Strategic Partnership for Interprofessional Collaboration and Education in Pediatric Dentistry

“SPICE-PD”

Course Curriculum
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- **Statistics & Research Methods**
- **Policy & Advocacy**
- **Disease Management/Risk Assessment**
- **Ethics & Professionalism**
- **Cultural Competency**
- **Quality Improvement**

**Interprofessional Education (IPE)/Training**

- School of Medicine Interprofessional Partnership
- School of Nursing Interprofessional Partnership

**Special Needs Children**

- Autism Spectrum Disorder
- The Complex Special Needs Patient – Multidisciplinary Approach
## PROJECT ABSTRACT

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Strategic Partnerships for Interprofessional Collaborative Education in Pediatric Dentistry (SPICE-PD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Regents of the University of California, Los Angeles</td>
</tr>
<tr>
<td>Address</td>
<td>11000 Kinross Avenue, Suite 211, Los Angeles, CA, 90095-1406</td>
</tr>
<tr>
<td>Project Director Name:</td>
<td>Francisco Ramos-Gomez, DDS,MS,MPH</td>
</tr>
<tr>
<td>Contact Phone Numbers:</td>
<td>310-794-0165</td>
</tr>
<tr>
<td>E-Mail Address:</td>
<td><a href="mailto:frg@dentistry.ucla.edu">frg@dentistry.ucla.edu</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.uclachatpd.org">www.uclachatpd.org</a></td>
</tr>
</tbody>
</table>

The University of California, Los Angeles (UCLA) School of Dentistry has been awarded its second five-year Health Resources and Services Administration grant to prepare dentists for the complex and comprehensive needs of pediatric patients within rapidly changing demographics and a paradigm shift in dentistry. The PI, Dr. Ramos-Gomez carries overall administrative and financial responsibility of this project. Dr. Ramos-Gomez has over 30 years of experience in pediatric oral health. He is a pediatric dentist, researcher and full professor at UCLA and has worked on numerous community and research projects over the past 25 years. He has authored well over 25 articles on pediatric and community oral health. He also holds a Masters of Public Health degree from Harvard University School of Public Health. For his full bio visit: [http://www.uclachatpd.org/faculty--staff.html](http://www.uclachatpd.org/faculty--staff.html)

### Rationale and Goals:

Substantial disparities in children’s oral health and access to a full range of oral health/dental services exist throughout California and the US. The need for interprofessional collaboration is critical to ensure different health care provider types are engaged and prepared to address the oral health needs of children in the community. The overall purpose of Strategic Partnership for Interprofessional Education in Pediatric Dentistry (SPICE-PD) is to augment and advance the training provided through the UCLA Community Health and Advocacy Training in Pediatric Dentistry (CHAT-PD) residency program to more effectively prepare dentists to meet the growing oral health needs of children with special needs, and those from underserved, high-need vulnerable populations in the Los Angeles area. From successful implementation of the CHAT-PD program (funded by HRSA grant # D88HP20129) we have strategically developed a proposal to addresses areas of high need, with goals that align with the direction in which health care is moving, keeping in mind the community and trainees we aim to impact.

### The project has three main goals:

A) 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.

B) Update and enhance existing CHAT-PD residency curriculum to prepare postdoctoral pediatric dentists to provide care for underserved and special needs groups and communities in the evolving field of dentistry.

C) Enhance training in dental public health and population health management for UCLA CHAT-PD and AEGD residents through a partnership with the UCLA School of Public Health.

The project aims to meet these goals with the design of a didactic curriculum, and clinical experiences integrated in a community-based interprofessional setting. The complete implementation of this proposal will produce highly trained pediatric dentists who are equipped to better serve the community and children with special health care needs. AEGD, Pediatric Medicine Residents, and Family Nurse Practitioner (FNP) residents will also receive both didactic and clinical training in working with children ages 0-5 years. The project will, in collaboration with pediatric medicine, integrate pediatric dental services. The project will demonstrate significant cost savings and an effective strategy of collaboration for delivery of services.

### Funding priority:
The project meets the funding priority areas in the following categories: (1) Collaborative Project; (2) Formal Relationship; (3) Cultural Competency & Health Literacy; (4) Special Population; (5) Vulnerable Population Focus; (6) Discipline Retention; (7) Placement in Practice Settings; and (8) Student Training.
Program Year One

Program Year 1
Summer Quarter
July & Aug

• Core classes: Dentistry for Dental Residents, Physical Diagnosis, Medical Emergencies, Intro to Pediatric Dentistry, Intro to Ortho, Behavior Guidance, *Caries Disease Management/Risk Assessment (*SPICE Module)
• Cultural Competency (as part of Introduction to SPICE)
• Community Partners (as part of Introduction to SPICE)

Program Year 1
Fall Quarter
Sept - Dec

• Caries Disease Management/Risk Assessment (Hybrid) –Motivational Interviewing & online learning
• Interprofessional Education: Pediatric Medicine
• Policy & Advocacy
• Applied Statistics & Research Design
• Community Partners -Intro to Practicums Level I & II
• Special Needs Course "Medically Compromised Patients” - (*two-year long course, for all residents)

Program Year 1
Winter Quarter
Jan-Mar

• Ethics (Hybrid)
• Interprofessional Education: Pediatric Medicine
• Community Partners: Practicum level I & II wrap-up
• Autism Spectrum Disorder
• Applied Statistics & Research Design continued- selection of research hypothesis and research design

Program Year 1
Spring Quarter
Apr-Jul

• Policy & Advocacy- AAPD advocacy days (April) (Advocacy days pre-work and post-reflection session) (not supported by SPICE funds)
• Community Partners: Provided by School of Nursing faculty for IPE education & NOHC conference April (pre-work & post reflection session)- selected Peds & AEGD residents attend
• Autism Spectrum Disorder clinical rotation
• Applied Statistics & Research Design continued (data collection)

Course curriculum subject to change at any time at the discretion of the project director.

Rev: 08/2016
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 D8HP201290500).
Program Year Two

Program Year Two

Summer Quarter
July & Aug

• Applied Statistics & Research Design continued (data collection)
• Caries Disease Management & Risk Assessment- selected guest lecturers & online learning (Hybrid)

Fall Quarter
Sept - Dec

• Caries Disease Management/Risk Assessment (Hybrid)
• Quality Improvement & Practicum
• Policy & Advocacy
• Applied Statistics & Research Design continued
• Community Partners

Winter Quarter
Jan-Mar

• Selected guest lecturers & online learning
• Policy & Advocacy -Local & State of CA legislation (TBA)
• Applied Statistics & Research Design: CSPD Annual Meeting poster presentations (March) (pre-work & post-reflection session)

Spring Quarter
Apr- Jul

• Practice Management (not a SPICE module)
• Applied Statistics & Research Design con’t: AAPD annual meeting (May) poster presentation (pre-work & post reflection session)
• Autism Spectrum Disorder clinical rotation (TBA)

Program Year Three

Summer Quarter

• Applied Statistics & Research Design continued-final research paper write-ups: Alumni Day and UCLA Research day poster presentations

Rev: 08/2016
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Course Syllabus

Course Title: Community Partners

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
**Course Chair/Co-Chair**

**Jim 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 co-authored 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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**Inese Verzemnieks, PhD, RN, CNL**

Dr. Verzemnieks is the project director of the Center for Vulnerable Populations Research (CVPR). She received her PhD in Nursing with a cognate in developmental psychology in 1998. Dr. Verzemnieks is currently a lecturer at University of California, Los Angeles, and faculty research and clinical expertise.

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**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.

