DEN7961L: Clinical Examination I - Class of 2019

Course Description:
This course is designed to assess students' critical thinking skills in treatment planning, psychomotor skills at the entry level and provide feedback to students on their level of readiness in preparation for TEAM clinical patient care. Students also complete a self-assessment of their preparation and performance in the Oral Examination portion of this course.

I. General Information
Course Director: Luisa Fernanda Echeto
Office: D9-6B
Email: lmedina@ufl.edu
Phone: 1 352 2736907
Course Credits: 1
Semester: Summer

Contributing Faculty
Alejandro (Alex) Delgado 1 352 2735849 adelgado@dental.ufl.edu
Uma P Nair
Maria Silva 1 352 2739713 msilva2@dental.ufl.edu

Support Staff
Deborah Dilbone 1 352 2735839 ddilbone@ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Grade Administrator
Nikki L Nicholas 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
Claudia N Sanchez 1 352 3928699 claudiamansanchez@ufl.edu TA
Marc G Turchin 1 352 2736589 mturchin@dental.ufl.edu TA

II. Course Goals
This course is designed to assess student's readiness for entry into the clinical patient care groups and to introduce clinic protocols.

III. Course Overview
DEN7961L is the clinical entry examination designed to test student readiness to treat patients. It is the culmination of the first two years of learning and the passing of this examination is mandatory for your continued progress in the dental curriculum. The purpose of this examination is to assess students' knowledge and skills and the integration of that knowledge to render the appropriate care to patients. The examination consists of two sections, a didactic portion (written and oral) and a psychomotor portion (operative, endodontics and prosthodontics).

This is a Pass/Fail course. You must pass all components of the examination in order to pass the course. Failure to pass this examination will affect your entry to clinical patient care and anticipated graduation date.
IV. Course Outline

This course includes 3 mandatory orientation/introduction to clinic sessions and five half-day assessments to determine readiness for patient care. The assessment consists of 2 sections – Didactic and Psychomotor. These 2 sections and each of their portions must be passed. Thus, you will need to remediate the portion that you failed.

The sections of the examination include:

Section 1 – Didactic Section: This section of the exam consists of a case-based written exam and an oral examination.

1. A Written Examination:

Questions will come from course content from semesters 1-5 (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics and Pathology). The best way to prepare for this portion of the examination is through review of previous course material. This is a 2-hour case-based written exam with short answer questions. 72% is the minimum passing grade for this examination.

2. An Oral Examination:

Students will be given 3 questions on either of the following: (Medical Emergencies, Oral Pathology, Operative, Prosthodontics, Periodontics and Endodontics). The best way to prepare for the oral portion of Clinical Examination I is to study and orally practice the course objectives in this syllabus. Please go to the Course Objectives section on ECO for the complete list. These objectives were written to assist you in meeting the expectations for this section of the examination. Professionalism will be also evaluated. This is a 15-minute exam. The student MUST meet expectations based on the “Oral Examination Evaluation Rubric” posted in the “Document section”.

Professional business attire is recommended. Please check-in at your assigned room 5 minutes prior to your scheduled oral examination time. (Please refer to the schedule posted in the “Document section” in ECO).

Section 2 – Psychomotor Section:

This section of the examination consists of three portions:

1. One half-day of operative psychomotor assessments: A Class II preparation and a Class II restoration. Teeth and material to be provided and disclosed at time of exam.

2. One half-day of endodontics psychomotor assessment: An endodontics access. Tooth will be provided and disclosed at the time of exam.

3. One half day of fixed prosthodontic psychomotor assessments: A single unit crown preparation and provisional restoration. Teeth and preparation will be provided and disclosed at the time of exam.
All the individual assessments in each of the three portions (operative, endodontics and fixed prosthodontics) must be passed (72% or above) in order to receive a passing grade in the course.

The specific procedures to be performed in the psychomotor assessments will be **unannounced**. Students may refer to study manuals during the psychomotor assessments. Each department has posted the specific grading criteria in the “Document section”. The best way to prepare for portion of the examination is through practice in scheduled practice sessions in the Simulation Laboratory.

**V. Course Material**

Syllabi and course material from your preclinical courses (Treatment Planning, Medical Emergencies, Infection Control, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics) will assist in your study.

Students are expected to bring their operative, endodontics and prosthodontic dentoforms to the sim lab for this examination with a full complement of unprepared/unrestored teeth. Examination teeth necessary for the examination will be supplied.

**Optional resource:**

**HSC Dental Library Guide**

**VI. Course Objectives**

Through prior review of curricular materials students will:

**Treatment Planning (DEN6502, DEN6302)**

- Discuss the successive phases of a comprehensive treatment plan,
- Expound on the reasons behind the progression (or lack thereof) from one treatment plan phase to the next,
- Discuss the utilization of the problem list,
- Defend the focus of the disease control phase,
- Describe data to be collected and reviewed at the post-treatment assessment,

- Discuss the process of acquiring a complete and thorough health history and how some findings might affect or alter your treatment
- Cite examples of when a medical consult is necessary and the process of obtaining the consult

**Oral Pathology (DEN6351)**

- Provided with a brief patient history, image and/or radiograph:
• Identify common oral pathologies
• State common causes of oral pathologies,
• Select commonly prescribed medications,
• Discuss reasons for clinical manifestations.

Medical History/Medical Emergency (DEN6440)

• Discuss the concepts of medical risk assessment of the dental patient
• Discuss the management of selected medical condition – The health status assessment (i.e. Diabetes, Angina, Stroke, Seizures, Asthma, etc.)

Periodontology (DEN5127, DEN6502, DEN6421)

• Describe the various clinical parameters utilized in patient assessment,
• Discuss the rationale for making a periodontal diagnosis
• Identify the classification system in periodontology
• List the criteria used to differentiate periodontal diagnoses
• Provided an image of a radiograph or charting, describe and interpret your findings.

Operative Dentistry (DEN5405, DEN6407, DEN6408)

• Discuss the philosophy of the Department of Restorative Dental Sciences in prevention, diagnosis, and management of the disease of caries
• Describe the clinical aspects and classification of dental caries
• Describe the contributing factors in the disease of caries and their interrelationship with tooth, saliva, diet and systemic factors
• Discuss the importance of a caries risk assessment on every patient
• Describe the clinical decision making process involved when a decision must be made to treat a tooth either surgically or non-surgically
• Describe the use and indication for non-surgical intervention in the management of dental caries including instructions to patients and products prescribed
• Describe the indications and reasons for using both rotary and hand instruments in cavity preparations
• Describe the rational for using the rubber dam
• Describe the pulp-dentin reactions to dental caries and to cavity preparations
• Explain the principles of cavity preparation design
• Explain the indications, contraindications, advantages and disadvantages of the different restorative materials
• Explain the difference between the method of retention of amalgam, composite and modified glass ionomer
• Explain the indications and contraindications of indirect esthetic inlay/onlay restorations
• Explain the advantages and disadvantages of indirect esthetic inlay/onlay restorations
• Describe the techniques and steps involved in Cerec 3D CAD/CAM
• Describe the indications and technique for a fiber post and core build up
• Describe diagnosis and treatment of bleaching teeth
• Describe the techniques and steps involved in diastema closures

Prosthodontics (DEN6213, DEN6412, DEN6415, DEN6460)

• Demonstrate knowledge of Alginate impression material including, manipulation, disinfection, use and technique.
• Describe the importance of having mounted diagnostic casts when determining, diagnosis and treatment planning. Refer to the mounted diagnostic casts and treatment planning policy.
• Demonstrate proper knowledge of the preparation of the teeth according to biological, mechanical, and esthetic requirements.
• Identify the indications for a custom acrylic anterior guide table and describe how it is used.
• Discuss the relationship between anterior guidance and the occlusal morphology of posterior teeth.
• Differentiate between fixed restorations occlusion and removable complete denture occlusion
• Discuss the indications, contraindications, advantages, and disadvantages of a variety of indirect restorations.
• Describe the steps for tooth preparations (retention; axial contour, occlusal design), temporization, impression making, and fabrication (marginal adaptation; polish; adequate thickness, glaze and esthetics) of restorations.
• Discuss the correct cementation procedures and the importance of a dry operating field, Compare and contrast the rationale and procedures for direct and indirect post and cores.
• Describe how you would examine, diagnose, and develop a treatment plan for an edentulous patient that will be treated with complete dentures.

• Describe the steps involved in the fabrication of complete dentures
• Describe vertical dimension, plane of occlusion, centric relation, inter-occlusal space, tooth position, bilateral balance occlusion, monoplane occlusion.

