD

James J. Crall, D.D.S., M.S., Sc.D. is a Professor and Chair of the Division of Public Health and Community Dentistry at the UCLA School of Dentistry. Dr. Jim Crall directs the HRSA/MCHB Leadership Training in Pediatric Dentistry Program. He served as Director of the HRSA/MCHB National Oral Health Policy Center from 2000-2008, was Project Director for the AAPD Head Start Dental Home Initiative from 2007-2010, and has been Child Advocate for the American Academy of Pediatric Dentistry since 1995. He has authored or coauthored over 60 peer-reviewed manuscripts and nearly 40 chapters, technical briefs, and commissioned works (including the CMS Guide to Children's Dental Care in Medicaid).

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Course Description

This course will introduce students/ residents to social and health care systems and determinants of health and the impact on the oral health of the individual and population. Students/ residents will demonstrate the ability to access and describe the use of population-based health data for health promotion, patient care and quality improvement. Topics that will be covered include:

- Community health and social welfare including social programs
- Financing and workforce issues
- Pediatric oral health systems of care
- Health equity/ health disparities
- Health education and health promotion
- Population health management
- Health across the life span

Course Competency

- Describe social and health care systems locally and nationally and determinants of health and their impact on the oral health of the individual and population.
- Describe the oral health status and needs of the US population, including the underserved, and minority groups.

Course Objectives

On successful completion of this course, residents will be able to:

- Identify the causes of social and behavioral factors that affect health of individuals and populations
- Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions
- Identify critical stakeholders for the planning, implementation, and evaluation of public oral health programs policies, and interventions
- Describe the role of social and community factors in both the onset and solution of public oral health programs, policies, and interventions.
- Describe the different US social welfare systems, healthcare systems and health insurance systems and their implications for population oral health status.
- Define oral health literacy for the health care provider and dental public health professional
- Identify aspects of an oral health literate organization and be able to suggest ways to implement oral health literate best practices
- Describe the individual, community and public health implications of low oral health literacy and the role of home visiting programs
- Explain strategies to communicate more clearly with patients, the public, or community

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Instructional Method(s) used in this course (Check all that apply)

- | | |
|---|--------------------|
| <input checked="" type="checkbox"/> Lecture | Clinical Rotations |
| Seminar | Projects |
| <input checked="" type="checkbox"/> Literature Review | Grand Rounds |
| <input checked="" type="checkbox"/> Resident Presentation | Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--|
| Patient Care | Interpersonal & Communication Skills |
| Medical Knowledge | Professionalism |
| Practice-based learning and improvement | <input checked="" type="checkbox"/> Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| Biomedical sciences | Management of a contemporary dental practice |
| Behavior guidance | Patients with special health care needs |
| Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| Oral diagnosis, oral pathology, & oral medicine | Pediatric Medicine |
| <input checked="" type="checkbox"/> Prevention and health promotion | <input checked="" type="checkbox"/> Advocacy |
| <input checked="" type="checkbox"/> Comprehensive dental care | Teaching |

Evaluation Criteria/Methods

- Students'/Residents' attainment of course objectives will be assessed by completion of two community level practicums.

Applied Learning Experiences

- Practicum Level I: Residents participate in an activity or event led or organized by a community organization
- Practicum Level II: Residents initiate contact with a community organization and work collaboratively to improve systems of care for the oral health of children. Written reports of the practicums must be completed and practicum level II summaries presented in class.
- For more details on the practicums, refer to the CARE website at:
<http://www.uclachatpd.org/practicum.html>

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

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Course Schedule

IOCP Orientation

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Summer	1 hour PGY1	Introduction to Community Health & Advocacy (CARE-PD)	Introduction to HRSA funding, goals, & objectives of CARE-PD Overview of website, resources, and requirements	Dr. Francisco Ramos-Gomez & CARE team
2 Summer	1 hour PGY1	Introduction to Community Partners	Various social services agencies and their role in community oral health prevention and promotion	Dr. Francisco Ramos-Gomez & Dr. Lisa Nguyen
3 Summer	2 hours PGY1	Social Determinants of Health & Cultural Competency	Role of social determinants of health (such as health care services, social & community context, education, economic stability, etc.) on oral health	Dr. Francisco Ramos-Gomez & Dr. Minh Tran
4 Summer	1 hour PGY1	Community Partners Site Visit: Venice Family Clinic / Simms Mann & Lou Colen	Tour of IOCP clinics	Dr. Francisco Ramos-Gomez
5 Summer	1 hour PGY1	Introduction to WIC	Women Infant & Children national program	Criitian, Julia & Valerie from PHFE
6 Summer	1 hour PGY1	Introduction to Early Head Start	Head Start with an emphasis on dental care and national and state program information reports (PIR)	Katie Hollingworth & Jose Martinez
7 Summer	1 hour PGY1	LA Children's Dental Insurance Plans-Healthcare	Dental and Health Insurance with emphasis on Medi-Cal	Linda Lopez & Leticia Ramos

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Course Schedule

Part I

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
1 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Health Literacy	Dr. Inese Verzemnieks
2 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Screenings & Home Visiting Programs and Oral Health	Dr. Inese Verzemnieks
3 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Community Clinic and Programs in Los Angeles	Dr. Jim Crall
4 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Community Collaborations	Robin Flint MacBride
5 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Children's Mental Health	TBA
6 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Foster Care	Todd Sosna with CII

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Course Schedule

Part II

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
1 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Social Determinants of Health	Dr. Vinodh Bhoopathi & Dr. Lisa Nguyen
2 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Social Determinants of Health Simulations – Part I	Dr. Vinodh Bhoopathi & Dr. Lisa Nguyen
3 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Social Determinants of Health Simulations – Part II and Debrief	Dr. Vinodh Bhoopathi & Dr. Lisa Nguyen
4 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Social Work	Dr. Gerard Lavina
5 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	Care Coordination – Implementation in Clinics & Practical Integration	Dr. Gerard Lavina
6 Winter	2 hours PGY 1 & PGY2 (course offered every other year)	EHS collaborative lecture	Jose Martinez (Riverside) & Katie Hollingsworth (CAPSLO)

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Learning Resources & Readings:

All available online at UCLA MedHub. Here are a few:

