COURSE SYLLABUS
[COURSE #TBD]
UCLA School of Medicine and School of Dentistry Partnership

Course Chair/Co-Chair: School of Medicine Faculty (Dr. Garell) and Dr. Ramos-Gomez

Course Enrollment:
Pediatric medical residents

General Course Description: this three part course aligns with SPICE PD Goal A (Focus Area I) which is to establish an integrated oral and primary healthcare clinical training program for UCLA Community Health and Advocacy training in Pediatric Dentistry (CHAT-PD), Advanced Education General Dentistry (AEGD), pediatric medicine, and nursing programs.

Overarching Goals:
1. Understand and be able to identify basic normal and abnormal pediatric oral and dental anatomy/health
2. Understand oral-systemic link and health problems associated with poor oral health
3. Understand the oral health and pregnancy connection
4. Demonstrate the inclusion of the oral cavity in the HEENT (head, ears, eyes, nose, throat) component of the review of systems and demonstrate inclusion of the oral cavity exam in the HEENOT (head, ears, eyes, nose, oral cavity, throat) component of the physical exam
5. Articulate and perform a six step caries risk assessment

Teaching method(s) used in this course (check all that apply, to create a check in the electronic form, move the cursor next to the checkbox and press the space bar):

- [ ] Lecture
- [ ] Seminar
- [ ] Literature review
- [ ] Resident presentation
- [ ] Simulation lab
- [ ] Laboratory
- [ ] Projects
- [ ] Grand rounds
- [ ] 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 and communication skills
- [ ] Professionalism
- [ ] Systems-based practice

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

- [ ] 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
- [ ] Management of a contemporary dental practice
PART A: Prerequisites
The students are required to review a list of required course material prior to the start of the course.
1) Read and review the “Oral Health During Pregnancy and Early Childhood: Evidence-Based Guidelines for Health Professionals”
2) Complete the online course http://www.smilesforlifeoralhealth.org/; selected modules only
3) Link to Important Readings & IOCP Clinic Documents:
http://www.uclaiocp.org/related-articles.html
4) View Colgate Webinar on : “The Art of Perinatal and Infant Oral Health” By Dr. Ramos-Gomez

PART B: Didactics
Through a combination of classroom lecture and discussion, this course introduces students to evidence related to oral-systemic health and knowledge of the nature, prevalence, and consequences oral manifestations of chronic diseases across the lifespan. Skills to obtain an appropriate health history, including baseline oral health, risk factors, chronic disease implications and acute/episodic problems will be presented. Physicians will learn their role in preventing oral disease, addressing frequently encountered oral problems, and promoting oral health among their patients.

PART C: Hands-on clinical training and experience
Through a hands-on clinical training students will learn to assess a patient’s oral health, be able to identify basic healthy vs. abnormal oral conditions, apply the concepts of caries risk assessment and perform the clinical portions of a caries management by risk assessment (CAMBRA- 6 step protocol). Part C of this course will be accomplished in close collaboration between the physicians and the pediatric dental residents for interprofessional collaboration and peer learning. Physicians will gain the confidence in performing a six step caries risk assessment and an oral exam on patients.

Evaluation Criteria/Methods: How will you measure fulfillment of expected outcomes/course objectives?
- Physicians will be evaluated based on attendance and active participation in discussions, lectures and treatment/case study session.
- Pre and posttests will be used to assess knowledge and confidence gained.
- Newly acquired clinical skills will be tested via peer to peer and faculty observational assessments and physician self-assessments for confidence.
## COURSE SCHEDULE PART B - Didactic portion