Endodontics (DEN6430, DEN6432)

• Assess pulpal and periradicular diagnosis based on case simulations.
• Correlate objective exam findings to clinical endodontic diagnosis.
• Describe the pulpal morphology and access cavity preparations
• Discuss how you would correct access errors,
• Describe the anatomical determinants of "working length"
• Identify procedural errors during root canal treatment.
Infection Control (DEN5320)

- Describe proper infection control procedures associated with clinical patient care.
- Discuss the rationale for these procedures, including proper barrier technique, infection control related to impression making and cast formation.
- Discuss the UFCD protocol for needle stick and glove puncture injuries to health care workers.
- Discuss the UFCD protocol for a possible aspiration of a foreign body.

Professionalism (DEN5013, DEN5221, DEN6302C)

- Demonstrate basic communications skills,
- Utilize decision-making skills,
- Develop potential plans of action specific to the case
- Integrate professional values, which include excellence, altruism, responsibility, compassion, empathy, accountability, honesty and integrity.

VII. Course Competencies

VIII. Evaluation

Students will receive a grade of “S” (Satisfactory) or “U” (Unsatisfactory) for the course.

Students must successfully pass each section of the examination (didactic and psychomotor) with a score of 72% or higher to receive an “S” in the course. Failure in any of the individual assessments in the examination will result in a grade of “U” in the course.

Students must remediate the failed portion/s ONLY – not the entire section.

Written examination

The written exam is graded on a percentage scale. A passing score is 72% or above.

Oral examination

The oral exam is evaluated using a rubric that can be found in the “Document section” of the course. Students will receive a score of Exceeded Expectations, Meets Expectations or Below Expectations.

A score of Below Expectations is considered a failing “U” grade for this section.

Psychomotor examinations

The psychomotor examination is evaluated on a percentage scale similar to the evaluation from the preclinical courses. All the individual exercises in each of the 3 portions (operative, endodontics and...
fixed prosthodontics) must be passed with a 72% or above in order to receive a passing grade in this section and the course.
If you fail any one of the sections, you will receive a failing grade and must remediate the corresponding failing portion of the section - ONLY.

Working on dentoform teeth outside of the dentoform or mannequin, positioning the dentoform in any unnatural position in the mannequin, working after the allotted working time is over, working on any teeth other than the exam teeth given to you the day of the exam, falsifying any documents, etc. is a violation of the student honor code and will result in an automatic failing grade for entire course, immediate referral to the SPEC and may result in other sanctions as well. The only exception is if a student inadvertently prepares the wrong tooth. This will result in an automatic failure for the exam and not for the entire course.

Remediation Examination

The remediation program will be individualized based on the needs of each student and will be determined by the course director. Subsequently, during this remedial period, students that have not passed will not be permitted to treat clinical patients. TEAM leaders will be notified when clinic privileges have been granted.

The psychomotor remediation will consist of six mandatory 3-hour sessions scheduled during regular business hours. These sessions will be instructional with faculty and tutor assistance and feedback but the responsibility for learning the material resides with the student. The remediation examinations will be conducted following the instructional sessions.

The didactic remediation students that do not pass this section will be assigned to a tutor to review of all of the didactic material listed in the course objectives. An oral remediation examination will be conducted with a new faculty panel and/or a new written examination will be given.

Please note that if the course director determines that the student failed the coursework to such an extent that remedial activities would be inadequate to attain an acceptable level of academic achievement in the course material, the course director may recommend that the student repeat the course as the remedial activity.

The grade required to pass the remediation program will be determined by the course director. The highest grade attainable in a remediated course is a remediated "S".

Students failing to satisfactorily complete the remediation program will maintain the "U" grade and be referred to SPEC.

If re-enrollment is feasible, it will occur as soon as deemed possible by the course director in concert with the Associate Dean for Education, the department chair and the SPEC.
The highest final grade attainable when repeating a course in its entirety is an "S". Students failing to satisfactorily complete a course at the second offering will be referred to SPEC for further evaluation and action. A failing grade awarded in any course will remain on the permanent record. Any grade achieved after re-enrollment will be listed separately.

Grade Assignment

Since this is a Pass/Fail Course, both sections must be passed before you will be allowed to enter the clinics and render patient care. Each section can only be passed if all portions of that section are passed.

Didactic Section:

- The written exam will be based on a percentage scale – 72% is the minimum passing grade
- The oral examination will be based on a rubric – The student MUST meet expectations based on the "Oral Examination Evaluation Rubric".
  1. Psychomotor Section: The psychomotor examinations will be based on a percentage scale – 72% is the minimum passing grade
  - Operative Dentistry – a Class II preparation (72%) and a Class II restoration (72%)
  - Fixed Prosthodontics – Single crown prep (72%) and provisional (72%)
  - Endodontics – An endodontics access (%72)

Attendance, Adherence to the Dress Code and Professional Conduct are Mandatory.

Unprofessional conduct, unexcused absence for any session and repeated tardiness will be tracked with professional variances. Students who fail to participate (unexcused absence) in any component or section of the examination will be awarded a "U" grade in the course and will be referred to the SPEC.

IX. Administrative Practices

Administrative practices for all UF COD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.
<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Media/Recording</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/11/2017</td>
<td>9:00 AM</td>
<td>10:00 AM</td>
<td>Lecture</td>
<td>Nascimento, Marcela</td>
<td>D3-3</td>
<td></td>
<td>Clinic Exam 1 orientation</td>
<td>Echeto</td>
</tr>
<tr>
<td></td>
<td>5/11/2017</td>
<td>2:00 PM</td>
<td>3:00 PM</td>
<td>Lab</td>
<td></td>
<td>D3-15</td>
<td></td>
<td>Cariies risk review &amp; hard tissue exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/12/2017</td>
<td>11:45 AM</td>
<td>12:30 PM</td>
<td>Lecture</td>
<td>Dichone, Deborah</td>
<td>D3-3</td>
<td></td>
<td>Clinic orientation; continuation of treatment options lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/16/2017</td>
<td>11:00 AM</td>
<td>12:00 PM</td>
<td>Lecture</td>
<td>Otanghi, Herc</td>
<td>D3-15</td>
<td></td>
<td>Cariies control/Acute phase treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/18/2017</td>
<td>7:00 AM</td>
<td>8:00 AM</td>
<td>Lab</td>
<td></td>
<td>D3-3</td>
<td></td>
<td>Treatment options</td>
<td>Dichone</td>
</tr>
<tr>
<td></td>
<td>5/18/2017</td>
<td>10:00 AM</td>
<td>11:00 AM</td>
<td>Lecture</td>
<td>Nascimento, Marcela</td>
<td>D3-3</td>
<td></td>
<td>Material selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/18/2017</td>
<td>11:30 AM</td>
<td>12:00 PM</td>
<td>Lecture</td>
<td>Gerdis, Saulo</td>
<td>D3-3</td>
<td></td>
<td>Material selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2017</td>
<td>11:00 AM</td>
<td>12:00 PM</td>
<td>Practical</td>
<td>Lab</td>
<td>D3-15</td>
<td></td>
<td>Practice Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/23/2017</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Operative EXAM</td>
<td>Delgado</td>
</tr>
<tr>
<td></td>
<td>5/24/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Exam</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Diagnostic Skills EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/25/2017</td>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>Practical</td>
<td>Pieggi, Roberta</td>
<td>D3-15</td>
<td></td>
<td>Endo mock board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/26/2017</td>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>Exam</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Oral EXAM, Teams 3, 5, 7, 9</td>
<td>D1-9,3-21,1-26.8-11</td>
</tr>
<tr>
<td></td>
<td>5/28/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Exam</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Oral EXAM, Teams 4, 6, 8, 10</td>
<td>D1-9,3-21,1-26.8-11</td>
</tr>
<tr>
<td></td>
<td>5/30/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/6/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/9/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/9/2017</td>
<td>8:30 AM</td>
<td>9:30 AM</td>
<td>Practical</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/9/2017</td>
<td>11:00 AM</td>
<td>12:00 AM</td>
<td>Practical</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/12/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/12/2017</td>
<td>2:00 PM</td>
<td>3:00 PM</td>
<td>Practical</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/15/2017</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/15/2017</td>
<td>10:00 AM</td>
<td>11:00 AM</td>
<td>Practical</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/16/2017</td>
<td>2:00 PM</td>
<td>3:00 PM</td>
<td>Exam</td>
<td>Pieggi, Roberta</td>
<td>D3-15</td>
<td></td>
<td>Remediation - End EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/16/2017</td>
<td>4:15 PM</td>
<td>5:15 PM</td>
<td>Exam</td>
<td>Delgado, Alejandro (Alex)</td>
<td>D3-15</td>
<td></td>
<td>Remediation 1 Operative EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/16/2017</td>
<td>8:30 AM</td>
<td>9:30 AM</td>
<td>Exam</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Remediation 1 Fixed Pros EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/16/2017</td>
<td>11:30 AM</td>
<td>12:30 AM</td>
<td>Exam</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Remediation - Oral EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/16/2017</td>
<td>2:00 PM</td>
<td>3:00 PM</td>
<td>Exam</td>
<td>Echeto, Luisa Fernanda</td>
<td>D3-15</td>
<td></td>
<td>Diagnostic SKILLS EXAM - Remediation</td>
<td></td>
</tr>
</tbody>
</table>
DEN7961L: Clinical Examination I - Class of 2018

Course Description:
This course is designed to assess students' critical thinking skills in treatment planning, psychomotor skills at the entry level and provide feedback to students on their level of readiness in preparation for TEAM clinical patient care. Students also complete a self-assessment of their preparation and performance in the Oral Examination portion of this course.