- National Security and U.S. Child Health Policy: The Origins and Continuing Role of Medicaid and EPSDT Sara Rosenbaum D. Richard Mauery Peter Shinc Julia Hidalgo. Department of Health Policy Brief, George Washington University. Available at: http://publichealth.gwu.edu/departments/healthpolicy/CHPR/downloads/mil_prep042605.pdf
- Medi-Care program. General Information Centers for Medicare & Medicaid Services 2014; Available at: <https://www.cms.gov/medicare/medicare-general-Information/medicareGenInfo/index.html>
- How Medicare was Made By Julian E. Zelizer, The New Yorker, FEBRUARY 15, 2015 available at: <http://www.newyorker.com/news/news-desk/medicare-made>
- The Children's Health Insurance Program (CHIP). Centers for Medicare & Medicaid. Available at: <https://www.medicaid.gov/chip/benefits/chip-benefits.html>
- US Department of Health and Human Services, Administration for Children and Families. Head Start general overview. Available at: <https://eclkc.ohs.acf.hhs.gov/hslc/hs/about>
- Medicare vs. Medicaid. United Health Care. Available at: <https://www.medicaremadeclear.com/basics/medicare-vsmedicaid>
- US Department of Health and Human Services. HRSA. Maternal and Child Health. Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program. Available at: <http://learning.mchb.hrsa.gov/epsdt/overview.html>
- California Department of Health Care Services, Systems of Care Division, Children's Medical Services CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups. Available at: https://files.medical.ca.gov/pubsdoco/publications/Masters-Other/CHDP/forms/periodhealth_c01.pdf
- Vujicic M, Nasseh, K. Gap in dental care utilization between Medicaid and privately insured children narrows, remains large for adults. Health Policy Institute Research Brief. American Dental Association. December 2015 (Revised). Available from: http://www.ada.org/~media/ADA/Science%20and%20Research/HPI/Files/HPIBrief_0915_1.aspx
- Brickhouse, T.H., R.R. Haldiman, and B. Evani, The impact of a home visiting program on children's utilization of dental services. Pediatrics, 2013. 132 Suppl 2: p. S147-52.
- Koniak-Griffin, D., Verzemnieks, I. L., Anderson, N. L., Brecht, M. L., Lesser, J., Kim, S., & Turner-Pluta, C. (2003). Nurse visitation for adolescent mothers: two-year infant health and maternal outcomes. Nurs Res, 52(2), 127-136.
- Review by Mathematica of the various DHHS-ACF designated evidence based models of home visiting for mothers and young children http://homvee.acf.hhs.gov/HomVEE-Executive-Summary-2016_Compliant.pdf
- Verhoef, W. A., Livas, C., Delli, K., & Ren, Y. (2015). Assessing the standards of online oral hygiene instructions for patients with fixed orthodontic appliances. J Am Dent Assoc, 146(5), 310-317. doi: 10.1016/j.adaj.2015.01.004
- Miller, E., Lee, J. Y., DeWalt, D. A., & Vann, W. F., Jr. (2010). Impact of caregiver literacy on children's oral health outcomes. Pediatrics, 126(1), 107-114. doi: 10.1542/peds.2009-2887

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Community Access Reach Education in Pediatric Dentistry QUALITY IMPROVEMENT

Quality Improvement
Course Syllabus

Course Title: Quality Improvement – DS307.44

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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Course Chair



Robin Flint MacBride, DrPH, MPH

Robin Flint was a Project Director at the Center for Healthier Children, Families & Communities is a multidisciplinary, community-focused research, policy, and training center at UCLA. Established in 1996, the center is a joint effort of the David Geffen School of Medicine Department of Pediatrics and the UCLA Fielding School of Public Health. The Center also includes faculty from the UCLA Luskin School of Public Policy & Social Research, School of Law, and the College of Letters and Sciences. Currently she is the senior Quality Improvement specialist at Health Net.

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Course Description

Students/residents will be able to describe and apply selected quality improvement methods and tools, including use data for quality improvement in patient care.

Course Competency

Demonstrate ability to use quality improvement strategies to solve problems, improve efficiency, reduce cost, increase quality, improve patient safety, or improve patient experience.

Course Objectives

On successful completion of this course, residents will be able to:

- Understand the principles and practice of quality measurement, quality improvement, and process redesign in healthcare and dentistry
- Discuss quality care in dentistry
- Understand and list the elements of the Model for Improvement
- Demonstrate use of the components of a PDSA Cycle
- Identify and evaluate selected core processes of health/oral health care organizations
- Apply organizational problem-solving tools, including root cause analysis
- Redesign workflow
- Apply and track quality measures

Instructional Method(s) used in this course (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Lecture | Clinical Rotations |
| Seminar | <input checked="" type="checkbox"/> Projects |
| <input checked="" type="checkbox"/> Literature Review | Grand Rounds |
| <input checked="" type="checkbox"/> Resident Presentation | Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Patient Care | Interpersonal & Communication Skills |
| Medical Knowledge | <input checked="" type="checkbox"/> Professionalism |
| <input checked="" type="checkbox"/> Practice-based learning and improvement | <input checked="" type="checkbox"/> Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| Biomedical sciences | <input checked="" type="checkbox"/> Management of a contemporary dental practice |
| Behavior guidance | Patients with special health care needs |
| Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| Oral diagnosis, oral pathology, & oral medicine | <input checked="" type="checkbox"/> Pediatric Medicine |
| Prevention and health promotion | Advocacy |
| Comprehensive dental care | Teaching |

Evaluation Criteria/Methods

- Active participation in class
- Practicum completion, written reflection, QI project presentation
- Course evaluation

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

Didactics – Required Pre-Session Preparation

It is essential to complete the pre-session readings and preparation activities by the date indicated so that the in-person sessions can focus on application in hands-on activities. The requirements include completing several online educational modules offered by the Institute for Healthcare Improvement (IHI) Open School. The modules are free when you register for Open School as a student or resident at: <http://www.ihl.org/education/ihioopenschool>. There are no readings in advance of Session 1.