Various community partners and experts are invited for guest presentations.

Rev: 08/2016

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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 competencies

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 prepared 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)
☒ Lecture
☐ Seminar
☒ Literature Review
☒ Resident Presentation
☐ Projects
☐ Grand Rounds
☐ Other:
_________________________________

GME Competencies addressed by the course:
(check all that apply)
☐ Patient Care
☐ Medical Knowledge
☐ Practice-Based Learning & Improvement
☐ Interpersonal & Communication Skills
☐ Professionalism
☒ Systems-Based Practice

CODA Standards addressed by this course:
(check all that apply)
☐ Biomedical Sciences
☐ Behavior Guidance
☐ Growth & Development
☐ Oral Facial Injury & Emergency Care
☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
☒ Prevention & Health Promotion
☒ Comprehensive Dental Care
☐ Management of a Contemporary Dental Practice
☐ Patients with Special Health Care Needs
☐ Hospital Dentistry
☐ Pulp Therapy
☐ Pediatric Medicine
☒ Advocacy
☐ 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 organizations, 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 SPICE website at: http://www.uclachatpd.org/practicum.html

Remediation Policies
A customized remediation program will be designed to address areas of deficiency
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Length of Session</th>
<th>Title of Session</th>
<th>Topics Covered</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>1 Hr</td>
<td>Introduction to Community Health &amp; Advocacy (CHAT-PD)</td>
<td>Introduction to HRSA funding, goals, &amp; objectives of CHAT-PD. Overview of website, resources, and requirements</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>Summer</td>
<td>1 Hr</td>
<td>Introduction to Community Partners</td>
<td>Various social services agencies and their role in community oral health prevention and promotion</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>Summer</td>
<td>2 Hrs</td>
<td>Social Determinants of Health</td>
<td>Role of social determinants of health (such as health care services, social &amp; community context, education, economic stability, etc.) on oral health</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>Summer</td>
<td>1 Hr</td>
<td>Community Partners Site Visit: Venice Family Clinic / Simms Mann &amp; Lou Colen</td>
<td>Tour of IOCP clinics</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>Summer</td>
<td>1 Hr</td>
<td>Introduction to WIC</td>
<td>Women Infant &amp; Children national program.</td>
<td>Karen DelaCruz</td>
</tr>
<tr>
<td>Summer</td>
<td>1 Hr</td>
<td>Introduction to Early Head Start / Head Start</td>
<td>Head Start with an emphasis on dental care and National and State Program Information Reports (PIR)</td>
<td>Stacey Scarborough</td>
</tr>
<tr>
<td>Summer</td>
<td>1 Hr</td>
<td>LA Children’s Dental Insurance Plans-Healthcare (30 mins)</td>
<td>Dental and Health Insurance with emphasis on Medi-Cal</td>
<td>Linda Lopez</td>
</tr>
<tr>
<td>Fall</td>
<td>1 Hr</td>
<td>Community Clinic and Programs in Los Angeles</td>
<td>First 5 LA’s investment in Dental Home project. Community Clinics &amp; Programs</td>
<td>Jim Crall</td>
</tr>
<tr>
<td>Fall</td>
<td>2 Hrs</td>
<td>Healthcare financing I and II</td>
<td>Overview of the structure, organization, and financing of dental services for children in the United States.</td>
<td>Jim Crall</td>
</tr>
<tr>
<td>Fall</td>
<td>2 Hrs</td>
<td>Defining the Access Problem</td>
<td>Features of the current dental care delivery system and relation to access issues. Access and utilization trends of dental services in the US</td>
<td>Jim Crall</td>
</tr>
<tr>
<td>Fall</td>
<td>2 Hrs</td>
<td>Approaches to Improving Performance of Oral Health Care Systems</td>
<td>Medi-aid structure &amp; reimbursing rates, alternative approaches</td>
<td>Jim Crall</td>
</tr>
<tr>
<td>Fall</td>
<td>2 Hrs</td>
<td>Health Literacy</td>
<td>Health Literacy and Readability of Patient Education Materials – Improving Patient Outcomes</td>
<td>Inese Verzemnieks</td>
</tr>
<tr>
<td>Fall or Winter</td>
<td>2 hrs</td>
<td>Home Visiting</td>
<td>Home visiting and its role in community oral health</td>
<td>Inese Verzemnieks</td>
</tr>
</tbody>
</table>
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

Medi-Care program. General Information Centers for Medicare & Medicaid Services 2014; Available at: https://www.cms.gov/medicare/medicare-general-Information/medicareGenInfo/index.html


The Children's Health Insurance Program (CHIP). Centers for Medicare & Medicaid. Available at: https://www.medicaid.gov/chip/benefits/chip-benefits.html


Medicare vs. Medicaid. United Health Care. Available at: https://www.medicaremadeclear.com/basics/medicare-vs-medicaid


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.medicalexchange.ca.gov/pubsdoco/publications/Masters-Other/CHDP/forms/periodhealth_c01.pdf


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


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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 D8HP201290500).
Course Syllabus

Course Title: Research Design & Applied Statistics

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
Course Chair/Co-Chair

**Donna Kritz-Silverstein, Ph.D.**

Dr. Kritz-Silverstein has a doctorate in social psychology with a minor in statistics from New York University and is an Adjunct Professor in the Department of Family and Preventive Medicine at UCSD. Her areas of research include women’s health, heart disease risk factors, bone health, and cognitive function. For the past 23 years, she has been Co-Investigator and Principal Investigator on NIH funded Rancho Bernardo Study grants in addition to serving as Follow-up Coordinator for the study.

Email: dsilverstein@ucsd.edu

**Chi-Hong Tseng, Ph.D.**

Dr. Tseng received his Ph.D in Biostatistics from UCLA in 2004. His research interest includes 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 SPICE Information Systems Expert and data coordinator.

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**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.
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 Competencies

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 prepared 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
- ☐ Seminar
- ☒ Literature Review
- ☒ Resident Presentation
- ☐ Projects
- ☐ Grand Rounds
- ☐ Other:

**GME Competencies addressed by the course:** (check all that apply)

- ☐ Patient Care
- ☐ Medical Knowledge
- ☐ Practice-Based Learning & Improvement
- ☐ Interpersonal & Communication Skills
- ☐ Professionalism
- ☐ Systems-Based Practice
- ☒ Biomedical Sciences
- ☐ Behavior Guidance
- ☐ Growth & Development
- ☐ Oral Facial Injury & Emergency Care
- ☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
- ☐ Prevention & Health Promotion
- ☐ Comprehensive Dental Care

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

- ☐ Management of a Contemporary Dental Practice
- ☐ Patients with Special Health Care Needs
- ☐ Hospital Dentistry
- ☐ Pulp Therapy
- ☐ Pediatric Medicine
- ☐ Advocacy
- ☐ Teaching

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**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.