I. General Information
Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 2738633
Course Credits: 1
Semester: Summer

Contributing Faculty
Tarek El-Kerdani 1395 CENTER DR, ROOM D9 39 A 1 352 2737954 tkerdani@dental.ufl.edu
Uma P Nair
Maria Silva 1 352 2739713 msilva2@dental.ufl.edu

Support Staff
Deborah Dilbone D9-6 1 352 2735839 ddilbone@ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 alicari@dental.ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 alicari@dental.ufl.edu TA / Grade Administrator
Nikki L Nicholas 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
H Blake Kisshauser 1 352 2735699 btkisshauser@ufl.edu TA
H Blake Kisshauser 1 352 2735699 btkisshauser@ufl.edu TA
Claudia M Sanchez 1 352 3928699 claudiamsanchez@ufl.edu TA
Marc G Turchin 1 352 2736898 mturchin@dental.ufl.edu TA

II. Course Goals
The goal of this course is to assess, provide the opportunity for self-assessment and provide feedback to entry level students regarding their level of knowledge, ability to think critically, capacity to integrate essential foundational concepts and psychomotor skills in preparation for providing clinical patient care in the TEAM program and to identify individuals who may require additional remediation.

III. Course Overview
DEN7961L is an integrated examination, the purpose of which is to determine whether you have acquired and maintained the knowledge and skill to begin to render care to patients. The examination consists of a written portion, an oral portion, a station examination, psychomotor portions and a student self-assessment.

IV. Course Outline
This course includes mandatory orientation/introduction to clinic sessions and four-day assessments of your skills to assess your clinical foundation for beginning TEAM clinic patient care.

The sections of the examination include:
Section 1 – Didactic:

a) Written Examination
The written examination is a 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics and Infection Control) written examination. Questions will come from content in courses completed in semesters 1-5. The best way to prepare for this portion of the examination is through a review of previous course material. 72% is the minimum passing grade for this examination.

b) Oral Examination
A 15 minute oral examination (Treatment Planning, Medical Emergencies, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics). The oral examination is scheduled in groups and will appear in your ECO schedule for this course.

The best way to prepare for the oral portion of Clinical Examination I is to orally practice the course objectives in the syllabus. Go to the Course Objectives tab in the ECO syllabus for DEN7951L. These objectives were written to assist you in meeting the expectations for this section of the examination. Review the oral examination documentation in the course "Documents" section. The student MUST meet expectations based on the Oral Examination Evaluation Rubric posted on the document section in ECO.

We expect you to be dressed professionally (not scrubs) and check in at your assigned room 10 minutes prior to your oral examination time.

Students are expected to complete a self-assessment of their performance on the oral portion of the examination and identify areas in which they need to improve.

**c) Laboratory station examination**

---

**Section 2 – Psychomotor:**

The psychomotor portion is overseen by the Department of Restorative Dental Sciences (Division of Prosthodontics, Division of Operative Dentistry and TEAM Leaders). The exam consists of two components:

- **a)** One half-day of fixed prosthodontic psychomotor assessment(s). Single crown prep and provisional teeth to be provided
- **b)** One half-day of operative psychomotor assessment(s). Complex class II composite restoration and class II amalgam preparation. (teeth to be provided)

All the individual exercises in each of the two components (operative, fixed prosthodontics) must be passed (72% or above) in order to receive a passing grade in the course.

The specific procedures to be performed in the psychomotor assessments will be unannounced. Study manuals may be referred to during the psychomotor assessments by the student. The specific grading criteria will be posted by each department in the ECO Document section. The best way to prepare for portion of the examination is through practice in scheduled pre-clinical courses and practice sessions in the Simulation laboratory.

---

**V. Course Material**

Sylabi and course materials from your preclinical courses (Treatment Planning, Medical Emergencies, Infection Control, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics) will assist in your study.

Students are expected to bring their operative and prosthodontic dentoforms to the simulation laboratory for this examination with a full complement of unprepared/unrestored teeth. Examination teeth necessary for the examination will be supplied.

Students are expected to download, print and complete the Oral Examination Self Assessment form as part of this experience.

**Optional resource:**
HSC Dental Library Guide

---

**VI. Course Objectives**

Through prior review of curricular materials and participation in this psychomotor, written and oral examination, students will:

- **Treatment Planning** (DEN 6502, DEN 6302)

Discuss the successive phases of a comprehensive treatment plan.
Expound on the reasons behind the progression (or lack thereof) from one treatment plan phase to the next.
Discuss the utilization of the problem list,
Defend the focus of the disease control phase,
Describe data to be collected and reviewed at the post-treatment assessment,
Discuss the process of acquiring a complete and thorough health history and how some findings might affect or alter your treatment,
Cite examples of when a medical consult is necessary and the process of obtaining the consult.

Oral Pathology - (DEN 6351)

Provided with a brief patient history, image and/or radiograph:
Identify common oral pathologies,
State common causes of oral pathologies,
Select commonly prescribed medications,
Discuss reasons for clinical manifestations.

Medical History/Medical Emergency (6440)

Discuss the concepts of medical risk assessment of the dental patient
Discuss the management of selected medical condition – The health status assessment

Periodontology - (DEN 5127, DEN 6502, DEN 6421)

Describe the various clinical parameters utilized in patient assessment,
Discuss the rationale for making a periodontal diagnosis,
Identity the classification system in periodontology,
List the criteria used to differentiate periodontal diagnoses.
Provided an image of a radiograph or charting, describe and interpret your findings.

Operative Dentistry – (DEN5405, DEN6407, DEN6408)

Discuss the philosophy of the Department of Restorative Dental Sciences in prevention, diagnosis, and management of the disease of caries
Describe the clinical aspects and classification of dental caries
Describe the contributing factors in the disease of caries and their interrelationship with tooth, saliva, diet and systemic factors
Discuss the importance of a caries risk assessment on every patient
Describe the clinical decision making process involved when a decision must be made to treat a tooth either surgically or non-surgically
Describe the use and indication for non-surgical intervention in the management of dental caries including instructions to patients and products prescribed
Describe the indications and reasons for using both rotary and hand instruments in cavity preparations
Describe the rational for using the rubber dam
Describe the pulp-dentin reactions to dental caries and to cavity preparations
Explain the principles of cavity preparation design
Explain the indications, contra indications, advantages and disadvantages of the different restorative materials
Explain the difference between the method of retention of amalgam, composite and modified glass ionomer
Explain the indications and contraindications of indirect esthetic inlay/onlay restorations
Explain the advantages and disadvantages of indirect esthetic inlay/onlay restorations
Describe the techniques and steps involved in Cerec 3D CAD/CAM
Describe the indications and technique for a fiber post and core build up
Describe diagnosis and treatment of bleaching teeth
Describe the techniques and steps involved in diastema closures

Prosthodontics - (DEN6213, DEN6412, DEN6415, DEN6460)

Demonstrate knowledge of Alginate impression material, manipulation, disinfection, use and impression techniques,
Demonstrate awareness of the importance of mounted diagnostic casts in the determination, diagnosis and treatment planning following the mounted diagnostic casts and treatment planning policy,
Demonstrate proper knowledge of the preparation of the teeth according to biological, mechanical, and esthetic needs,
Identify the need for, and correct use, where indicated, of a custom acrylic anterior guide table,
Evaluation of the existing occlusal scheme and interpretation of its influence on any proposed changes,
Discuss the relationship between anterior guidance and the occlusal morphology of posterior teeth,
Differentiate between fixed restorations occlusion and removable complete denture occlusion,
Discuss the indications, contraindication, advantages, and disadvantages of the proposed restoration,
Describe steps for tooth preparation (retention; axial contour; occlusal design), temporization, impression making, and fabrication (marginal adaptation; polish; adequate thickness, glaze and esthetics) of the restoration,
Discuss the correct cementation procedures and the importance of a dry operating field,
Compare and contrast direct and indirect procedures to construct a posts and cores. Describe how you would examine, diagnose, and develop a treatment plan for a edentulous patients that will be treated with complete dentures.

**Endodontics** (DEN 6430, DEN 6432)
- Assess pulpal and periradicular diagnosis based on case simulations.
- Correlate objective exam findings to clinical endodontic diagnosis.
- Describe the pulpal morphology and access cavity preparations.
- Discuss how you would correct access errors.
- Describe the anatomical determinants of "working length".
- Identify procedural errors during root canal treatment.