Before Session 2: Improvement as a Professional Competency: Leading Improvement and Teams

- Read “The Moral Test” by Don Berwick
- Read “The Third Era of Medicine” by Don Berwick
- Berwick DM. 2008. The science of improvement. JAMA, 299(10), 1182-1184. doi: 10.1001/jama.299.10.1182

Before Session 3: Root Cause Analysis & Mapping Processes

- IHI Open School Web Module PS 103: Human Factors and Safety
- IHI Open School Web Module PS 104: Teamwork and Communication in a Culture of Safety
- How to reinvent the school lunch and get kids to eat better. Wired. 2014. Available at: <https://www.wired.com/2014/04/how-to-reinvent-the-school-lunch-and-get-kids-to-eat-better/>
- Recommended: Spear SJ. 2005. Fixing health care from the inside, today. Harv Bus Rev. 83(9):78-91. Available at: <https://hbr.org/2005/09/fixing-health-care-from-the-inside-today>

Complete before Session 4: Developing Changes

- Bennet B & Provost L 2015. What’s Your Theory? Driver diagram serves as a tool for building and testing theories for improvement. What’s your theory?
- IHI Open School Web Module QI 103: Testing and Measuring Changes with PDSA Cycles
- IHI Open School Web Module QI 104: Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools

Improvement Project

The most effective way of learning these concepts and methods is to apply them. The IHI modules and in-person sessions will familiarize residents with methods. Learning is facilitated by applying concepts to improving a real care delivery challenge that they are familiar with. The ideal learning experiences focuses on a care delivery challenge that you are currently involved in, care about improving, and have some influence over. The improvement project offers hands-on experience with analyzing problems in care (such as process flow mapping, root cause analysis) and planning and improving (such as creating aims, developing driver diagrams and change ideas, designing PDSAs). Dr. Robin Flint MacBride will be available for coaching and consultation.

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There will be some in-session time dedicated for residents meeting in improvement teams to plan and conduct their projects. Sometime outside of sessions will also be required to gather information and test changes to the clinical process.

Sharing the learning is an important aspect of the practicum. The last course session will be dedicated to residents sharing what they have learned from their testing and how they are applying the new knowledge of the system or workflow they are trying to improve, and any recommended steps.

Presentations should include all of the following:

1. Understanding of the problem: Problem statement and root cause analysis
2. Demonstrate understanding of the process and context for changes: Process map
3. Description of the project and approach: Aim, measures, changes (including driver diagram)
4. Description of planned changes and specific PDSAs completed
5. Learning so far and next steps

Course Schedule

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Fall	2 hours PGY1	Introduction to the Model for Improvement	Learning cycles and developing our theory Model for Improvement: Aims, measures, changes Overview of practicum Discuss and course project expectations and possibilities	Dr. Robin Flint MacBride
2 Fall	2 hours PGY1	Improvement as a Professional Competency: Leading Improvement and Teams	Why improvement is relevant to clinical practice How to lead care teams in improvement Core of trust in practice teams Finding solutions as a team Designing systems that support your practice goals rather than finding workarounds	Dr. Robin Flint MacBride
3 Fall	2 hours PGY1	Root Cause Analysis & Mapping Processes	Review the A3 format Conducting root cause analysis Features of processes (e.g., reliability, current vs. ideal) Mapping a process ("simplified FMEA version) Time observation forms	Dr. Robin Flint MacBride
4 Fall	2 hours PGY1	Developing Changes	Creating driver diagrams Sources of change ideas: High reliability concepts, creativity Developing learning cycles	Dr. Robin Flint MacBride
5 Fall	2 hours PGY1	Teamwork and coaching in data collection, design of tests, plans for testing	Developing tests of change Measurement and run charts	Dr. Robin Flint MacBride
6 Fall	2 hours PGY1	Teamwork and coaching in data collection, design of tests, plans for testing	Learning from testing changes	Dr. Robin Flint MacBride

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7 Fall/ Winter	2 hours PGY1	Project presentations to Pediatric Dentistry Faculty	Presentation of findings from QI project Reflections on the experience	Dr. Robin Flint MacBride
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Quality Improvement Series for Pediatric Dentistry Residents

(Practicum ideas change every year)

The educational objective is to introduce residents to process improvement methods that they can use in future clinical practice. These methods are now core competencies in ACGME, and are a core part of practice-based learning, professionalism, and system-based practice, among other competencies in dentistry. They are essential to the “learning health system” as described by the Institute of Medicine (IOM). To be responsive to current and future professional needs of dentistry residents, we crafted a series of sessions with the residents to introduce them to these process improvement skills.

The most effective way of learning these skills is to apply them. While it is possible for residents to become familiar with the methods with hypothetical care delivery challenges, they learn much more quickly and effectively by analyzing and then considering how they might go about improving a real care delivery challenge that they are familiar with. Residents learn best when the care delivery challenge is one that they are currently involved in, and care about. The problem should be a “felt need” of the team; it should not run counter to any institutional priorities, but the problem that the team works on may not be a top section or institutional priority.

In addition to four in-person sessions in Fall 2017, the residents will participate in a team practicum to analyze and ideally improve a workflow that they are currently involved in. The length of the practicum will range from several weeks to 2-3 months depending on what topic the residents select. This involves a small number of hours of actual work.

For the practicum, residents will meet as a team, apply some of the improvement skills that they learn in the in-person sessions, including analytic skills (such as process flow mapping, root cause analysis) and planning and improvement skills (such as creating aims, designing small learning cycles (plan-do-study-act cycles), planning any changes they will test at a small scale and the data they will collect and report). The course faculty (Moira Inkelas, Robin Flint MacBride) will be available for consultation. Sharing the learning will be an important aspect of the practicum. Part of the in-person session time will be dedicated to residents sharing what they have learned from their testing and how they are applying the new knowledge of the system or workflow they are trying to improve.

We have identified some possible topics that the residents could select for their practicum. These are topics that have been identified as in need of improvement, and they are topics that residents would be able to analyze and then design changes for. The residents would only test some changes at a very small scale so it is unlikely that they would significantly change any process that they worked on.