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.5 Hrs</td>
<td>Developing a Scholarly Research Project</td>
<td>Sources of ideas, steps for doing research project, bias, and writing a research proposal</td>
<td>Donna Kritz-Silverstein</td>
</tr>
<tr>
<td>2</td>
<td>1.5 hrs</td>
<td>Intro to Study Design</td>
<td>Importance of research; Scientific methods; Hypothesis testing; sampling strategies; research designs and advantages/disadvantages of each</td>
<td>Donna Kritz-Silverstein</td>
</tr>
<tr>
<td>3</td>
<td>1.5 Hrs</td>
<td>Research Design &amp; Descriptive Statistics</td>
<td>Variables; types of variables, confounding, Scales of measurements descriptive statistics; measures of central tendency; data distributions &amp; data display</td>
<td>Donna Kritz-Silverstein</td>
</tr>
<tr>
<td>4</td>
<td>1.5 Hrs</td>
<td>Introduction to parametric statistics</td>
<td>Independent and paired t-tests; Analysis of variance;</td>
<td>Donna Kritz-Silverstein</td>
</tr>
<tr>
<td>5</td>
<td>1.5 Hrs</td>
<td>Parametric (continued) &amp; Nonparametric Inferential Statistics</td>
<td>Correlation analysis; Regression analysis; Chi-square tests, Odds ratio; How to know what statistics to use.</td>
<td>Donna Kritz-Silverstein</td>
</tr>
<tr>
<td>6</td>
<td>2 Hrs</td>
<td>Submitting an IRB: Process &amp; Protocols</td>
<td>IRB review process &amp; Web IRB submission process</td>
<td>IRB staff</td>
</tr>
<tr>
<td>7</td>
<td>2-3 Hrs</td>
<td>Research project updates and faculty feedback</td>
<td></td>
<td>Dr. Ramos, Dr. Kritz-Silverstein, Dr. Tseng, other invited faculty</td>
</tr>
<tr>
<td>8</td>
<td>2-4 Hrs (varies)</td>
<td>Presentation of research projects at selected professional conferences such as the annual AAPD &amp; CSPD meetings (and at UCLA research day and Alumni Day).</td>
<td></td>
<td>Dr. Ramos, Dr. Kritz-Silverstein, Dr. Tseng, other invited faculty</td>
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Course Syllabus

Course Title: Policy & Advocacy

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
Course Chair/Co-Chair

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.

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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James Crall, DDS, MS, Sc.D

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 co-authored 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).

Email: jcrall@dentistry.ucla.edu

Various community partners and experts are invited for guest presentations.

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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

1. Demonstrate the ability to describe the US policy and advocacy legislative processes.
2. Demonstrate the ability to communicate and collaborate with relevant stakeholders to advocate for policies that impact oral and general health for individuals and populations.
3. 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 prepared 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 and 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
☐ Seminar
☒ Literature Review
☐ Resident Presentation

☐ Projects
☐ Grand Rounds
☒ Other: __Applied Learning Experience___

GME Competencies addressed by the course:
(check all that apply)

☐ Patient Care
☐ Medical Knowledge
☐ Practice-Based Learning & Improvement
☐ Interpersonal & Communication Skills
☐ Professionalism
☐ Systems-Based Practice

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

☐ Biomedical Sciences
☐ Behavior Guidance
☐ Growth & Development
☐ Oral Facial Injury & Emergency Care
☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
☐ Prevention & Health Promotion
☐ Comprehensive Dental Care

☐ Management of a Contemporary Dental Practice
☐ Patients with Special Health Care Needs
☐ Hospital Dentistry
☐ Pulp Therapy
☐ Pediatric Medicine
☒ Advocacy
☐ Teaching

Evaluation Criteria/Methods
MedHub course evaluations and active class participation

Remediation Policies
A customized remediation program will be designed to address areas of deficiency
<table>
<thead>
<tr>
<th>Session #</th>
<th>Length of Session</th>
<th>Title of Session</th>
<th>Topics Covered</th>
<th>Instructor</th>
</tr>
</thead>
</table>
| 1 Fall PGY 1 & 2 | 2 Hrs | 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 | Jim Crall |
| 2 Fall PGY 1 & 2 | 2 Hrs | 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 |
| 3 Fall PGY 1 & 2 | 2 Hrs | Advocacy & Policy: Beyond legislation Influencing Health Care policies and programs | - Federal, versus /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 |
| 4 Fall PGY 1 & 2 | 1 Hr | Advocacy Webinar: Dental insurance and the essential pediatric oral health benefits in the Affordable Care Act | - 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 |
| 5 Fall PGY 1 & 2 | 2 Hrs | 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  
- U.S. Health Care System Affordable Care Act with special emphasis on the oral health provisions | Francisco Ramos Gomez/ Jim Crall |
<table>
<thead>
<tr>
<th>6</th>
<th>Fall or Winter</th>
<th>2 Hrs</th>
<th>Hold a mock legislation advocacy session</th>
<th>Residents choose and research the oral health issue they wish to advocate for and assemble all the necessary evidence and present in class for discussion</th>
<th>Francisco Ramos Gomez</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Winter or Spring PGY 1</td>
<td>2 Days</td>
<td>Applied Learning Experience: AAPD Advocacy Day</td>
<td>National Advocacy days participation, pre-work assignments</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>8</td>
<td>Winter or Spring</td>
<td>2 hrs</td>
<td>Applied Learning Experience: AAPD Advocacy Day - Debriefing</td>
<td>Applied learning debriefing session: - Residents responsible for providing feedback and questions - Residents reflecting on their own views on the information, and exploring potential alternatives to questions/issues encountered</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>9</td>
<td>TBA PGY 1 &amp; 2</td>
<td>2 Days</td>
<td>Applied Learning Experience: State and/or local level advocacy</td>
<td>State Advocacy days participation pre-work assignments</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>10</td>
<td>Winter PGY 1 &amp; 2</td>
<td>2 hrs</td>
<td>Applied Learning Experience: State level and/or local advocacy - Debriefing</td>
<td>Applied learning debriefing session: - Residents responsible for providing feedback and questions - Residents reflecting on their own views on the information, and exploring potential alternatives to questions/issues encountered</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>11</td>
<td>Spring PGY 1</td>
<td>2 Days</td>
<td>National Oral Health conference (selected pediatric and AEGD residents participate)</td>
<td>Applied learning experience</td>
<td>Francisco Ramos Gomez</td>
</tr>
<tr>
<td>12</td>
<td>Spring</td>
<td>2 Hrs</td>
<td>National Oral Health conference- Debriefing</td>
<td>Applied learning debriefing session: - Residents responsible for providing feedback and questions - Residents reflecting on their own views on the information, and exploring potential alternatives to questions/issues encountered</td>
<td>Francisco Ramos Gomez</td>
</tr>
</tbody>
</table>
Course Syllabus

Course Title: Disease Management/Risk Assessment

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
Course Chair/Co-Chair

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.

Leah Fitzgerald, PhD, RN

Leah FitzGerald, RN, FNP-C, PhD, is an Assistant Professor of Nursing at the UCLA School of Nursing. Dr. FitzGerald is board certified by the American Nurses Credentialing Center as a Family Nurse Practitioner (FNP). Dr. FitzGerald has 23 years of clinical research experience. She completed post-doctoral training at the UCLA Norman Cousins Center in psychoneuroimmunology, providing a strong foundation for Bio behavioral Nursing research, recognizing the benefits and risks of preventive health behaviors and the complexity underlying behavioral change.