**Infection Control** (DEN 5320)
- Describe proper infection control procedures associated with clinical patient care.
- Discuss the rationale for these procedures, including proper barrier technique, infection control related to impression making and cast formation.
- Discuss the UFCD protocol for needle stick and glove puncture injuries to health care workers.
- Discuss the UFCD protocol for a possible aspiration of a foreign body.

**Professionalism** (DEN 5013, DEN 5221, DEN 6302C)
- Presented with an ethical dilemma scenario,
- Demonstrate basic communications skills,
- Utilize decision-making skills,
- Develop potential plans of action specific to the case.

---

**VII. Course Competencies**

This course contributes to teaching to the following competencies.

- **Domain II: Health Promotion and Maintenance** - Educate patients and the community, based upon scientific inquiry, critical thinking and outcomes assessments, about the etiology of oral disease. Promote preventive interventions and effectively work with patients and other health care professionals to achieve and maintain a state of optimal oral health through evidence-based care.
- **Domain IV: Health Rehabilitation** – Using universal infection control guidelines and managing the patient’s anxiety and pain, perform procedures and restore the patient to oral health or refer appropriately.
  - 14.: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

---

**VIII. Evaluation**

This is a comprehensive examination that assesses your academic (biomedical, behavioral and clinical) and psychomotor skills as you begin comprehensive patient care in the TEAM program.

**Written examination**

The written exam will encompass clinical care in all disciplines including treatment planning and material from the Clinic Manual.

The written exam is graded on a percentage scale. A passing score is 72% or above.

**Oral examination**

The oral exam is evaluated using a rubric that can be found in the Document section of this course. Students will receive a score of Exceeded Expectations, Meets Expectations or Below Expectations. A score of Below Expectations is considered a failing grade for this section. Students also must complete a self evaluation of their performance in the oral examination.

**Psychomotor examinations**

**OPERATIVE PSYCHOMOTOR PROCEDURES**

1. Prepare a class II preparation (tooth and material to be disclosed at time of exam)
2. Restore a complex class II restoration on a prepared tooth

PROSTHODONTIC PSYCHOMOTOR PROCEDURES

1. Prepare a single tooth for a full coverage crown. (Tooth and material to be announced at time of exam)
2. Fabricate a clinically acceptable provisional restoration for the prepared tooth.

Stations Examination

Passing grade of 72% or above

Grades

Students are awarded a grade of *S* (Satisfactory) or "U" (Unsatisfactory) for the course.

*S* is awarded when students score >72% on all sections of the exam: written, psychomotor, clinical procedures and "meets or exceeds expectations" on the oral section of the exam.

*U* is awarded when a student scores <72% on any section of the exam: written, psychomotor, clinical procedures and/or "below expectations" on the oral section of the exam.

Remediation

Remediation 1: You will need to remediate only the items you have failed, not the entire exam.

During remediation you will be able to treat patients in clinic for exams/treatment plans/perioc. You will be prohibited from doing anything related to the discipline you are remediating. If all remediations are not completed by the end of the semester in which the exam is given you may lose clinic privileges.

Students not scoring 72% or higher on the written exam must retake the exam and achieve a score of 72% or higher.

Students not passing the oral exam must remediate by meeting with your respective Team leaders who will mentor you, determine your needs and declare your readiness for clinical care.

Psychomotor remediation will consist of four mandatory sessions of two hours in length scheduled during regular business hours (8:00 AM-5:00 PM). These sessions will be instructional with faculty assistance and feedback from the respective discipline. Following the instructional sessions the first remediation exam will be conducted. One for Operative and one for Fixed Prosth.

The division director will be notified, who in turn will notify the course director who will notify your team leader that your restriction has been lifted.

REMEDIATION 2: A second remediation exam will be conducted approximately one week later for those who are unsuccessful.

Remediation 3(Extended): Students who do not successfully remediate during the initial remediation period (remediation 1 or 2), will be assigned a faculty as a mentor to review their work and provide feedback. The remediation falls under the auspices of the Restorative Dental Sciences. The remediation program will be individualized based on the needs of each student. Student work will be evaluated by a panel of faculty from Operative, Prosthodontics and TEAM leaders, once in mid July and once in mid August prior to the end of summer semester.

Students who fail to successfully remediate by the end of Summer Semester will receive an "U" grade in this course and be referred to SPEC for evaluation and further action.

IX. Administrative Practices

Administrative practices for all UFCD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale
This course uses a Satisfactory/Unsatisfactory grade scale.
<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Recording</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/12/2016</td>
<td>8:30 AM</td>
<td>9:20 AM</td>
<td>Lecture</td>
<td>Kolowitz, Richard</td>
<td>D3-3</td>
<td></td>
<td>Clinic Exam 1 orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/12/2016</td>
<td>9:30 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Rachmanto, Marcella</td>
<td>D3-3</td>
<td></td>
<td>Caries risk review &amp; hard tissue exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/13/2016</td>
<td>1:10 PM</td>
<td>4:15 PM</td>
<td>Lecture</td>
<td>Gilbone, Deborah</td>
<td>C1-17</td>
<td></td>
<td>Clinic orientation; continuation of treatment options lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/17/2016</td>
<td>1:20 PM</td>
<td>4:40 PM</td>
<td>Lecture</td>
<td>Ottenga, Marc</td>
<td>D3-3</td>
<td></td>
<td>Caries control/Acute phase treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/18/2016</td>
<td>8:00 PM</td>
<td>8:30 PM</td>
<td>Lab</td>
<td>Whitehead, Jessica</td>
<td>D3-13</td>
<td></td>
<td>Practice Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/19/2016</td>
<td>9:30 AM</td>
<td>10:25 AM</td>
<td>Lecture</td>
<td>Rachmanto, Marcella</td>
<td>D3-3</td>
<td></td>
<td>Treatment options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/19/2016</td>
<td>10:40 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Gersh, Samuel</td>
<td>D3-3</td>
<td></td>
<td>Material selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/19/2016</td>
<td>11:30 AM</td>
<td>2:00 PM</td>
<td>Lab</td>
<td></td>
<td>D3-15</td>
<td></td>
<td>Practice Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/20/2016</td>
<td>11:30 AM</td>
<td>1:30 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Fixed Pro Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/24/2016</td>
<td>10:30 AM</td>
<td>1:30 PM</td>
<td>Exam</td>
<td>Kolowitz, Richard</td>
<td>C2-10</td>
<td></td>
<td>Diagnostic Skills Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/25/2016</td>
<td>12:00 PM</td>
<td>5:00 PM</td>
<td>Lecture</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Operative Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/26/2016</td>
<td>12:00 PM</td>
<td>6:00 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Oral Exam, Teams 3, 5, 7 &amp; 9</td>
<td>D3-21, 1-9, 8-11, 6-46</td>
</tr>
<tr>
<td></td>
<td>5/26/2016</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Lecture</td>
<td>Kolowitz, Richard</td>
<td>CG-29</td>
<td></td>
<td>OSCE, Groups 1 &amp; 3</td>
<td>D3-21, 1-9, 8-11, 6-46</td>
</tr>
<tr>
<td></td>
<td>5/26/2016</td>
<td>6:00 AM</td>
<td>6:00 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>CG-29</td>
<td></td>
<td>OSCE, Groups 2 &amp; 4</td>
<td>D3-21, 1-9, 8-11, 6-46</td>
</tr>
<tr>
<td></td>
<td>5/27/2016</td>
<td>5:00 PM</td>
<td>5:30 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - 1-3p OP, 1-5p PR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/27/2016</td>
<td>6:00 PM</td>
<td>6:00 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - 1-3p OP, 1-5p PR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2016</td>
<td>6:00 AM</td>
<td>6:00 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - 1-3p OP, 1-5p PR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2016</td>
<td>12:00 AM</td>
<td>12:00 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation - 1-3p OP, 1-5p PR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2016</td>
<td>8:00 AM</td>
<td>12:00 PM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation Exam 1 - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/2016</td>
<td>8:00 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation Exam 1 - Prosthodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/2016</td>
<td>8:00 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation Exam 2 - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/2016</td>
<td>8:00 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation Exam 2 - Prosthodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2016</td>
<td>8:00 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation Exam 2 - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2016</td>
<td>8:00 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kolowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation Exam 2 - Prosthodontics</td>
<td></td>
</tr>
</tbody>
</table>

https://eco.dental.ufl.edu/ZF/Course/Schedule/5029/

5/15/2017
DEN7961L: Clinical Examination I - Class of 2017

Course Description:
This course is designed to assess students' critical thinking skills in treatment planning and psychomotor skills at the entry level in preparation for TEAM clinical patient care.