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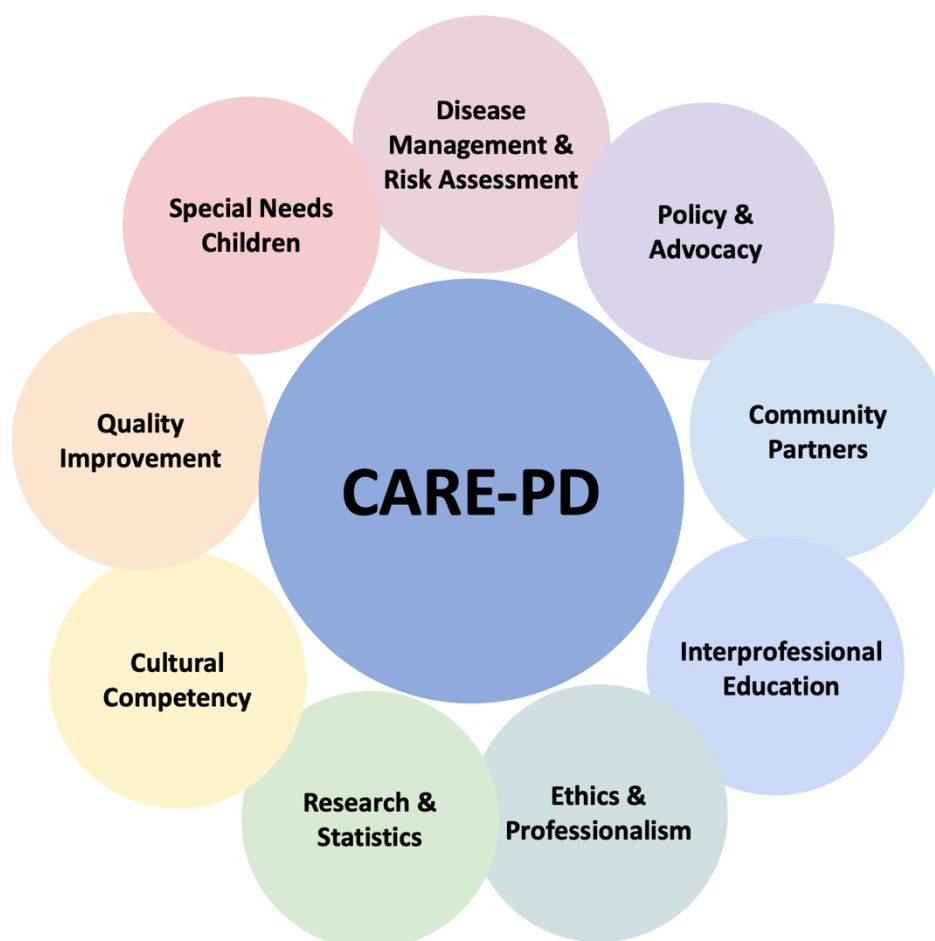
- **Caries Risk Assessment:** How to increase the reliability of conducting and documenting caries risk assessment (CAMBRA) (currently estimated at 46%). Areas to explore include a workflow that would increase reliability, understanding the cycle time for completing the CRA and how to potentially shorten it, using CDT codes.
- **Risk-based scheduling:** What might it look like for the clinic to have capacity to see higher risk patients at a more frequent disease management periodicity? Is there a way to bill for these visits?
- **Scheduling and phone coverage:** Might phone access improve if residents scheduled their own patients before they leave (exception of sedation visits)? How might this work?
- **Verification of eligibility:** This takes time, how can this be done more efficiently?
- **Billing:** how can we reliably provide the documentation (x-ray or photograph) necessary for reimbursement of sedative fillings (reduce write-offs)?
- **Tracking incipient lesions and remineralization:** Increasing use of codes for incipient lesions; adding odontogram to AxiUm to mark teeth with lesions; using odontogram to track lesions and remineralization
- **Self-management goal setting and tracking:** Creating dummy codes for SMGs to track individual changes; what workflow might allow follow up on previously set goals; what workflow might allow follow up on IV sedation patients.

Community Access Reach Education in Pediatric Dentistry CULTURAL COMPETENCY

Cultural Competency
Course Syllabus

Course Title: Cultural Competency – 307.42

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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Course Co-Chairs



Francisco Ramos-Gomez, DDS, MS, MPH

Francisco Ramos-Gomez, D.D.S., M.S., M.P.H. is a professor in the Division of Pediatric Dentistry and the Director for the Pediatric Dentistry Preceptorship Program at the UCLA School of Dentistry. Dr. Ramos-Gomez joined the school as a faculty member in 2008. Dr. Ramos-Gomez has been a pediatric dentist for more than twenty years with specific focus and research in the areas of early childhood caries (ECC) prevention, oral disease risk assessment, and community health with an emphasis on underserved populations.

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Minh Tran, PhD

Dr. Minh Tran is Director of the UCLA Curriculum and Academic Enrichment. He has extensive experience in K-12 education as well as graduate education. Dr. Tran participates in CARE strategic planning sessions and brings his expertise to the program.

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Course Description

Master the specific knowledge and skills that enhances pediatric dental resident's ability to provide culturally competent care in diverse settings to individuals and communities.

Course Competency

- Describe cultural competency is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.
- Learn the fundamental concepts and skills of being a culturally competent health provider.

Course Objectives

On successful completion of this course, residents will be able to:

- Articulate the meanings of culture and cultural and linguistic competency, and how they can affect oral health care delivery.
- Describe disparities in oral health and recognize the barriers to accessing oral health care and services.
- Explain the importance and benefits of providing culturally and linguistically appropriate oral health care.
- Explain the meaning of communication and the characteristics of effective communication with your patients.
- Describe some preparation steps to take to provide culturally and linguistically appropriate services in oral health practice.
- List the essential components of culturally and linguistically appropriate oral health care and services.
- Identify and describe culturally and linguistically appropriate practice management strategies that can enhance your patient care and services.
- Identify barriers to effective communication.
- Describe culturally and linguistically appropriate techniques that enhance your ability to provide effective, culturally and linguistically appropriate services.

Instructional Method(s) used in this course (Check all that apply)

- | | |
|--|--|
| <ul style="list-style-type: none"> ✓ Lecture Seminar ✓ Literature Review Resident Presentation | <ul style="list-style-type: none"> Clinical Rotations Projects Grand Rounds Other: _____ |
|--|--|

GME Competencies addressed by this course (Check all that apply)

- | | |
|--|---|
| <ul style="list-style-type: none"> Patient Care Medical Knowledge Practice-based learning and improvement | <ul style="list-style-type: none"> ✓ Interpersonal & Communication Skills ✓ Professionalism Systems-based practice |
|--|---|

CODA Standards addressed by this course (Check all that apply)

- | | |
|--|---|
| <ul style="list-style-type: none"> Biomedical sciences ✓ Behavior guidance Growth and development Oral facial injury and emergency care Oral diagnosis, oral pathology, & oral medicine Prevention and health promotion Comprehensive dental care | <ul style="list-style-type: none"> Management of a contemporary dental practice Patients with special health care needs Hospital dentistry Pulp therapy ✓ Pediatric Medicine Advocacy Teaching |
|--|---|

Evaluation Criteria/Methods

- Complete pre- and post-test online on Think Cultural Health website and email online completion certificate to Dr. Ramos-Gomez
- Complete annual resident course evaluations