Email: lfitzgerald@msmu.edu

Various community partners and experts are invited for guest presentations.
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 prepared 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 the longer-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 the dental products available for patient interventions and develop a treatment care path to manage dental caries for any 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.
- Learn to 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.
Instructional method(s) used in this course (Check all that apply)

- Lecture  ☒
- Seminar  ☐
- Literature Review  ☒
- Resident Presentation  ☐
- Projects  ☐
- Grand Rounds  ☐
- Other: ______________________________

GME Competencies addressed by the course: (check all that apply)

- ☒ Patient Care
- ☒ Medical Knowledge
- ☐ Practice-Based Learning & Improvement
- ☐ Interpersonal & Communication Skills
- ☐ Professionalism
- ☐ Systems-Based Practice

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

- ☒ Biomedical Sciences
- ☒ Behavior Guidance
- ☐ Growth & Development
- ☐ Oral Facial Injury & Emergency Care
- ☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
- ☒ Prevention & Health Promotion
- ☒ Comprehensive Dental Care
- ☒ Management of a Contemporary Dental Practice
- ☐ Patients with Special Health Care Needs
- ☐ Hospital Dentistry
- ☐ Pulp Therapy
- ☒ Pediatric Medicine
- ☐ Advocacy
- ☐ 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

<table>
<thead>
<tr>
<th>Session # &amp; &amp; Quarter</th>
<th>Length of Session</th>
<th>Title of Session</th>
<th>Topics Covered</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Workshop</td>
<td>2 hrs</td>
<td>Contemporary Caries Management in Pediatric Dentistry I (Perinatal and Infant Oral Health) Introduction, CAMBRA</td>
<td>Intro to Disease Management</td>
<td>Francisco Ramos-Gomez</td>
</tr>
<tr>
<td>2 Workshop</td>
<td>2 hrs</td>
<td>Contemporary Caries Management in Pediatric Dentistry II</td>
<td>Fundamentals of caries disease management</td>
<td>Francisco Ramos-Gomez</td>
</tr>
<tr>
<td>3 Workshop</td>
<td>4 hrs</td>
<td>Medical Approach And Microbiology of Dental Caries</td>
<td>Pathophysiology of dental caries</td>
<td>Francisco Ramos-Gomez</td>
</tr>
<tr>
<td>4 Workshop</td>
<td>2 ½ hrs</td>
<td>Clinical Cases &amp; Clinical Implementation of Minimally Invasive Dentistry I</td>
<td>Case discussions on caries disease mgmt. cases</td>
<td>Francisco Ramos-Gomez</td>
</tr>
<tr>
<td>5 Workshop</td>
<td>4 hrs</td>
<td>Fluoride &amp; Sealants; Evidence Based Usage For Prevention And Treatment, Political Aspects Of Community Fluoridation</td>
<td>Sealants articles AAPD manual</td>
<td>Ed Hewlett, DDS</td>
</tr>
<tr>
<td>6 Workshop</td>
<td>3 hrs</td>
<td>Reflection session Resources &amp; online learning review</td>
<td>Dr. Featherstone Video (online learning and reflection paper), DentaQuest Website and resources AAPD Manual</td>
<td>Francisco Ramos-Gomez</td>
</tr>
<tr>
<td>7 Fall</td>
<td>2 hrs</td>
<td>Introduction to Motivational Interviewing and in-clinic observation of MI skills</td>
<td>Includes recording of resident – patient MI session and in-class group feedback to analyze dental residents’ current flow ad structure of providing dental services to determine where and when MI will be inserted most effectively during the clinic workflow.</td>
<td>Leah Fitzgerald</td>
</tr>
<tr>
<td>8 Fall</td>
<td>2 hrs</td>
<td>Motivational Interviewing: Patient engagement and activation and clinic observation of MI skills.</td>
<td>Includes recording of resident – patient MI session and in-class group feedback</td>
<td>Leah Fitzgerald</td>
</tr>
</tbody>
</table>
Required readings


Some are listed below:


Course Syllabus

Course Title: Ethics & Professionalism

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
Course Chair/Co-Chair

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.

Ian Coulter, PhD

Dr. Coulter has more than 20 years of experience conducting both qualitative and quantitative research on chiropractic. He is the principal investigator of the Evidenced-Based Practice Center for Complementary and Alternative Medicine at RAND and is the principal investigator on a case study of integrative medicine funded by NCCAM. Coulter is a former director of the UCLA/Drew University Center for Minority Oral Health; was a member of the National Institutes of Health’s Cancer Advisory Panel for Complementary and Alternative Medicine; and serves on the advisory committee for the NCCAM Center for Chiropractic Research.

Email: coulter@rand.org
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 Competencies
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:
- Describe common ethical and biomedical principles based on the Code of Ethics
- Utilize common ethical principles to respond to common ethical issues as it relates to practicing pediatric dentistry.
Instructional method(s) used in this course (Check all that apply)

☒ Lecture
☐ Seminar
☒ Literature Review
☒ Resident Presentation
☐ Projects
☐ Grand Rounds
☐ Other:

GME Competencies addressed by the course: (check all that apply)

☐ Patient Care
☐ Medical Knowledge
☐ Practice-Based Learning & Improvement
☒ Interpersonal & Communication Skills
☒ Professionalism
☐ Systems-Based Practice

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

☐ Biomedical Sciences
☒ Behavior Guidance
☐ Growth & Development
☐ Oral Facial Injury & Emergency Care
☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
☐ Prevention & Health Promotion
☐ Comprehensive Dental Care
☐ Management of a Contemporary Dental Practice
☐ Patients with Special Health Care Needs
☐ Hospital Dentistry
☐ Pulp Therapy
☒ Pediatric Medicine
☐ Advocacy
☐ 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

Rev: 08/2016
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 D8HP201290500).
## COURSE SCHEDULE

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<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Winter</strong></td>
<td><strong>2 Hrs</strong></td>
<td><strong>Overview of ethical principles for dentistry</strong></td>
<td>Ian Coulter (online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To examine the concept of ethics, its underlying philosophical principles, and the problems of defining ethical behavior in health sciences.</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Winter</strong></td>
<td><strong>2 Hrs</strong></td>
<td><strong>The professional role of the dentist</strong></td>
<td>Ian Coulter (online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ethical codes for appropriate behavior towards —patients —general public —colleagues</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Winter</strong></td>
<td><strong>2 Hrs</strong></td>
<td><strong>Research Ethics</strong></td>
<td>Ian Coulter (online)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analysis of ethical issues; Protection of human subjects; Responsibilities of researchers; Authorship; Scientific misconduct</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Winter</strong></td>
<td><strong>2 Hrs</strong></td>
<td><strong>Ethics Case Studies</strong></td>
<td>Ramo-Gomez Group case discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resident-led group ethics case discussions with focus on prenatal and pediatric cases</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Learning Resources & Readings:


Course Syllabus

Course Title: Cultural Competency

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
Course Chair/Co-Chair

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.

Maria Elena Ruiz, PhD, RN, FNP-BC

ASSISTANT ADJUNCT PROFESSOR, ASSOCIATE DIRECTOR CHICANO STUDIES RESEARCH CENTER. Dr. Ruiz’s research addresses health disparities, aging, and intergenerational relations; homeless & Latino (funded). Particular emphasis is on vulnerable populations, Latinos, social epidemiology, and the intersection of place, culture, language, and health. Special focus on community based participatory research and mixed qualitative and quantitative designs.
Clinical: Family Health, Advanced Practice, Community/Public Health

Email: mruiz@sonnet.ucla.edu
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 Competencies

- 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 prepared 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)

☒ Lecture
☐ Seminar
☒ Literature Review
☐ Resident Presentation
☐ Projects
☐ Grand Rounds
☐ Other:

GME Competencies addressed by the course: (check all that apply)

☐ Patient Care
☐ Medical Knowledge
☐ Practice-Based Learning & Improvement
☒ Interpersonal & Communication Skills
☒ Professionalism
☐ Systems-Based Practice

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

☐ Biomedical Sciences
☒ Behavior Guidance
☐ Growth & Development
☐ Oral Facial Injury & Emergency Care
☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
☐ Prevention & Health Promotion
☐ Comprehensive Dental Care
☐ 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
## COURSE SCHEDULE