I. General Information

Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 273633
Course Credits: 1
Semester: Summer

Contributing Faculty
Uma P Nair
Christopher Spencer
Thomas W Willis

Support Staff
Deborah Dibone D9-6 1 352 2735839 ddibone@ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Grade Administrator
Nikki L Nicholas 1 352 2736904 nnich@dental.ufl.edu TA / Grade Administrator
Destiny Kelly Padgett
Stephen D Paolini
Stephen D Paolini
Selenia Rubio
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
Claudia M Sanchez 1 352 3928699 claudiam.sanchez@ufl.edu TA
Marc G Turchin 1 352 2736589 mturchin@dental.ufl.edu TA

II. Course Goals
The goal of this course is to assess and provide feedback to entry level students regarding the student's level of knowledge, ability to think critically, capacity to integrate essential foundational concepts and psychomotor skills in preparative for providing patient care in the TEAM program.

III. Course Overview
DEN7961L is an integrated examination, the purpose of which is to determine whether you have acquired and maintained the knowledge and skill to begin to render care to patients. The examination consists of a written portion, an oral portion and a psychomotor portion.

IV. Course Outline
This course includes mandatory orientation/ introduction to clinic sessions and three-day assessments of your skills to assess your clinical foundation for beginning TEAM clinic patient care.

The sections of the examination include:

Section 1 – Didactic:

a) A Written Examination
The written examination is a 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics and Infection Control) written examination. Questions will come from content in courses completed in semesters 1-5. The best way to prepare for this portion of the examination is through review of previous course material. 75% is the minimum passing grade for this examination.

b) An Oral Examination
A 15 minute oral examination (Treatment Planning, Medical Emergencies, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics). The oral examination is scheduled in groups and will appear in your ECO schedule for this course.

The best way to prepare for the oral portion of Clinical Examination is to orally practice the course objectives in the syllabus. Go to the Course Objectives tab in the ECO syllabus for DEN7961L. These objectives were written to assist you in meeting the expectations for this section of the examination. Review the oral examination documentation in the course “Documents” section. The student MUST meet expectations based on the Oral Examination Evaluation Rubric posted on the document section in ECO.

It is expected for you to be dressed with professional business attire (not scrubs) and check-in at the assigned room 10 minutes prior to your scheduled oral examination time.

Section 2 – Psychomotor:

The psychomotor portion is overseen by the Department of Restorative Dental Sciences (Division of Prosthodontics, Division of Operative Dentistry and TEAM Leaders). The exam consists of three components:

a) **One half day of fixed prosthodontic psychomotor assessment(s).**

b) **Three half days of clinical and laboratory assessment(s) making alginate impressions, forming casts and fabricating a custom impression tray.**

c) **One half-day of operative psychomotor assessment(s).**

All the individual exercises in each of the three components (operative, fixed prosthodontics and impression making, cast formation and custom tray fabrication) must be passed (76% or above) in order to receive a passing grade in the course.

The specific procedures to be performed in the psychomotor assessments will be unannounced. Study manuals may be referred to during the psychomotor assessments by the student. The specific grading criteria will be posted by each department in the ECO Document section. The best way to prepare for portion of the examination is through practice in scheduled pre-clinical courses and practice sessions in the Simulation laboratory.

---

V. Course Material

Syllabi and course materials from your preclinical courses (Treatment Planning, Medical Emergencies, Infection Control, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics) will assist in your study.

Students are expected to bring their operative and prosthodontic dentoforms to the simulation laboratory for this examination with a full complement of unprepared/unrestored teeth. Examination teeth necessary for the examination will be supplied.

VI. Course Objectives

1. OBJECTIVES:
   
   To assess your readiness for providing clinical care to patients:

   - HIPAA/Infection control/universal precautions
   - Knowledge of procedures
   - Patient evaluation—Med/dent hx, Physical Examination, Problem identification and Diagnosis
   - Treatment planning and sequencing treatment
   - Preparation for each clinical session
   - Time management
   - Maturity and Responsibility
   - Knowing your limitations

2. PROCEDURES:

   Psychomotor exam:


5/11/2017
Diagnostic—Make alginate impressions of both arches, pour and trim casts
Models will be graded based on selected criteria (which will be provided)

Prosthodontics—Fabricate a maxillary full arch custom tray for a single crown
Spacer/ stops/ adequate extension will be evaluated.

Prosthodontics—Preparation and provisional for full coverage PFM crown.
Prep criteria for sim lab
Provisional criteria: margins/contacts/ occlusion

Operative: Class II amalgam preparation (manikin tooth)
Complex class II comp resin restoration (prepared tooth)
Sim lab grading criteria

Written examination: You will be given a written examination on clinically relevant topics.

Oral exam: You will be presented with patient information regarding findings and conditions:

Be able to:

Discuss the problems and diagnosis, fabricate a treatment plan including

Perio, caries, missing teeth, etc.
Address patient’s chief complaint
Acute care

Caries control
Possible Prosthodontic treatment plans
Proper sequencing of treatment, May also include questions regarding HIPAA compliance AND

ethics

VII. Course Competencies
This course contributes to teaching to the following competencies.

• Domain I: Professionalism — Apply standards of care in an ethical and medicolegal context to assure high quality patient care, appropriate informed consent, risk management, quality assurance and record keeping and delivered within the scope of the dentist’s competence in a patient-centered environment that interfaces with diverse patient populations.
  1. Ethical Standards: Apply ethical standards to professional practice.
• Domain II: Health Promotion and Maintenance - Educate patients and the community, based upon scientific inquiry, critical thinking and outcomes assessments, about the etiology of oral disease. Promote preventive interventions and effectively work with patients and other health care professionals to achieve and maintain a state of optimal oral health through evidence-based care.
  4. Critical Thinking: Apply scientific principles and clinical expertise to critically evaluate literature when making decisions in the diagnosis and treatment of patients.
• Domain III: Health Assessment - Recognize systemic diseases, substance and patient abuse and evaluate the patient's medical and oral condition, plan treatment needs and refer, when appropriate.
  9. Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medications, chief complaint(s), biological, behavioral, cultural and socioeconomic information needed to assess the patient’s medical, oral and extraoral conditions accordingly.
  10. Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the patient history and interview, the clinical and radiographic examinations, and other diagnostic tests to accurately assess.
  11. Treatment Planning: Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient’s medical history and all the diagnostic data; to discuss the
diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.

- **Domain IV: Health Rehabilitation** – Using universal infection control guidelines and managing the patient’s anxiety and pain, perform procedures and restore the patient to oral health or refer appropriately.
  - 14.: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

**VIII. Evaluation**

This is a comprehensive examination that assesses your academic (biomedical, behavioral and clinical) and psychomotor skills as you begin comprehensive patient care in the TEAM program.

**Written examination**

The written exam will encompass clinical care in all disciplines including treatment planning and material from the Clinic Manual.

The written exam is graded on a percentage scale. A passing score is 75% or above.

**Oral examination**

The oral exam is evaluated using a rubric that can be found in the Document section of this course. Students will receive a score of Exceeded Expectations, Meets Expectations or Below Expectations. A score of Below Expectations is considered a failing grade for this section.

**Psychomotor examinations**

**OPERATIVE PSYCHOMOTOR PROCEDURES**

1. Prepare a class II preparation (tooth and material to be disclosed at time of exam)

2. Restore a complex class II restoration on a prepared anterior tooth

**PROSTHODONTIC PSYCHOMOTOR PROCEDURES**

1. Prepare a single tooth for a full coverage crown. (Tooth and material to be announced at time of exam)

2. Fabricate a clinically acceptable provisional restoration for the prepared tooth.

**Clinical Procedures**

1. Successfully record alginate impressions of the maxillary and mandibular arches of a student patient, pour and properly trim both of the casts in preparation for mounting.

2. Fabricate a custom impression tray on a provided cast.

**Grades**

Students are awarded a grade of “S” (Satisfactory) or “U” (Unsatisfactory) for the course.

S is awarded when students score \( \geq 74\% \) on all sections of the exam: written, psychomotor, clinical procedures and "meets or exceeds expectations" on the oral section of the exam.

U is awarded when a student scores \(< 75\% \) on any section of the exam: written, psychomotor, clinical procedures and /or "below expectations" on the oral section of the exam.

**Remediation**

**Remediation 1):** You will need to remediate only the items you have failed, not the entire exam.

During remediation you will be able to treat patients in clinic for exams/treatment plans/perio. You will be prohibited from doing anything related to the discipline you are remediating. If all remediations are not completed by the end of the semester in which the exam is given you may lose clinic privileges.

Students not scoring 75% or higher on the written exam must retake the exam and achieve a score of 75% or higher.

Students not passing the oral exam must appear before a faculty panel for further interviewing before certification of readiness.
Students not passing the clinical procedures exam (impressions/casts) will remediate on a complete oral examination (COE) patient in their TEAM clinic. The TEAM leader will determine that the clinical impression/cast has been remediated satisfactorily using the same landmark grading criteria.

Psychomotor remediation will consist of six mandatory sessions of two hours in length scheduled in the evening.