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

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Course Schedule

Part I

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Cross-Cultural Communication	Terminology Effective strategies/communication skills across various cultures Provide culturally competent oral health care	Dr. Francisco Ramos- Gomez Dr. Inese Verzemnieks
2 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Intercultural Communication Skills	Learning cultural and social awareness, group workshop	Dr. Minh Tran
3 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Fundamentals of Culturally and Linguistically Appropriate Oral Health Care and Services	Fundamentals of culturally and linguistically appropriate oral health care and services	Think Cultural Health Online (self-study)
4 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Culturally and Linguistically Appropriate Oral Health Care and Services	Culturally and linguistically appropriate practice management strategies that can address barriers to oral health care	Think Cultural Health Online (self-study)
5 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Communication and Messaging in the Dental Chair	Basic information about effective oral health communication and an overview of barriers and challenges to communication that may arise when communicating with your patients to	Think Cultural Health Online (self-study)

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Course Schedule

Part II

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
1 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Social Identity, Culture & Communication	Dr. Minh Tran
2 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Privilege/Oppression	Dr. Minh Tran
3 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Conflict Management	Dr. Minh Tran
4 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Coalition Alliances I	Dr. Minh Tran
5 Fall	2 hours PGY1 & PGY2 (course offered every other year)	Coalition Alliances II	Dr. Minh Tran

Learning Resources & Readings:

All available online at UCLA MedHub prior to each class.

- Think Cultural Health: * <https://oralhealth-thinkculturalhealth-gc.astutetech.com/Content/Introduction/Introduction.asp>
- Harvard Implicit Bias Online Test: <https://implicit.harvard.edu/implicit/takeatest.html>

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Community Access Reach Education in Pediatric Dentistry SPECIAL NEEDS CHILDREN

Special Needs Children Course Syllabus

Course Titles: The Medically Complex Patient Multidisciplinary Approach – 307.07
Autism Spectrum Disorder
Speech & Language Pathology

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)



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Part I - The Medically Complex Patient Multidisciplinary Approach

Course Co-Chairs



Daniela Silva, DDS, MS

Dr. Daniela Silva is the Dr. Thomas K. Barber Endowed Chair, the Director of the Pediatric Residency Program, an Associate Clinical Professor in Pediatric Dentistry and the Chair of the Section of Pediatric Dentistry. Dr. Silva joined the University of Florida College of Dentistry in August 2004 and was the Residency Program Director of the Gainesville and the Naples programs until July 2011, when she joined the UCLA School of Dentistry. Dr. Silva is a Diplomate of the American Board of Pediatric Dentistry.

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Setareh Ghafouri, DDS

Setareh Ghafouri went to University of Southern California, Los Angeles, to complete pre-doctoral courses before going on to the University of the Pacific for a dental degree, followed by Boston University to complete a two year specialty training in pediatric dentistry. Dr. Ghafouri is a Board Certified Diplomate of the American Board of Pediatric Dentistry and a Fellow of the American Academy of Pediatric Dentistry. She is a part-time clinical faculty at the University of California, Los Angeles, and Section of Pediatric Dentistry.

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Eric Sung, DDS

Dr. Eric Sung is a Professor of Clinical Dentistry and Chair of the Section of Special Patient Care, and is the Vice Chair of the Division of Advanced Prosthodontics. Dr. Sung is also the Program Director of the General Practice Residency program. His background is in training and providing comprehensive treatment for medically, physically and psychologically complex individuals.

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Part I – The Medically Complex Patient Multidisciplinary Approach

Course Description

This course introduces the student to the medically comprised special needs patient and reviews diagnosis and treatment planning processes.

Course Competency

- In-depth understanding of the application of skills within the context of the case
- Review of current and classic literature
- Discussion and documentation concerning the exceptional aspects of each case are presented
- Discussion of advantages and disadvantages of alternative forms of treatment
- Permit exchange of ideas regarding various approaches to treatment of the cases presented

Course Objectives

- Presentation of clinical cases of the more complex special needs patients are used as instructive exercises for the education of graduate students in pediatric dentistry.
- Broadening the thought process in the evaluation and treatment planning of the medically compromised patient population.
- Multidisciplinary exchange of ideas with the goal of identifying the best of treatment philosophies for patients using evidence-based research.

Assessment

- Attendance is mandatory, excused absences need to be cleared with the program director.
- Oral Case Presentations with discussion questions by presenter
- Written evaluations by faculty and co-residents with feedback.
- Choose cases which have not yet been treatment planned, are currently in treatment or have been completed (preferred).

Part I – The Medically Complex Patient Multidisciplinary Approach

Instructional Method(s) used in this course (Check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | Projects |
| Seminar | Grand Rounds |
| <input checked="" type="checkbox"/> Literature Review | <input checked="" type="checkbox"/> Problem-based learning/case studies |
| <input checked="" type="checkbox"/> Resident Presentation | <input checked="" type="checkbox"/> Clinical Rotations |
| Simulation lab | Other: _____ |
| Laboratory | |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> Patient Care | Interpersonal & Communication Skills |
| <input checked="" type="checkbox"/> Medical Knowledge | Professionalism |
| Practice-based learning and improvement | Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|---|
| Biomedical sciences | Management of a contemporary dental practice |
| Behavior guidance | |
| <input checked="" type="checkbox"/> Growth and development | <input checked="" type="checkbox"/> Patients with special health care needs |
| Oral facial injury and emergency care | <input checked="" type="checkbox"/> Hospital dentistry |
| <input checked="" type="checkbox"/> Oral diagnosis, oral pathology, & oral medicine | Pulp therapy |
| <input checked="" type="checkbox"/> Prevention and health promotion | Pediatric Medicine |
| <input checked="" type="checkbox"/> Comprehensive dental care | Advocacy |
| | Teaching |

Evaluation Criteria/Methods

- 4 – Demonstrates full and in-depth understanding of the application of the skill within the context of the case.
- 3 – Demonstrates use of the skill appropriately within the context of the case.
- 2 – Demonstrates less than full understanding of the application of the skill to the case.
- 1 – Demonstrates insufficient or inappropriate understanding of the application of the skill to the case.

Remediation Policies

A customized remediation program will be designed to address areas of deficiency.

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Part I – The Medically Complex Patient Multidisciplinary Approach Course Schedule

Session/ Quarter	Topics Covered
1	Cerebral Palsy Including Seizures
2	Cardia disease Congenital
3	Genetic/Metabolic Disease Downs-Mitochondrial-Hurler-Hunter
4	Dysmorphic Syndromes CLP/OI/Fetal Alcohol
5	Developmental Delay, Autism
6	Blood Disorders Sickle Cell, Hemophilia, VW, Thalassemia
7	Transplants
8	Sleep Apnea and Pulmonary Diseases
9	Malignancies Most common pediatric malignancies and treatment
10	Potpourri Pregnancy, HIV, Diabetes, Psychiatric conditions (Depression, anxiety and eating disorders)

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Part II – Autism Spectrum Disorder

Course Co-Chairs



Tanya Paparella, Ph.D.