<table>
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<tr>
<th>Session # &amp; Quarter</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer</td>
<td>Cross-Cultural Communication</td>
<td>Terminology, Effective strategies/communication skills across various cultures</td>
<td>Elena Ruiz / Francisco Ramos Gomez</td>
</tr>
<tr>
<td>2</td>
<td>Summer</td>
<td>Cultural Competency</td>
<td>Provide culturally competent oral health care</td>
<td>Elena Ruiz / Francisco Ramos Gomez</td>
</tr>
<tr>
<td>3</td>
<td>Selfpaced (est. 1hr)</td>
<td>Fundamentals of Culturally and Linguistically Appropriate Oral Health Care and Services</td>
<td>Fundamentals of culturally and linguistically appropriate oral health care and services</td>
<td>Online – Think Cultural Health*</td>
</tr>
<tr>
<td>4</td>
<td>Self-paced</td>
<td>Culturally and Linguistically Appropriate Oral Health Practice Management</td>
<td>Culturally and linguistically appropriate practice management strategies that can address barriers to oral health care</td>
<td>Online – Think Cultural Health*</td>
</tr>
<tr>
<td>5</td>
<td>Self-paced</td>
<td>Communication and Messaging in the Dental Chair</td>
<td>Basic information about effective oral health communication and an overview of barriers and challenges to communication that may arise when communicating with your patients.</td>
<td>Online – Think Cultural Health*</td>
</tr>
</tbody>
</table>

Learning Resources & Readings:

https://oralhealth-thinkculturalhealth-qc.astutetech.com/Content/Introduction/Introduction.asp
Course Syllabus

Course Title: Quality Improvement

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

Rev: 08/2016
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 D8HP201290500).
Course Chair/Co-Chair

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.

Moira Inkelas, PhD, MPH

Dr. Inkelas directs quality improvement initiatives to redesign primary care to achieve prevention and development goals for children and their families. She has worked with networks of physicians, early care and education programs, and community organizations to improve care through the Early Developmental Systems Initiative (EDSI). Recent collaborations focus on creating cross-sector learning systems that use process improvement and transformative care design strategies to produce better outcomes for populations of children.

Email: minkelas@ucla.edu

Robin Flint, DrPH (c), MPH

Robin Flint is 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, we are 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.

Email: rflint@ucla.edu

Rev: 08/2016
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 D8HP201290500).
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 Competencies
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 3 part 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, PDSA
- Use techniques for workflow redesign [to assess quality of care delivery]
- Apply reliability concepts to care processes
- Formulate plans for quality improvement
- Recognize dental quality measures
**Instructional method(s) used in this course** (Check all that apply)

- ☒ Lecture
- ☐ Seminar
- ☒ Literature Review
- ☒ Resident Presentation
- ☐ Projects
- ☐ Grand Rounds
- ☐ Other:

**GME Competencies addressed by the course:**
*(check all that apply)*

- ☒ Patient Care
- ☐ Medical Knowledge
- ☒ Practice-Based Learning & Improvement
- ☐ Interpersonal & Communication Skills
- ☒ Professionalism
- ☒ Systems-Based Practice

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

- ☐ Biomedical Sciences
- ☐ Behavior Guidance
- ☐ Growth & Development
- ☐ Oral Facial Injury & Emergency Care
- ☐ Oral Diagnosis, Oral Pathology, & Oral Medicine
- ☐ Prevention & Health Promotion
- ☐ Comprehensive Dental Care
- ☒ Management of a Contemporary Dental Practice
- ☐ Patients with Special Health Care Needs
- ☐ Hospital Dentistry
- ☐ Pulp Therapy
- ☒ Pediatric Medicine
- ☐ Advocacy
- ☐ 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

Rev: 08/2016
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 D8HP201290500).
COURSE SCHEDULE

Part A: Required resident pre-readings

Institute for Healthcare Improvement (IHI) Open School has online, free modules on process improvement topics, which are available at ihi.org. The modules are free when you register for Open School as a student or resident at: http://www.ihi.org/education/ihiopenschool/

Complete before Session 2:

- 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

Complete before Session 3:

- IHI Open School Web Module PS 103: Human Factors and Safety
- IHI Open School Web Module PS 104: Root Cause and Systems Analysis
- 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/

Part B: Didactics

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Sessions</th>
<th>Topics Covered</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/9/16</td>
<td>Quality in the Profession of Dentistry - Model for Improvement and PDSAs</td>
<td>Measures, Aims, Changes, Small-Scale learning cycles (PDSAs), use of run charts for learning</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>2</td>
<td>9/30/16</td>
<td>Process Mapping &amp; Reliability</td>
<td>Application of reliability concepts to care processes Process mapping</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>3</td>
<td>10/21/16</td>
<td>Root Cause Analysis (RCA) Driver Diagrams</td>
<td>Conducting root cause analysis Creating driver diagrams</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>4</td>
<td>12/2/16</td>
<td>Project Presentations &amp; Discussions</td>
<td>Resident- led QI project presentations</td>
<td>Robin F. MacBride Dr. Ramos-Gomez</td>
</tr>
</tbody>
</table>

Part C: Practicum

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Steps for the Practicum</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9/16</td>
<td>Identify possible practicum topics, and craft initial practicum aim</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>9/30/16</td>
<td>Form practicum teams; select and finalize practicum aim (submit to instructors)</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>10/21/16</td>
<td>Complete process map of clinic workflow related to aim (submit to instructors)</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>10/28/16</td>
<td>Complete root cause analysis diagram related to aim (submit to instructors)</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>11/4/16</td>
<td>Complete driver diagram related to aim (submit to instructors) Complete the Plan section of one PDSA (submit to instructors) Complete at least one PDSA (submit to instructors)</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
<tr>
<td>12/2/16</td>
<td>Team presentations (Problem statement, aim, RCA, process map, driver diagram, measures, PDSA example, what was learned) Written reflections (submit to instructors)</td>
<td>Dr. Inkelas/ Robin F. MacBride</td>
</tr>
</tbody>
</table>

Rev: 08/2016
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 D8HP201290500).
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 2016, 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.

**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.
Course Syllabus

Course Title: UCLA School of Medicine and UCLA School of Dentistry Interprofessional Partnership

Course Enrollment: Pediatric Medical Residents & Pediatric Dental Residents in interprofessional educational setting
Course Chair/Co-Chair

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.

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.

Email: CGarell@mednet.ucla.edu

Rev: 08/2016
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 D8HP201290500).
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.

Course Competency

Describe and apply basic oral health strategies and risk-based diagnosis and treatment to prevent dental disease.

Course Objectives

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

- Understand and be able to identify basic normal and abnormal pediatric oral and dental anatomy/health
- Understand oral-systemic link and health problems associated with poor oral health
- Understand the oral health and pregnancy connection
- Demonstrate the inclusion of the oral cavity in the HEENT (head, ears, eyes, nose, and throat) component of the review of systems and demonstrate inclusion of the oral cavity exam in the HEENOT (head, ears, eyes, nose, oral cavity, and throat) component of the physical exam
- Articulate and perform a six step caries risk assessment including applying fluoride varnish
- Describe the role of interprofessional collaborations in improving oral health for children
**Instructional method(s) used in this course** (Check all that apply)

- [X] Lecture
- [ ] Seminar
- [ ] Literature Review
- [ ] Resident Presentation
- [ ] Clinical rotations
- [ ] Projects
- [ ] Grand Rounds
- [ ] Other: ________________________________