The first three sessions will be instructional with faculty assistance and feedback. The next three will be evaluations sessions. (Note: Failing both operative and prosth. will require a minimum of nine sessions over three weeks.) Three additional sessions will be available for students who need additional time to remediate. The teeth for the evaluation sessions will be marked and collected at the end of each session. These will be graded by a panel of three faculty consisting of team leaders, operative and prosth. faculty. This panel will then certify you to now perform this discipline in clinic.

The division director will be notified, who in turn will notify the course director and the course director, after reviewing all grades, will notify your team leader that your restriction has been lifted.

Remediation 2: Students who do not successfully remediate during the initial remediation period (remediation 1), will be assigned a faculty mentor to review their work and provide feedback. Student work will be evaluated by a faculty panel of faculty from Operative, Prosthodontics and TEAM leaders, once in mid July and once in mid August prior to the end of Summer semester.

Students who fail to successfully remediate by the end of Summer Semester will receive an “I” grade in this course.

Remediation 3: Students failing remediation 2 will continue to work with their mentor for practice and feedback in the fall semester. An additional opportunity for evaluation of student work by the faculty panel will be provided in the fall semester.

Students who are unable to successfully complete remediation 3 will receive a failing “U” grade and be referred to SPEC.

IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under “Administrative Practices” in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.
<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Medisite Recording</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2/4/2015</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>C0-29</td>
<td></td>
<td>Orientation to Clinic Exam 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/14/2015</td>
<td>9:30 AM</td>
<td>10:30 AM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D2-2</td>
<td></td>
<td>Clinic Exam 1 orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/14/2015</td>
<td>9:35 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Nascimento, Marcelle</td>
<td>D3-3</td>
<td></td>
<td>Caries risk review &amp; hard tissue exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/19/2015</td>
<td>12:50 PM</td>
<td>1:40 PM</td>
<td>Lecture</td>
<td>Diasenga, Marcie</td>
<td>C1-9</td>
<td></td>
<td>Cases central/Acute phase treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/19/2015</td>
<td>3:00 PM</td>
<td>5:00 PM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D2-19</td>
<td></td>
<td>Impressions practice - Teams 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/20/2015</td>
<td>9:30 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D2-17</td>
<td></td>
<td>Impressions practice - Teams 3, 4, 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/20/2015</td>
<td>2:00 PM</td>
<td>5:00 PM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D2-17</td>
<td></td>
<td>Impressions practice - Teams 7, 8 &amp; 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2015</td>
<td>9:30 AM</td>
<td>11:25 AM</td>
<td>Lecture</td>
<td>Nascimento, Marcelle</td>
<td>C1-11</td>
<td></td>
<td>Treatment options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2015</td>
<td>10:40 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Geraldelli, Saulo</td>
<td>C1-17</td>
<td></td>
<td>Material selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2015</td>
<td>9:00 AM</td>
<td>10:30 AM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>C0-38</td>
<td></td>
<td>Diagnostic Skills EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2015</td>
<td>11:45 AM</td>
<td>1:30 PM</td>
<td>Lecture</td>
<td>Dibone, Deborah</td>
<td>C1-9</td>
<td></td>
<td>Clinic orientation; continuation of treatment options lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/26/2015</td>
<td>9:30 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-19</td>
<td></td>
<td>Impressions lab - Group 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/26/2015</td>
<td>10:00 AM</td>
<td>5:00 PM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-31</td>
<td></td>
<td>Custom tray fabrication - Groups 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/27/2015</td>
<td>10:00 AM</td>
<td>5:00 PM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Operative EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/27/2015</td>
<td>10:00 AM</td>
<td>5:00 PM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-31</td>
<td></td>
<td>Custom tray fabrication - Groups 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/27/2015</td>
<td>11:30 AM</td>
<td>1:30 PM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-19</td>
<td></td>
<td>Impressions lab - Group 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2015</td>
<td>4:00 PM</td>
<td>6:00 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D2-15</td>
<td></td>
<td>Fixed Pros EXAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2015</td>
<td>6:30 AM</td>
<td>5:00 PM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D3-31</td>
<td></td>
<td>Lab tray - Group 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2015</td>
<td>6:30 AM</td>
<td>5:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D1-26</td>
<td></td>
<td>Oral EXAM - Groups 7 &amp; 8, 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/29/2015</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D3-31</td>
<td></td>
<td>Lab tray - Group 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/29/2015</td>
<td>5:00 PM</td>
<td>5:00 PM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>D1-26</td>
<td></td>
<td>Oral EXAM - Teams 28 &amp; 58</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/29/2015</td>
<td>8:30 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D3-31</td>
<td></td>
<td>Lab tray - Group 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/29/2015</td>
<td>8:30 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D3-31</td>
<td></td>
<td>Lab tray - Group 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/31/2015</td>
<td>9:30 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-19</td>
<td></td>
<td>Makeup Impressions lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2015</td>
<td>9:00 AM</td>
<td>11:00 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2015</td>
<td>9:00 AM</td>
<td>11:00 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Instructional remediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2015</td>
<td>10:00 AM</td>
<td>1:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2015</td>
<td>10:00 AM</td>
<td>1:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2015</td>
<td>10:00 AM</td>
<td>1:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2015</td>
<td>10:00 AM</td>
<td>1:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Remediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/3/2015</td>
<td>2:00 PM</td>
<td>5:00 PM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>D2-21</td>
<td></td>
<td>Remediation Oral EXAM 1</td>
<td></td>
</tr>
</tbody>
</table>
DEN7961L: Clinical Examination I - Class of 2016 - repeated

Course Description:
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information

Course Director: Luisa Fernanda Echeto
Office: D9-6B
Email: lmedina@ufl.edu
Phone: 1 352 2736907
Course Credits: 1
Semester: Summer

Contributing Faculty
Marc A Gale
Peter Lloyd Harrison 1 352 2945109 pharrison@dental.ufl.edu
Uma P Nair
Christopher Spencer
Thomas W Willis

Support Staff
Deborah Dibone 1 352 2735839 ddibone@ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 Allicari@dental.ufl.edu TA / Syllabus / Grade Administrator
Nikki L Nicholas 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
Destiny Kelly Padgett
Stephen D Paolini
Stephen D Paolini
Selenia Rubio
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
Claudia M Sanchez 1 352 3928699 claudiamsanchez@ufl.edu TA
Marc G Turchin 1 352 2736599 mturchin@dental.ufl.edu TA

II. Course Goals
This course is designed to assess student's readiness for entry into the clinical patient care groups. Each student’s level of knowledge, ability to think critically, capacity to integrate essential foundational concepts and psychomotor skills in restorative dental sciences will be evaluated.

III. Course Overview
DEN7961L is the clinical entry examination designed to test whether you are ready to treat patients. It is the culmination of the first two years of learning and the passing of this examination is mandatory for your continued progress in the dental curriculum. The purpose of this examination is to determine whether you have acquired and maintained the knowledge and skill to render care to patients. The examination consists of two sections, a didactic portion (written and oral) and a psychomotor portion.

This is a Pass/Fail course. You must pass all components of the examination in order to pass the course. Failure to pass this examination may affect your anticipated graduation date.

IV. Course Outline
This course includes 3 mandatory orientation/introduction to clinic sessions and three-day assessments of your skills to determine whether you are ready to enter the clinic and render care to patients. The assessment consists of 2 sections — Didactic and Psychomotor. These 2 sections and each of their component portions must be passed at a single administration of the examination. Thus, if either the written and/or oral examination is failed then the entire didactic section must be retaken. If any psychomotor component is failed then the entire psychomotor section must be retaken. However, if you pass the didactic portion but failed the psychomotor portion, you must retake the entire psychomotor portion only.

The sections of the examination include:

Section 1 – Didactic:

a) A Written Examination

A 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics and Infection Control) written examination. Questions will come from content in courses completed in semesters 1-5. The best way to prepare for this portion of the examination is through review of previous course material. 72% is the minimum passing grade for this examination.

b) An Oral Examination

A 15 minute oral examination (Treatment Planning, Medical Emergencies, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics).

The best way to prepare for the oral portion of Clinical Examination I is to orally practice the course objectives in the syllabus. Go to the Course Objectives tab in the ECO syllabus for DEN7961L. These objectives were written to assist you in meeting the expectations for this section of the examination. Review the oral examination documentation in the course “Documents” section. The student MUST meet expectations based on the Oral Examination Evaluation Rubric posted on the document section in ECO.

It is expected for you to be dressed with professional business attire (not scrubs) and check-in at the assigned room 10 minutes prior to your scheduled oral examination time. (Please refer to attached schedule).

Section 2 – Psychomotor:

The psychomotor portion is overseen by the Department of Restorative Dental Sciences (Division of Prosthodontics and Division of Operative Dentistry). The exam consists of three components:

a) One half day of fixed prosthodontic psychomotor assessment(s): A 3-unit bridge preparation and provisional restoration. Teeth will be provided.

b) One half day of removable prosthodontic psychomotor assessment(s): Maxillary and mandibular custom trays and maxillary and mandibular record bases and wax rims of a given edentulous C/C case.

c) One half-day of operative psychomotor assessment(s): A Complex Class II composite restoration, a Class II Amalgam preparation and a Class IV restoration. Teeth will be provided.