Dr. Tanya Paparella is a specialist in the field of autism with more than 20 years of intervention and research with children on the autism spectrum. She is currently an Associate Clinical Professor in the Division of Child Psychiatry at the University of California Los Angeles (UCLA), a licensed clinical psychologist, and since 2001 Director of UCLA's Early Childhood Partial Hospitalization Program (ECPHP) which is an internationally recognized treatment program for young children with autism.

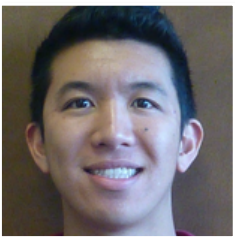
Email: tpaparella@mednet.ucla.edu



Stephanny Freeman, Ph.D.

Dr. Stephanny F. N. Freeman is an Associate Clinical Professor in the Department of Child Psychiatry at UCLA and a licensed clinical psychologist. She co-directs the Early Childhood Partial Hospitalization (ECPHP) Program at UCLA. Research interests include the social (peers and friendship) and emotional (recognition, empathy, and problem solving) development of children with developmental disabilities. Dr. Freeman also investigates and has published research-based intervention procedures on core deficits for preschool and young children with autism, best practice interdisciplinary interventions for children with autism, and play/social skills development in autism.

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Mitchell Juson

Mitchell Juson is KidConnect's Home Behavior Specialist. He develops individualized behavioral intervention plans, and provides feedback to families to promote their competence in behavioral treatment, including generalization of appropriate behaviors and learned skills. KidsConnect is an internationally recognized model treatment program for children from two-to-six years of age with autism, related developmental disabilities, and behavioral disorders. Mitchell has 11 years of experience working with special needs children.

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Part II – Autism Spectrum Disorder

Instructional Method (s) used in this course (Check all that apply)

- | | |
|--|---|
| ✓ Lecture
Seminar | Projects
Grand Rounds |
| ✓ Literature Review
Resident Presentation
Simulation lab
Laboratory | ✓ Problem-based learning/case studies
Clinical Rotations
Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|--|---|
| ✓ Patient Care
Medical Knowledge
Practice-based learning and improvement | Interpersonal & Communication Skills
Professionalism
Systems-based practice |
|--|---|

CODA Standards addressed by this course (Check all that apply)

- | | |
|--|--|
| Biomedical sciences | Management of a contemporary dental practice |
| ✓ Behavior guidance | ✓ Patients with special health care needs |
| ✓ Growth and development
Oral facial injury and emergency care
Oral diagnosis, oral pathology, & oral medicine
Prevention and health promotion
Comprehensive dental care | Hospital dentistry
Pulp therapy
Pediatric Medicine
Advocacy
Teaching |

Evaluation Criteria/Methods

- Students will be evaluated based on attendance and active participation in discussions, lectures, treatment/case study session and rotation.
- Pre and post tests will be used to assess basic knowledge (if applicable).
- Faculty observational assessments will be used to provide students with performance feedback and additional strategies for future use.
- Annual post course online survey will be collected.

Remediation Policies

A customized remediation program will be designed to address areas of deficiency.

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Part II – Autism Spectrum Disorder

Course Description

This three-part course aligns with CARE PD Goal A (Focus Area I) which is to enhance existing SPICE-PD residency curriculum to prepare post-doctoral pediatric dentists to provide care for underserved and special needs groups and communities in the evolving field of dentistry.

Course Competency

- Demonstrate the ability to describe ASD disorders and their health and dental implications
- Demonstrate the ability to communicate and adapt patient care to special needs/ASD children
- Demonstrate the ability to participate in interprofessional care across different health/behavioral disciplines.

Course Objectives

On successful completion of this course, residents will be able to:

- Identify and understand the behavioral characteristics that describe autism spectrum disorder (ASD) in children.
- Identify the red flag behavior characteristics associated with at risk pre-identified young children.
- Identify the characteristics of comorbid disorders and neurological factors.
- Articulate the factors (e.g., environmental, cultural, access to care, etc.) contributing to poor oral health in ASD populations.
- Understand the process of identification of ASD in young children and assessments used to give a diagnosis.
- Understand the role of parents as resources to health professionals about their child's development and behavior.
- Learn about the treatment options for ASD/special needs children.
- Learn functional analysis of behavior.
- Learn simple, appropriate and effective techniques for child behavior management in the dental office.

Part A – Pre-requisites

Dental residents will review basic information about ASD as it relates to the practice of oral health. See required reading materials below.

Part B – Didactic Portion

Through a combination of classroom lecture and discussion, this course introduces dental resident students to ASD/special needs children and their unique health and oral health issues. Dental residents will learn behavior protocols for managing not typical child behavior at dental office settings by certified behavior analyst (BCBA).

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Part C – Practical Experience

Dental residents will be given an opportunity to observe children diagnosed with autism spectrum disorders in a treatment program. Dental residents will be assigned a child enrolled in the treatment program through the “adopt a family” process. During the practical experience portion, the dental resident will be expected to identify and analyze the behavior of their “adopted” child using ABA methodology. The resident will then complete a CAMBRA six step process using behavioral management techniques on their adopted child under the supervision of Semel Faculty. Finally, resident will schedule and complete a full dental exam in clinic on their “adopted” child (if possible depending on insurance issues).

Part II – Autism Spectrum Disorder Course Schedule

Session/ Quarter	Length of Session/ Residents	Title of Session	Topics Covered	Instructor
1 Fall	2 hours PGY2	Introduction to Autism Spectrum Disorder	<ol style="list-style-type: none"> 1. Identify and understand the behavioral characteristics that describe ASD in children 2. Identify the red flag behavior characteristics associated with at risk pre-identified young children 3. Identify the characteristics of comorbid disorders and neurological factors. 4. Articulate the factors (e.g., environmental, cultural, access to care, etc.) contributing to poor oral health in ASD populations 	Dr. Tanya Paparella
2 Fall	2 hours PGY2	Treatment Options for ASD	<ol style="list-style-type: none"> 5. Understand the process of identification of ASD in young children and assessments used to give a diagnosis. 6. Understand the role of parents as resources to health professionals about their child's development and behavior 7. Learn about the treatment options for ASD/special needs children 	Dr. Stephanny Freeman
3 Fall	2 hours PGY2	ABA for Dental Professionals	<ol style="list-style-type: none"> 8. Learn functional analysis of behavior 9. Learn simply appropriate and effective techniques for child behavior management in the dental office 	Mitch Juson

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4 Fall & 6 Spring	4 hours PGY2	ASD Rotation	Guided observation of ECPHP program by dental resident students using one-way windows Participation in simulation experience: complete a variety of case-based clinical decisions base on history including parental information obtained through a dental behavior questionnaire Children will get (portable) chair experience using learned behavior modification techniques Perform CAMBRA six step process Select a specific family to work with later at the dental clinic (“adopt a family”) Make appropriate interprofessional referrals	Mitch Juson
5 Fall & 7 Spring	2 hours PGY2	ASD Rotation Debrief	Discuss and evaluate lectures on ASD and practical experience through group team discussion	Mitch Juson

Learning Resources & Readings:

All available online at UCLA MedHub prior to each class.