<table>
<thead>
<tr>
<th>GME Competencies addressed by this course (check all that apply)</th>
<th>CODA Standards addressed by this course (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Patient Care</td>
<td>☐ Biomedical sciences</td>
</tr>
<tr>
<td>☒ Medical Knowledge</td>
<td>☒ Behavior guidance</td>
</tr>
<tr>
<td>☒ Practice based learning and improvement</td>
<td>☐ Growth and development</td>
</tr>
<tr>
<td>☒ Interpersonal and communication skills</td>
<td>☐ Oral facial injury and emergency care</td>
</tr>
<tr>
<td>☐ Professionalism</td>
<td>☒ Oral diagnosis, oral pathology, &amp; oral medicine</td>
</tr>
<tr>
<td>☒ Systems-based practice</td>
<td>☒ Prevention and health promotion</td>
</tr>
<tr>
<td></td>
<td>☐ Comprehensive dental care</td>
</tr>
<tr>
<td></td>
<td>☐ Management of a contemporary dental practice</td>
</tr>
<tr>
<td></td>
<td>☒ Patients with special health care needs</td>
</tr>
<tr>
<td></td>
<td>☐ Hospital dentistry</td>
</tr>
<tr>
<td></td>
<td>☐ Pulp therapy</td>
</tr>
<tr>
<td></td>
<td>☒ Pediatric medicine</td>
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<tr>
<td></td>
<td>☒ Advocacy</td>
</tr>
<tr>
<td></td>
<td>☒ Teaching</td>
</tr>
</tbody>
</table>

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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 D8HP201290500).
PART A: Prerequisites

The residents are required to review a list of required course material prior to the start of the course.

1) Complete the online course http://www.smilesforlifeoralhealth.org/

Complete online Courses 2, 4 & 6

http://smilesforlifeoralhealth.org/

Note: you will need to create an online profile, this should take ~1 hour


Note: you will need to create an online profile, this should take ~1 hour

Additional Resources, Readings & IOCP Clinic Documents:

http://www.uclaiocp.org/relatedarticles.html

For more specific evidence-based information and guidelines, please see:

“Oral Health During Pregnancy and Early Childhood: Evidence-Based Guidelines for Health Professionals”

http://www.cdafoundation.org/Portals/0/pdfs/poh_guidelines.pdf

PART B: Didactics

Through a combination of classroom lecture and discussion, this course introduces residents 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. Residents 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 residents 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 residents and the pediatric dental residents for interprofessional collaboration and peer learning. Residents will gain the confidence in performing a six step caries risk assessment and an oral exam on infants and toddlers.

Evaluation Criteria/Methods

Residents will be evaluated based on attendance and active participation in discussions, lectures and treatment/case study session.

Annual post course online survey will be collected

Newly acquired clinical skills will be tested via peer to peer and faculty observational assessments and resident self-assessments for confidence.

Remediation Policies

Rev: 08/2016

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

**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>
</tr>
</thead>
</table>
| 1. Understand and be able to identify basic normal and abnormal pediatric oral and dental anatomy/health | “Basics of oral health and dental anatomy” | -Understand and name the basic oral anatomy and characteristics of the pediatric dentition and soft tissues  
-Identify differences between normal and abnormal findings  
-Discuss common dental development issues in children and adolescents  
-Offer appropriate anticipatory guidance regarding oral developmental issues | -lectures  
-reading assignments and responses | Faculty | Annual post course online survey |
| 2. Understand oral-systemic link and health problems  | “Oral systemic link” | -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 | -lectures  
-reading assignments and responses | Faculty | Annual post course online survey |

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<th>Desired Learning Outcomes</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 3. Understand oral health and pregnancy connection | “Prenatal Oral Health” 3 1 Hour | - Understand the oral health link to pregnancy  
- understand the evidence for periodontitis affecting pregnancy outcomes  
- counsel about oral health conditions in pregnancy  
- understand the evidence for caries risk transmission from mother to child  
- articulate the safety of common dental interventions in pregnancy  
- promote oral health in pregnant women and newborn child in culturally appropriate manner  
- make appropriate inter professional referrals | - lectures  
- reading assignments and responses | Online reading and webinars  
Dr. Francisco Ramos-Gomez | Annual post course online survey |
| 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) | “HEENT to HEENOT” 4 2 Hours | - 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  
- Consistently perform thorough and non-threatening oral exams of infants and children | - lectures  
- reading assignments and responses  
- case studies group discussion | Faculty | Annual post course online survey |
## COURSE SCHEDULE PART C (Hands-on Clinical Experience)

<table>
<thead>
<tr>
<th>Overarching Goal</th>
<th>Session number</th>
<th>Length of Session</th>
<th>Desired Learning Outcomes</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Perform appropriate oral exams.</td>
<td>1</td>
<td>2 hours</td>
<td>- 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</td>
<td>- Peer to peer learning: Pediatric dental residents will train the residents in proper oral health clinical examination, oral hygiene instructions (OHI - toothbrushing, flossing, auxiliary aids) and application of fluoride varnish.</td>
<td>Dr. FRG Pediatric dental residents/preceptors</td>
<td>- Peer to peer observational assessment</td>
</tr>
<tr>
<td>6. Articulate and perform a six step caries risk assessment</td>
<td>2</td>
<td>1 hour</td>
<td>- 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 interprofessional referrals</td>
<td>Supervised hands-on clinical rotation at IOCP sites At Simms Mann and Lou Colen</td>
<td>Dr. FRG Pediatric dental residents/preceptors</td>
<td>- Peer to peer and faculty observational assessment</td>
</tr>
</tbody>
</table>

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<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Self-management goals</td>
<td>“Reflection session”</td>
<td>3</td>
<td>1 hour</td>
<td>By the end of this course, the physician will have acquired the following skills:</td>
<td>- group team discussion</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

**Additional resident required reading (all available online at [www.uclachatpd.org](http://www.uclachatpd.org))**


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 resident participants—Dental faculty and respective faculty to provide and residents can bring their own cases for group review
Course Syllabus

Course Title: UCLA School of Nursing and UCLA School of Dentistry Interprofessional Partnership

Course Enrollment: Second year Advanced Pediatric Nurses (APNs) & Pediatric Dental Residents in interprofessional educational setting
Course Chair/Co-Chair

**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.

**Inese Verzemnieks, PhD, RN, School of Nursing Faculty**

Dr. Verzemnieks is the project director of the center for vulnerable populations research (CVPR). She received her PhD in Nursing with a cognate in developmental psychology in 1998. Dr. Verzemnieks is currently a lecturer at University of California, Los Angeles, and faculty research and clinical expertise.

Email: iverzemn@sonnet.ucla.edu
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.

Course Competency
Describe and apply basic oral health strategies and risk-based diagnosis and treatment to prevent dental disease.

Course Objectives
On successful completion of this course, residents will be able to:
- Understand and be able to identify basic normal and abnormal adult and pediatric oral and dental anatomy/health
- Understand oral-systemic link and health problems
- Understand oral health and pregnancy connection
- Demonstrate the inclusion of the oral cavity in the HEENT (head, ears, eyes, nose, and throat) components of the comprehensive history and physical examination to the HEENOT (head, ears, eyes, nose, oral cavity, and throat)
- Understand and perform appropriate oral exams of adults, children and special populations
- Articulate and perform a six step caries risk assessment
- Describe the role of interprofessional collaborations in improving oral health for children
### Instructional method(s) used in this course  
(Check all that apply)

<table>
<thead>
<tr>
<th>☐ Lecture</th>
<th>☑ Seminar</th>
<th>☑ Literature Review</th>
<th>☑ Resident Presentation</th>
<th>☑ Simulation lab</th>
<th>☐ Laboratory</th>
<th>☐ Projects</th>
<th>☐ Grand Rounds</th>
<th>☑ Problem based learning/case studies</th>
<th>☑ Clinical rotations</th>
<th>☐ Other:</th>
</tr>
</thead>
</table>

### GME Competencies addressed by this course  
(check all that apply)

- [x] Patient Care
- [x] Medical Knowledge
- [x] Practice based learning and improvement
- [x] Interpersonal and communication skills
- [ ] Professionalism
- [x] Systems-based practice

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

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

The nursing 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 Smiles for Life curriculum, selected modules: available at
   http://www.smilesforlifeoralhealth.org/buildcontent.aspx?tut=555&pagekey=62948&cbreceipt=0

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

This is the didactic portion of the course: through a combination of classroom lecture and discussion, this course introduces APN 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. Students 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 APN nursing 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 B of this course will be accomplished in close collaboration between the APN nursing students and the pediatric dental residents for inter professional collaboration and student to student peer learning. APN nursing will gain the confidence in performing a six step caries risk assessment and an oral exam on patients.