All the individual exercises in each of the three components (operative, fixed prosthodontics and removable prosthodontics) must be passed (72% or above) on a single examination in order to receive a passing grade in the course.

The specific procedures to be performed in the psychomotor assessments will be unannounced. Study manuals may be referred to during the psychomotor assessments by the student. The specific grading criteria will be posted by each department in the ECO Document section. The best way to prepare for portion of the examination is through practice in scheduled pre-clinical courses and practice sessions in the Simulation laboratory.

V. Course Material

Syllabi and course materials from your preclinical courses (Treatment Planning, Medical Emergencies, Infection Control, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics) will assist in your study.

Students are expected to bring their operative and prosthodontic dentoforms to the simulation laboratory for this examination with a full complement of unprepared/unrestored teeth. Examination teeth necessary for the examination will be supplied.

VI. Course Objectives

Through prior review of curricular materials and participation in this psychomotor, written and oral examination, students will:

Treatment Planning <(DEN 6502, DEN 6302)

Discuss the successive phases of a comprehensive treatment plan.

Expound on the reasons behind the progression (or lack thereof) from one treatment plan phase to the next.
Discuss the utilization of the problem list,
Defend the focus of the disease control phase,
Describe data to be collected and reviewed at the post-treatment assessment,

Discuss the process of acquiring a complete and thorough health history and how some findings might affect or alter your treatment

Cite examples of when a medical consult is necessary and the process of obtaining the consult

**Oral Pathology** (DEN 6351)

Provided with a brief patient history, image and/or radiograph:
Identify common oral pathologies,
State common causes of oral pathologies,
Select commonly prescribed medications,
Discuss reasons for clinical manifestations.

**Medical History/Medical Emergency (6440)**

Discuss the concepts of medical risk assessment of the dental patient
Discuss the management of selected medical condition – The health status assessment

**Periodontology** (DEN 5127, DEN 6502, DEN 6421)

Describe the various clinical parameters utilized in patient assessment,
Discuss the rationale for making a periodontal diagnosis,
Identity the classification system in periodontology,
List the criteria used to differentiate periodontal diagnoses.
Provided an image of a radiograph or charting, describe and interpret your findings.

**Operative Dentistry** (DEN5405, DEN6407, DEN6408)

Discuss the philosophy of the Department of Restorative Dental Sciences in prevention, diagnosis, and management of the disease of caries
Describe the clinical aspects and classification of dental caries
Describe the contributing factors in the disease of caries and their interrelationship with tooth, saliva, diet and systemic factors
Discuss the importance of a caries risk assessment on every patient
Describe the clinical decision making process involved when a decision must be made to treat a tooth either surgically or non-surgically
Describe the use and indication for non-surgical intervention in the management of dental caries including instructions to patients and products prescribed
Describe the indications and reasons for using both rotary and hand instruments in cavity preparations
Describe the rational for using the rubber dam
Describe the pulp-dentin reactions to dental caries and to cavity preparations
Explain the principles of cavity preparation design
Explain the indications, contraindications, advantages and disadvantages of the different restorative materials
Explain the difference between the method of retention of amalgam, composite and modified glass ionomer
Explain the indications and contrindications of indirect esthetic inlay/onlay restorations
Explain the advantages and disadvantages of indirect esthetic inlay/onlay restorations
Describe the techniques and steps involved in Cerec 3D CAD/CAM
Describe the indications and technique for a fiber post and core build up
Describe diagnosis and treatment of bleaching teeth
Describe the techniques and steps involved in diastema closures

**Prosthodontics** (DEN6213, DEN6412, DEN6415, DEN6460)

Demonstrate knowledge of Alginate impression material, manipulation, disinfection, use and impression techniques,
Demonstrate awareness of the importance of mounted diagnostic casts in the determination, diagnosis and treatment planning following the mounted diagnostic casts and treatment planning policy,
Demonstrate proper knowledge of the preparation of the teeth according to biological, mechanical, and esthetic needs,
Identify the need for, and correct use, where indicated, of a custom acrylic anterior guide table.
Evaluation of the existing occlusal scheme and interpretation of its influence on any proposed changes.
Discuss the relationship between anterior guidance and the occlusal morphology of posterior teeth.
Differentiate between fixed restorations occlusion and removable complete denture occlusion,
Discuss the indications, contraindications, advantages, and disadvantages of the proposed restoration,
Describe steps for tooth preparation (retention; axial contour; occlusal design), temporization, impression making, and fabrication (marginal adaptation; polish; adequate thickness, glaze and aesthetics) of the restoration,


5/11/2017
Discuss the correct cementation procedures and the importance of a dry operating field.
Compare and contrast direct and indirect procedures to construct a post and core.
Describe how you would examine, diagnose, and develop a treatment plan for a edentulous patients that will be treated with complete dentures.

**Endodontics** (DEN 6430, DEN 6432)

Assess pulpal and periradicular diagnosis based on case simulations,
Correlate objective exam findings to clinical endodontic diagnosis,
Describe the pulpal morphology and access cavity preparations,
Discuss how you would correct access errors,
Describe the anatomical determinants of "working length",
Identify procedural errors during root canal treatment.

**Infection Control** (DEN 5320)

Describe proper infection control procedures associated with clinical patient care.
Discuss the rationale for these procedures, including proper barrier technique, infection control related to impression making and cast formation.
Discuss the UFCD protocol for needle stick and glove puncture injuries to health care workers.
Discuss the UFCD protocol for a possible aspiration of a foreign body.

**Professionalism** (DEN 5013, DEN 5221, DEN 6302C)

Presented with an ethical dilemma scenario,
Demonstrate basic communications skills,
Utilize decision-making skills,
Develop potential plans of action specific to the case,
Integrate professional values which include excellence, altruism, responsibility, compassion, empathy, accountability, honesty and integrity.

---

**VII. Course Competencies**

This course contributes to teaching to the following competencies.

- **Domain I**: Professionalism – Apply standards of care in an ethical and medicolegal context to assure high quality patient care, appropriate informed consent, risk management, quality assurance and record keeping and delivered within the scope of the dentist's competence in a patient-centered environment that interfaces with diverse patient populations.
  - 1. Ethical Standards: Apply ethical standards to professional practice.
- **Domain II**: Health Promotion and Maintenance - Educate patients and the community, based upon scientific inquiry, critical thinking and outcomes assessments, about the etiology of oral disease. Promote preventive interventions and effectively work with patients and other health care professionals to achieve and maintain a state of optimal oral health through evidence-based care.
  - 4. Critical Thinking: Apply scientific principles and clinical expertise to critically evaluate literature when making decisions in the diagnosis and treatment of patients.
- **Domain III**: Health Assessment – Recognize systemic diseases, substance and patient abuse and evaluate the patient's medical and oral condition, plan treatment needs and refer, when appropriate.
  - 9. Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medications, chief complaint(s), biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions accordingly.
  - 10. Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the patient history and interview, the clinical and radiographic examinations, and other diagnostic tests to accurately assess.
  - 11. Treatment Planning: Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient's medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.
- **Domain IV**: Health Rehabilitation – Using universal infection control guidelines and managing the patient's anxiety and pain, perform procedures and restore the patient to oral health or refer appropriately.
  - 14. Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

---

**VIII. Evaluation**

This is a comprehensive examination that integrates your sciences (biomedical, behavioral and clinical) and psychomotor skills to assess your abilities to begin comprehensive patient care in the TEAM program. Students are awarded a grade of "P" (Pass) or "U" (Unsatisfactory) for the course. Students must successfully pass each component of all two sections (didactic and psychomotor) of the examination with a score of 72% or higher to receive a "P" in the course. The two sections are described in the Course Outline section of this syllabus. Failure in any component of any of the sections in the 2nd attempt will result in a grade of "U" in the course.

**Written examination**

The written exam is graded on a percentage scale. A passing score is 72% or above.

**Oral examination**

The oral exam is evaluated using a rubric that can be found in the Document section of the course. Students will receive a score of Exceeded Expectations, Meets Expectations or Below Expectations. A score of Below Expectations is considered a failing grade for this section.

**Psychomotor examinations**

The psychomotor examination is evaluated on a percentage scale similar to the evaluation from the preclinical courses. All the individual exercises in each of the three components (operative, fixed prosthodontics and removable prosthodontics) must be passed with a 72% or above on a single examination in order to receive a passing grade in the course.