<table>
<thead>
<tr>
<th>Overarching Goal</th>
<th>Session Title, number &amp; Length of Session</th>
<th>Desired Learning Outcomes</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>1. Understand and be able to identify basic normal and abnormal pediatric oral and dental anatomy/health</td>
<td>&quot;Basics of oral health and dental anatomy&quot;</td>
<td>By the end of this course, the student will have acquired the following knowledge &amp; skills:</td>
<td>-lectures - reading assignments and responses</td>
<td>Faculty</td>
<td>- Quiz</td>
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<td>2. Understand oral-systemic link and health problems</td>
<td>“Oral systemic link”</td>
<td>- Understand the prevalence and sequelae of oral disease - Understand the interrelationship between oral and systemic disease - Develop a patient centered management plan that includes oral health interventions related to overall health - Make appropriate inter professional referrals - Discuss the role of the pediatrician in promoting oral health including lifestyle counseling</td>
<td>-lectures - reading assignments and responses</td>
<td>Faculty</td>
<td>- Quiz</td>
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<td>3. Understand oral health and pregnancy connection</td>
<td>“Prenatal Oral Health” 3 1 Hour</td>
<td>- Understand the oral health link to pregnancy</td>
<td>lectures - reading assignments and responses</td>
<td>Online reading and webinars</td>
<td>- Quizzes</td>
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<td></td>
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<td>- understand the evidence for periodontitis affecting pregnancy outcomes</td>
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<td>Dr. Francisco Ramos-Gomez</td>
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<td>- counsel about oral health conditions in pregnancy</td>
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<td>- understand the evidence for caries risk transmission from mother to child</td>
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<td>- articulate the safety of common dental interventions in pregnancy</td>
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<td>- counsel about oral health in pregnant women and newborn child in culturally appropriate manner</td>
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<td>- make appropriate interprofessional referrals</td>
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<td>4. Demonstrate the inclusion of the oral cavity in the HEENT (head, ears, eyes, nose, throat) components of the comprehensive history and physical examination to the HEENOT (head, ears, eyes, nose, oral cavity, throat)</td>
<td>&quot;HEENT to HEENOT&quot; 4 2 Hours</td>
<td>- Understand the prevalence, etiology, and consequences of dental caries, in particular Early Childhood Caries (ECC) - Understand the role of culture and oral health - review use of proper positioning and equipment to perform oral exams on children - Develop awareness of particular challenges involved in the examination of special needs patients</td>
<td>lectures - reading assignments and responses - case studies group discussion</td>
<td>Faculty</td>
<td>- Quizzes</td>
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<td>5. Understand and perform appropriate oral exams of children</td>
<td>- Consistently perform thorough and non-threatening oral exams of infants and children</td>
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### COURSE SCHEDULE PART C (Hands-on clinical experience)

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<tr>
<th>Overarching Goal</th>
<th>Session number</th>
<th>Length of Session</th>
<th>Desired Learning Outcomes</th>
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<th>Instructor</th>
<th>Assessments</th>
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| 5. Perform appropriate oral exams. | 1 | 2 hours | - recognize the various stages of ECC on oral examination  
- describe and implement prevention of ECC through the use of fluoride, proper hygiene, diet, and appropriate dental referrals  
- describe and practice a fluoride application | - Peer to peer learning: Pediatric dental students will train the physicians in proper oral health clinical examination, oral hygiene instructions (OHI-toothbrushing, flossing, auxiliary aids) and application of fluoride varnish. | Dr. FRG Pediatric dental residents/preceptors | - Peer to peer observational assessment |
| 6. Articulate and perform a six-step caries risk assessment | 2 | 2 hours | - complete a variety of case-based clinical history and physical examination simulation gaining confidence in placing hands in mouth of patients and linking overall health to oral health (oral-systemic risk assessment profile)  
- make appropriate inter professional referrals | TBD | TBD | - Peer to peer and faculty observational assessment - student self-assessment |
| 2 | 1 hour | - Assess a child's risk for developing ECC  
- Perform caries risk assessment, proper oral exam and FL varnish on patients:  
1. Caries risk assessment  
2. Knee-to-knee positioning  
3. Toothbrush prophy | - hands-on supervised clinical training | Dr. FRG Pediatric dental residents/preceptors | - Peer to peer and faculty observational assessment - student self-assessment |
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<tr>
<th>#</th>
<th>Activity</th>
<th>Duration</th>
<th>Facilitator</th>
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<td>4.</td>
<td>Clinical oral screening of the patient</td>
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<td>5.</td>
<td>Fluoride varnish application</td>
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<td>6.</td>
<td>Self management goals</td>
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<td>3</td>
<td>“Reflection session”</td>
<td>1 hour</td>
<td>Faculty</td>
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**FOR PART B: additional student required reading**

**Session 1:**
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**Session 2:**
--- TBA

**Session 3:**
--- TBA

**Session 4:**
--Six Step Protocol for a Successful Infant Oral Care Visit. Ramos-Gomez & Ng 2009. Committee on Adolescents, PDT.

- Selected case studies for review with IPE student participants—Dental faculty and respective faculty to provide and students can bring their own cases for group review

**FOR PART C:**
- Refer to Part A prerequisites reading materials and online learning.