Evaluation Criteria/Methods

Nursing students will be evaluated based on attendance and active participation in discussions, lectures and treatment/case study session and rotations.

Annual post course online survey will be collected

Newly acquired clinical skills will be tested via peer to peer and faculty observational assessments and student self-assessments for confidence

Remediation Policies

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

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<th>Desired Learning Outcomes</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 1. Understand and be able to identify basic normal and abnormal adult and pediatric oral and dental anatomy/health | 1 2 Hours | -Understand and name the basic oral anatomy and characteristics of the healthy adult and pediatric dentition and soft tissues  
-Identify differences between normal and abnormal findings  
-Discuss common dental development issues in children and adolescents  
-Offer appropriate anticipatory guidance regarding oral developmental issues | -lectures  
-reading assignments and responses | Nursing faculty | Annual post course online survey |
| 2. Understand oral-systemic link and health problems | 2 1 Hour | - 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 nurse in promoting oral health including lifestyle counseling | -lectures  
-reading assignments and responses | Nursing faculty | Annual post course online survey |
| 3. Understand oral health and pregnancy connection | 3 1 Hour | -Understand the oral health link to pregnancy  
-Understand the evidence for periodontitis affecting pregnancy outcomes  
-Counsel about oral health conditions in pregnancy  
-Understand the evidence for caries risk transmission from mother to child  
-Articulate the safety of common dental interventions in pregnancy  
-Promote oral health in pregnant women and newborn child in culturally appropriate manner  
-Make appropriate inter professional referrals | -lectures  
-reading assignments and responses | Online reading and webinars  
Dr. Francisco Ramos-Gomez | Annual post course online survey |
| 4. Demonstrate the inclusion of the oral cavity in | 4 2 Hours | -Understand the prevalence, etiology, and consequences of dental caries, in particular Early Childhood Caries (ECC) | -lectures | Dr. Francisco | Annual post course |

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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)

5. Understand and perform appropriate oral exams of adults, children and special populations

<table>
<thead>
<tr>
<th>COURSE SCHEDULE PART C (Hands-on Clinical Experience)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Goal</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
|                      | 1                   | 1 hour                | - recognize the various stages of ECC on oral examination  
- describe and implement prevention of ECC though 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 nursing students in proper oral health clinical examination, oral hygiene instructions (OHI-toothbrushing, flossing, auxiliary aids) and application of fluoride varnish. | Dr. FRG Pediatric dental residents/p receptors | - Peer to peer observational assessment |
|                      | 2                   | 2 hours               | - Observe dental clinic by nursing students |
|                      |                     |                       | - observation |
|                      |                     |                       | Dr. FRG Pediatric dental |
|                      |                     |                       | None |

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| 6. Articulate and perform a six step caries risk assessment | 3 | 1 hour | - participate in simulation experiences that include HEENOT complaints such as mouth pain, bleeding gums, mucosal ulcerations, and sore throat.  
- 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 | - simulation lab practice  
-case studies | Dr. FRG  
Pediatric dental residents/p receptors | - Peer to peer and faculty observational assessment  
-student self-assessment |
| --- | --- | --- | --- | --- | --- | --- |
| 4 | 1 hour | - Assess a child’s risk for developing ECC  
- Perform caries risk assessment, proper oral exam and FL varnish on patients:  
7. Caries risk assessment  
8. Knee-to-knee positioning  
9. Toothbrush prophy  
10. Clinical oral screening of the patient  
11. Fluoride varnish application  
12. Self-management goals | - hands-on supervised clinical training | Dr. FRG  
Pediatric dental residents/p receptors | - Peer to peer and faculty observational assessment  
-student self-assessment |

Additional Learning Resources & Readings (all available online at [www.uclachatpd.org](http://www.uclachatpd.org))


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 nursing faculty to provide and students can bring their own cases for group review
Course Syllabus

Course Title: Autism Spectrum Disorder Course

Course Enrollment: Pediatric Dental Residents & Advanced Clinical Trainees (ACTs)
Course Chair/Co-Chair:

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 included 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. Email: SFreeman@mednet.ucla.edu

Kristen Hayashida, M.Ed., BCBA

Kristen Hayashida is a Board Certified Behavioral Analyst at the Early Childhood Partial Hospitalization Program (ECPHP) which is an internationally recognized model treatment program for children from two-to-six years of age with autism, related developmental disabilities, and behavioral disorders. The ECPHP provides fully integrated, interdisciplinary, state-of-the-art treatment for children as well as support, education, and transition planning for families over a short-term, intensive period. For many children, ECPHP transforms the course of their development and long-term outcomes. Kristen has over 10 years of experience working with special needs children.

E-mail: KHayashida@mednet.ucla.edu.

Rev: 08/2016
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 D8HP201290500).
Course Description

This three-part course aligns with SPICE PD Goal B (Focus Area I) which is to enhance existing CHAT 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 Competencies

- 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 prepared 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.
### Teaching 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 | ☐ Biomedical sciences |
| ☐ Medical Knowledge | ☒ Behavior guidance |
| ☐ Practice based learning and improvement | ☒ Growth and development |
| ☐ Interpersonal and communication skills | ☐ Oral facial injury and emergency care |
| ☐ Professionalism | ☐ Oral diagnosis, oral pathology, & oral medicine |
| ☐ Systems-based practice | ☐ Prevention and health promotion |
| | ☐ Comprehensive dental care |
| | ☐ Management of a contemporary dental practice |
| | ☒ Patients with special health care needs |
| | ☐ Hospital dentistry |
| | ☐ Pulp therapy |
| | ☐ Pediatric medicine |
| | ☐ Advocacy |
| | ☐ Teaching |

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

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Rev: 08/2016

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 D8HP201290500).
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: Didactics

Through a combination of classroom lecture and discussion, this course introduces dental resident students to ASD/specials 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).

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).