Part A

University of Washington DECOD Program (2010). Children with autism spectrum disorder. In Oral health fact sheets for patients with special needs. Retrieved from http://dental.washington.edu/wp-content/media/sp_need_pdfs/Autism-Dental.pdf

Part B

- Session 1: Schreibman, L. (1988). Behavioral characteristics of autism In Autism, (pp. 14-27). Newbury Park, CA: Sage Publications
- Session 2: Delli, K., Reichart, P.A., Bornstein, M.M., Livas, C. (2013). Management of children with autism spectrum disorder in the dental setting: Concerns, behavioral approaches and recommendations. Med Oral Patol Oral Cir Bucal, 18(6), 862-8.
- Session 3: Glasberg, B.A. (2008). Stop That Seemingly Senseless Behavior!. Bethesda, MD: Woodbine House, Inc. (Chapters 1 and 6)

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Community Access Reach Education in Pediatric Dentistry INTERPROFESSIONAL EDUCATION (IPE)

Interprofessional Education & Pediatric Medicine
Course Syllabus

Course Title: Pediatric Medicine – DS307.07

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs) in an interprofessional educational setting.



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Course Chair/Co-Chairs



Irene Hendrickson, MD

After completing undergraduate studies at UCLA in 1991, UCLA School of Medicine in 1996 and UCLA Pediatric Residency in 1999, Dr. Irene Hendrickson has been one of the UCLA General Pediatric full-time faculty for over ten years. She helps train residents, students, dentists and nurse practitioners to care for outpatient ill and well children at UCLA's Westwood location. Her own primary care clinic serves many children of UCLA faculty and staff who prefer to remain on campus. She serves as the General Pediatric Coordinator for the UCLA Pediatric Nurse Practitioner program. Also on faculty at the UCLA School of Dentistry, Dr. Hendrickson is the Course Chair of Pediatric Medicine, a combined didactic and clinical experience for post-doc dentists planning a pediatric subspecialty.

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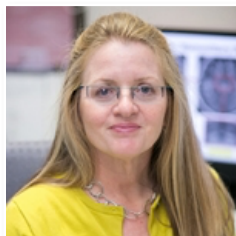
Cambria Garell, MD, School of Medicine Faculty

Cambria Garell, MD is Associate Program Director for the UCLA Pediatric Residency Program and directs the Primary Care and Public Health Track (PHABB - Public Health Ambulatory Basics and Beyond). She is Associate Medical Director for the UCLA Fit for a Healthy Weight program, a multidisciplinary pediatric obesity clinic which also provides telehealth services for underserved patients. She is a staff pediatrician at Venice Family Clinic and supervises residents in the pediatric continuity clinic at Simms-Mann.

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Nancy Pike, PhD, FNP-BC, CPNP-AC/PC, FAHA, FAAN

Dr. Pike is a Professor at UCLA School of Nursing and is certified as both a Family (FNP) and Pediatric Nurse Practitioner (PNP) in Cardiothoracic Surgery at Children's Hospital Los Angeles. She has a 27-year career as a nurse practitioner in both pediatric and adult cardiothoracic surgery. She is an award-winning researcher, teacher, and clinician. She is a fellow in AHA and the American Academy of Nursing. Her biobehavioral program of research has received several NIH/NINR funded grants to study structural brain injury, cerebral blood flow and its correlations to cognitive and psychosocial outcomes in adolescents and young adults with single ventricle heart disease. Dr. Pike is the lead faculty for the PNP program at UCLA School of Nursing. Dr. Pike is dedicated to training future nurse practitioners / nurse scientists and improving health outcomes for children and families impacted by congenital heart disease.

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Laurie Love, MSN, RN, FNP

Dr. Love is a board-certified Family Nurse Practitioner (FNP) and has a 20-year career as an FNP. She has been a lecturer and clinical faculty at the UCLA School of Nursing since 2007. She is a principal contributor to the Advanced Practice Clinical Practicum Series and is the lead coordinator for two clinical courses at the UCLA School of Nursing. Dr. Love has worked on a HRSA grant within the School of Nursing to prepare family nurse practitioner students to practice in medically underserved areas once they graduate. In 2013, she received the DAISY Faculty Award for her commitment and inspirational influence on her students. She has a post-master's in Clinical Nutrition and Integrative Health and is certified by the Institute for Functional Medicine as a Functional Medicine Practitioner. Dr. Love is committed to maintaining a high standard of expertise in the field of nursing, and she is dedicated to educating people on how nutrition, environmental and psychological stressors, and other lifestyle factors can change a person's body chemistry and genetic makeup and ultimately change how that person will express health or disease.

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Course Description

This course aligns with CARE PD Goal A (Focus Areas I & III) which is to expand integrated oral and primary health care through interprofessional education/practice established through the UCLA Community Health and Advocacy Training in Pediatric Dentistry (CHAT-PD, 2010-2015) and built on through the UCLA Strategic Partnership for Interprofessional Collaborative Education in Pediatric Dentistry (SPICE-PD, 2015-2021).

The course consists of two parts.

- Part I, Pediatric Medicine, is led by Dr. Irene Hendrickson and will be completed by pediatric dental residents during their first year of residency.
- Part II consists of supplemental lectures taught by Dr. Cambria Garell and Dr. Candace Gragnani and will be completed by second year dental residents. These courses are intended to refresh and further build on the Pediatric Medicine course taken during first year.

Course Competency

Dental residents will learn about common and uncommon childhood medical conditions, well child care including growth and nutrition, developmental milestones, patient and family health maintenance, and psychosocial stimulation to maximize intellectual potentials. This course includes outpatient rotations at the UCLA Medical Plaza Pediatrics Clinic. It includes pediatric dental residents teaching the pediatric medical residents about oral health.