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
## COURSE SCHEDULE PART B - Didactic portion

<table>
<thead>
<tr>
<th>Overarching Goal</th>
<th>Session Title, Session Number &amp; Length of Session</th>
<th>Course Objectives</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 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. | “Introduction to Autism Spectrum Disorder (ASD)” 1 2 hours | - understand the characteristics of Autism Spectrum Disorder (ASD) in preschoolers  
- understand the red flag characteristics associated with ASD in -pre-identified at risk children  
- understand the course of ASD in early childhood  
- identify the clinical and behavioral manifestations of ASD  
- identify and understand the comorbid disorders in ASD  
- identify contributing neurological factors in ASD  
- identify the clinical and behavioral manifestations of ASD as related to oral health (PICA, unusual oral habits, snacking frequency, disability conditions, sensory issues, sleep issues, etc.) | - lectures - reading assignment and responses         | Semel Institute Faculty : Tanya Paparella, Ph.D. | Pre-test       |
| 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. | “Treatment Options for ASD” 2 2 hours | - distinguish typical child behavior from not typical child behavior  
- identify methods of gathering information from parents regarding their child’s behavior  
- learn about different modalities of psychological and behavioral treatment for ASD  
- learn about pharmacological treatments for ASD  
- introduce applied behavioral analysis (ABA) as an evidence-based model of behavior change | - lectures - reading assignment and responses         | Semel Institute Faculty : Stephanny Freeman, Ph.D. |              |
<table>
<thead>
<tr>
<th>Overarching Goal</th>
<th>Session Title, Session Number &amp; Length of Session</th>
<th>Course Objectives By the end of this course, the student will have acquired the following knowledge &amp; skills:</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 8. Learn functional analysis of behavior. 9. Learn simple, appropriate and effective techniques for child behavior management in the dental office. | “ABA for Dental Professionals” 3 2 hours | - identify maladaptive behaviors and define the behavior based on topography and function  
- identify the environmental setting events, antecedents, and consequences to maladaptive behavior  
- determine what environmental and evidence-based behavior modifications techniques can be used for treating patients with ASD in the dental office (modelling, Tell-Do-Show, use of encouragement and descriptive praise, planned ignoring and re-direction, offering alternatives, lighting issues, noise issues, etc.)  
- evaluate and apply oral hygiene modifications (take it slow, separate tooth brushing into steps, using social stories, using a timer, etc.) | - reading assignments and responses  
- lectures  
- case studies | Semel Institute Faculty: Ms. Kristen Hayashida, Ed.M., B.C.B.A. | Post-test |
<table>
<thead>
<tr>
<th>Overarching Goal</th>
<th>Session number &amp; Length of Session</th>
<th>Desired Learning Outcomes</th>
<th>Teaching methods</th>
<th>Instructor</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Learn functional analysis of behavior. 9. Learn simple, appropriate and effective techniques for child behavior management in the dental office.</td>
<td>1 3 hours</td>
<td>By the end of this course, the student will have acquired the following skills:</td>
<td>-observation</td>
<td>Semel Institute Faculty</td>
<td></td>
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<tr>
<td>2 1-2 hours</td>
<td>- guided observation of ECPHP program by dental resident students using the one-way windows</td>
<td>-observation -group team discussion</td>
<td>-simulation practice using (portable) dental chair</td>
<td>Semel Institute Faculty</td>
<td></td>
</tr>
<tr>
<td>2 1 hour</td>
<td>- articulate and utilize the behavior protocol/behavior modification techniques on actual ASD patients (“adopted family”) at dental clinic</td>
<td>- hands-on clinical utilization of behavior protocols</td>
<td>Semel Institute Faculty (optional) under supervision of dental faculty</td>
<td></td>
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</tr>
<tr>
<td>3 1 hour</td>
<td>- discuss and evaluate lectures on ASD and practical experience</td>
<td>- group team discussion</td>
<td>Semel Institute Faculty and dental faculty</td>
<td></td>
<td></td>
</tr>
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</table>

Rev: 08/2016
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Additional Learning Resources & Readings

For Part A


For Part B


Course Syllabus

Course Title: The Complex Special Needs Patient – Multidisciplinary Approach

Course Enrollment: Pediatric Dental Residents, General Practice Residency Residents (GPRs), AEGD Residents & Preceptors/ACTs
Course Chair/Co-Chair:

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.

Email: drsilva@dentistry.ucla.edu

Setareh Ghafouri, DDS

Setareh Ghafouri went to University of Southern California, Los Angeles, to complete pre-doctoral courses before going on to 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 Diplomat 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.

Email: sghafouri@dentistry.ucla.edu

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 the medically, physically, and psychologically complex individuals.

Email: esung@dentistry.ucla.edu

Rev: 08/2016
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 D8HP201290500).
Course Description
This course introduces the student to the medically comprised special needs patient and reviews diagnosis and treatment planning processes.

Course Competencies
- In-depth understanding of the application of the 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
On successful completion of this course, residents will be prepared to:
- 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 and General Practice Residency and Advanced Education in General Dentistry Residents.
- 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 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)
### Teaching method(s) used in this course (check all that apply)

<table>
<thead>
<tr>
<th>Method</th>
</tr>
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<tbody>
<tr>
<td>☒ Lecture</td>
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<tr>
<td>☐ Seminar</td>
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<tr>
<td>☒ Literature review</td>
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<tr>
<td>☒ Resident presentation</td>
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<tr>
<td>☐ Simulation lab</td>
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<tr>
<td>☐ Laboratory</td>
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### GME Competencies addressed by this course (check all that apply)

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<td>☐ Practice based learning and improvement</td>
</tr>
<tr>
<td>☐ Interpersonal and communication skills</td>
</tr>
<tr>
<td>☐ Professionalism</td>
</tr>
<tr>
<td>☐ Systems-based practice</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Standard</th>
</tr>
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<tbody>
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<td>☐ Biomedical sciences</td>
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<td>☐ Behavior guidance</td>
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<td>☒ Growth and development</td>
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<tr>
<td>☐ Oral facial injury and emergency care</td>
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<tr>
<td>☐ Advocacy</td>
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<td>☐ Teaching</td>
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</table>

### Evaluation/Criteria Methods

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates full and in-depth understanding of the application of the skill within the context of the case.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates use of the skill appropriately within the context of the case.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates less than full understanding of the application of the skill to the case.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates insufficient or inappropriate understanding of the application of the skill to the case.</td>
</tr>
</tbody>
</table>

### Remediation Policies

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

<table>
<thead>
<tr>
<th># and Date Session</th>
<th>Residents</th>
<th>Residents</th>
<th>Topics Covered</th>
</tr>
</thead>
</table>
| 1 Sep 19<sup>th</sup> | PD1       | PD2       | **Cerebral Palsy**  
(Include seizures) |
| 2 Oct 17<sup>th</sup> | PD2       | PD2       | **Cardiac disease**  
PD - Congenital  
AEGD – Cardiovascular disease |
| 3 Nov 21<sup>st</sup> | PD3       | GPR2      | **Genetic/Metabolic Disease**  
Downs-Mitochondrial- Hurler-Hunter |
| 4 Dec 12th         | PD4       | AEGD2     | **Dysmorphic Syndromes**  
CLP/OI/Fetal Alcohol |
| 5 Jan 23rd         | PD5       | GPR3      | **Developmental Delay, Autism** |
| 6 Feb 13th         | PD6       | AEGD3     | **Blood Disorders**  
AEGD - Coagulopathies  
PD - Sickle Cell, Hemophilia,  
VW, Thalassemia |
| 7 March 13th       | PD7       | GPR4      | **Transplants** |
| 8 April 17<sup>th</sup> | AEGD4    | GPR5      | **Sleep Apnea and Pulmonary Diseases** |
| 9 May 15th         | AEGD5     | GPR6      | **Malignancies**  
AEGD – diagnosis and treatment include oral cancer Identification  
GPR – Dental management  
PDS – Most common pediatric malignancies and treatment |
| 10 June 12th       | PD1       | AEGD6     | **Potpourri**  
Pregnancy, HIV, Diabetes  
Psychiatric conditions  
(Depression/anxiety and eating disorders) |
For additional questions please contact the SPICE Program Manager

Hamida Askaryar RDH, MPH

At haskaryar@dentistry.ucla.edu or hamidaaskaryar@gmail.com

Phone: 1-310-825-8064