- Part I of the course spans two quarters, Fall and Winter of PGY1.
- Part II of the course will take place in Winter of PGY2.

Course Objectives

On successful completion of this course, residents will be able to:

- Understand and be able to identify basic normal and abnormal pediatric anatomy/health including fundamentals of pediatric medicine (including those related to pediatric patients with special health care needs) such as:
 - Developmental disabilities;
 - Genetic/metabolic disorders;
 - Infectious disease;
 - Sensory impairments; and
 - Chronic disease.
- Describe the developmental milestones and deviations of typical development from age 0 to adolescent.
- Understand the social and environmental factors associated with child well-being
- Describe the role of interprofessional collaborations in improving health for children

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Instructional Method(s) used in this course (Check all that apply)

- | | |
|-----------------------|---------------------------------------|
| ✓ Lecture | Projects |
| Seminar | ✓ Grand Rounds |
| Literature Review | ✓ Problem-based learning/case studies |
| Resident Presentation | ✓ Clinical Rotations |
| Simulation lab | Other: _____ |
| Laboratory | |

GME Competencies addressed by this course (Check all that apply)

- | | |
|---|--|
| ✓ Patient Care | ✓ Interpersonal & Communication Skills |
| ✓ Medical Knowledge | Professionalism |
| ✓ Practice-based learning and improvement | ✓ Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|--|
| ✓ Biomedical sciences | Management of a contemporary dental practice |
| ✓ Behavior guidance | ✓ Patients with special health care needs |
| ✓ Growth and development | Hospital dentistry |
| Oral facial injury and emergency care | Pulp therapy |
| ✓ Oral diagnosis, oral pathology, & oral medicine | ✓ Pediatric Medicine |
| ✓ Prevention and health promotion | Advocacy |
| Comprehensive dental care | ✓ Teaching |

Evaluation Criteria/Methods

- Residents will be evaluated based on attendance and active participation in discussions, lectures and treatment/case study sessions.
- Final pediatric medicine exam.
- Newly acquired clinical skills will be tested via peer-to-peer and faculty observational assessments and resident self-assessments for confidence.

Remediation Policies

- A customized remediation program will be designed to address areas of deficiency

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Part I - Pediatric Medicine

A. Didactics

Through a combination of classroom lecture and discussion, this course introduces residents to evidence-based current topics in pediatric health and wellbeing as well as chronic disease and illness. Residents will learn children's health, prevalence, and consequences manifestations of chronic diseases in children. Skills to obtain are taking an appropriate health history including baseline health parameters, risk factors, family history, chronic disease implications, acute/episodic problems or concerns and psychosocial dynamics. The residents will also learn age-appropriate pediatric anticipatory guidance to share with their patients and families.

B. Hands-on clinical training and experience

Through a 2-week clinical observational rotation in an outpatient pediatric facility, dental residents will learn how to assess a child's health at various ages, be able to identify basic healthy vs. abnormal conditions, observe medical care delivery and anticipatory guidance to families under various circumstances, and contribute specialty knowledge to the medical house staff/faculty when appropriate. In this way, Part B of this course will accomplish close collaboration between the dental and medical professionals for interprofessional collaboration and peer learning."

Course Schedule

Session/ Quarter	Length of Session/ Residents	Title of Session	Teaching Methods	Instructor
1 Fall	2 hours 1 st year residents	Introduction to course and tour to clinic	Lecture and Group Discussion	Irene Hendrickson, MD
2 Fall	2 hours 1 st year residents	Well Child Care: Birth to 6 months	Lecture and Group Discussion	Irene Hendrickson, MD
3 Fall	2 hours 1 st year residents	Well Child Care: 6 to 14 months	Lecture and Group Discussion	Irene Hendrickson, MD
4 Fall	2 hours 1 st year residents	Well Child Care: 15 to 24 months	Lecture and Group Discussion	Irene Hendrickson, MD
5 Fall	2 hours 1 st year residents	Well Child Care: 3 to 5 years	Lecture and Group Discussion	Irene Hendrickson, MD
6 Fall	2 hours 1 st year residents	Well Child Care: 5 to 10 years	Lecture and Group Discussion	Irene Hendrickson, MD
7 Fall/Winter	2 hours 1 st year residents	Adolescent Medicine	Lecture and Group Discussion	Dr. Morris, MD
8 Fall/Winter	2 hours 1 st year residents	Cardiology wrap-up	Lecture and Group Discussion	Irene Hendrickson, MD
9 Winter	2 hours 1 st year residents	Pediatric Liver Disease	Lecture and Group Discussion	Laura Wozniak
10 Winter	2 hours 1 st year residents	Developmental Pediatrics	Lecture and Group Discussion	Elana Evan
11 Winter	2 hours 1 st year residents	Failure to Thrive	Lecture and Group Discussion	Carlos Lerner, MD
12 Winter	2 hours 1 st year residents	Pediatric Social Work Issues	Lecture and Group Discussion	Lilia Castillo
13 Winter	2 hours 1 st year residents	Exam Review	Lecture and Group Discussion	Irene Hendrickson, MD
14 Winter	2 hours 1 st year residents	Final Exam	Lecture and Group Discussion	Irene Hendrickson, MD

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Part II – Interprofessional Education

Through a combination of classroom lecture and discussion, this course introduces residents to evidence-based current topics in pediatric health and wellbeing such as obesity and nutrition, medicine, mental health, and vaccines.

Course Schedule

Session/ Quarter	Length of Session/ Residents	Title of Session	Instructor
PGY2 Winter	2 hours 2 nd year residents	Pediatric Obesity & Nutrition	Cambria Garell, MD
PGY2 Winter	2 hours 2 nd year residents	Complementary & Alternative Medicine in Pediatrics	Cambria Garell, MD
PGY2 Winter	2 hours 2 nd year residents	Pediatric Nutrition: Cooking Kitchen	Cambria Garell, MD
PGY2 Winter	2 hours 2 nd year residents	Pediatric and Family Nurse Practitioners	Dr. Nancy Pike, PhD, FNP-BC, CPNP-AC/PC, FAHA, FAAN & Dr. Laurie Love, MSN, RN, FNP
PGY2 Winter	2 hours 2 nd year residents	Pediatric Mental Health	TBA
PGY2 Winter	2 hours 2 nd year residents	Online Vaccine Training	California Dental Association (Online)

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