**IN SUMMARY: you will have 2 opportunities to pass this examination as follows:**

1. **On your first attempt, if you fail any one of the components, you will receive a failing grade and must take the corresponding failing section (didactic and/or psychomotor) again.**
2. **If you fail to pass any one component of the examination on the second attempt you will be awarded a "U" grade and will referred to SPEC and referred back to the Department of Restorative Dental Sciences for an extensive individualized remediation program. This remediation program falls under the auspices of the Department of Restorative Dental Sciences. The remediation program will be individualized based on the needs of each student and will be determined by the course directors. Subsequently, during this remedial period of time, you will not be allowed to treat clinical patients.**
3. **Upon successful completion of the remediation program, you will be re-enrolled in this course and must retake the entire examination again. If you fail any one of the components of the 1st examination retake, you will receive a failing grade and must retake the corresponding failing section (didactic and/or psychomotor) again.**
4. **Failure to pass any one component of the 2nd retake examination will result in the awarding of a "U" grade in the course and referral to the SPEC for further action. An additional remediation program will be NOT offered at that time and this course will not be offered again until May 2015.**

Please note that if the course director determines that the student failed the coursework to such an extent that remedial activities would be inadequate to attain an acceptable level of academic achievement in the course material, the course director can refer the student to the SPEC at that time.

**Grade Assignment**

Since this is a Pass/Fail Course, all two sections must be passed before you will be allowed to enter the clinics and render patient care. Each section can only be passed if all components of that section are passed.

1. **Didactic Section:**

2. **The oral examination will be based on a rubric – The student MUST meet expectations based on the Oral Examination Evaluation rubric**

1. **Psychomotor Section:** The psychomotor examinations will be based on a percentage scale – 72% is the minimum passing grade.

   1. Fixed Prosthodontics – 3 unit bridge prep (72%) and provisional (72%)
   2. Removable Prosthodontics – custom trays (72%) and record bases & wax rims (72%)
   3. Operative Dentistry – A complex Class II Composite restoration (72%), a Class II amalgam preparation (72%) and a Class IV restoration (72%).

Attendance, Adherence to the Dress Code and Professional Conduct are Mandatory. Unprofessional conduct, unexcused absence for any session and repeated tardiness will be tracked with professional variances. Students
who fail to participate (unexcused absence) in any component or section of the examination will be awarded a “U” grade in the course and will be referred to the SPEC.

Working on dentoform teeth outside of the dentoform or mannequin, positioning the dentoform in any unnatural position in the mannequin, working after the allotted working time is over, working on any teeth other than the exam teeth given to you the day of the exam, falsifying any documents, etc is a violation of the student honor code and will result in an automatic failing grade for entire course, immediate referral to the SPEC and may result in other sanctions as well. The only exception is if a student inadvertently prepares the wrong tooth. This will result in an automatic failure for the exam and not for the entire course.

IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/23/2014</td>
<td>11:45 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D3-3</td>
<td>Clinic Exam 1 orientation</td>
<td></td>
</tr>
<tr>
<td>3/13/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Gerald, Saulo</td>
<td>D3-3</td>
<td>Operative Refresh Session 2</td>
<td>Material Selection</td>
</tr>
<tr>
<td>3/11/2014</td>
<td>12:50 PM</td>
<td>Lecture</td>
<td>Racanelli, Marcella</td>
<td>D3-3</td>
<td>Operative Refresh Session 1</td>
<td>Diagnosis and Treatment Options</td>
</tr>
<tr>
<td>3/19/2014</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Dilbone, Deborah</td>
<td>D3-3</td>
<td>Clinic Orientation</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>CG-28</td>
<td>Oral Exam - Team 10</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D1-9</td>
<td>Oral Exam - Team 2</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D1-26</td>
<td>Oral Exam - Team 4</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D3-21</td>
<td>Oral Exam - Team 9</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>CG-28</td>
<td>Oral Exam - Team 8</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D1-26</td>
<td>Oral Exam - Team 6</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D3-21</td>
<td>Oral Exam - Team 7</td>
<td></td>
</tr>
<tr>
<td>3/11/2014</td>
<td>8:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa</td>
<td>D1-9</td>
<td>Oral Exam - Team 5</td>
<td></td>
</tr>
</tbody>
</table>
| 3/22/2014 | 10:30 AM| Lecture| Echebo, Luisa        | D3-15| Clinic Exam 1: Prosthodontic 1 Groups 1 & 2 - Fixed
| 3/22/2014 | 1:00 PM | Lecture| Echebo, Luisa        | D3-15| Clinic Exam 1: Prosthodontic 2 Groups 3 & 4 - Fixed Removable    |
| 3/23/2014 | 1:00 PM | Lecture| Dilbone, Deborah     | D3-15| Clinic Exam 1: Operative        |                         |
| 3/23/2014 | 1:00 PM | Lecture| Dilbone, Deborah     | CG-28| Diagnostic Skills Exam 1        |                         |
| 3/28/2014 | 12:30 PM| Lab     | Echebo, Luisa        | D3-15| Practice session                |                         |
| 3/10/2014 | 12:30 PM| Lab     | Echebo, Luisa        | D3-15| Practice session                |                         |
| 4/2/2014  | 1:00 PM | Lecture| Echebo, Luisa        | D3-15| Remediation Clinic EXAM 1 - Removable |
| 4/5/2014  | 1:00 PM | Lecture| Echebo, Luisa        | D3-15| Remediation Clinic EXAM 1 - Fixed Prosthodontics |
| 4/5/2014  | 1:00 PM | Lecture| Echebo, Luisa        | D3-21| Remediation Oral EXAM 1        |                         |
| 4/5/2014  | 1:00 PM | Lecture| Dilbone, Deborah     | D3-15| Remediation EXAM - Operative   |                         |
| 4/13/2014 | 1:30 PM | Lecture| Dilbone, Deborah     | D3-20| Diagnostic Skills EXAM - Remediation |
| 4/10/2014 | 1:00 PM | Lecture| Echebo, Luisa        | D3-15| Remediation 1 - Operative       |                         |
| 4/16/2014 | 5:00 PM | Lecture| Dilbone, Deborah     | D3-12| Remediation 1 - Diagnostic Skills Exam - New End Time |
| 3/16/2014 | 1:00 PM | Lecture| Echebo, Luisa        | D3-15| Remediation 1 - Drills          |                         |
| 3/14/2014 | 4:00 PM | Lecture| Echebo, Luisa        | D3-15| Remediation 1 - Fixed           |                         |
DEN7961L: Clinical Examination I - Class of 2016

Course Description:
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information

Course Director: Luísa Fernanda Echeto
Office: D9-6B
Email: lmedina@ufl.edu
Phone: 1 352 2736907
Course Credits: 1
Semester: Summer

Contributing Faculty
Marc A Gale
Peter Lloyd Harrison 1 352 2945109 pharrison@dental.ufl.edu
Uma P Nair
Christopher Spencer
Thomas W Willis

Support Staff
Deborah Dilbone 1 352 2735839 ddilbone@ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Syllabus / Grade Administrator
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Grade Administrator
Nikki L Nicholas 1 352 2736904 nnich@dental.ufl.edu TA / Grade Administrator
Destiny Kelly Padgett
Stephen D Paolini
Stephen D Paolini
Selenia Rubio
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
Claudia M Sanchez 1 352 3928699 claudiamсанchez@ufl.edu TA
Marc G Turchin 1 352 2735889 mturchin@dental.ufl.edu TA

II. Course Goals

This course is designed to assess student's readiness for entry into the clinical patient care groups. Each student's level of knowledge, ability to think critically, capacity to integrate essential foundational concepts and psychomotor skills in restorative dental sciences will be evaluated.

III. Course Overview

DEN7961L is the clinical entry examination designed to test whether you are ready to treat patients. It is the culmination of the first two years of learning and the passing of this examination is mandatory for your continued progress in the dental curriculum. The purpose of this examination is to determine whether you have acquired and maintained the knowledge and skill to render care to patients. The examination consists of two sections, a didactic portion (written and oral) and a psychomotor portion.

This is a Pass/Fail course. You must pass all components of the examination in order to pass the course. Failure to pass this examination may affect your anticipated graduation date.

IV. Course Outline

This course includes 3 mandatory orientation/ introduction to clinic sessions and three-day assessments of your skills to determine whether you are ready to enter the clinic and render care to patients. The assessment consists of 2 sections - Didactic and Psychomotor. These 2 sections and each of their component portions must be passed at a single administration of the examination. Thus, if either the written and/or oral examination is failed then the entire didactic section must be retaken. If any psychomotor component is failed then the entire psychomotor section must be retaken. However, if you pass the didactic portion but failed the psychomotor portion, you must retake the entire psychomotor portion only.
The sections of the examination include:

**Section 1 – Didactic:**

a) **A Written Examination**

A 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics and Infection Control) written examination. Questions will come from content in courses completed in semesters 1-5. The best way to prepare for this portion of the examination is through review of previous course material. 72% is the minimum passing grade for this examination.

b) **An Oral Examination**

A 15 minute oral examination (Treatment Planning, Medical Emergencies, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics).

The best way to prepare for the oral portion of Clinical Examination I is to orally practice the course objectives in the syllabus. Go to the Course Objectives tab in the ECO syllabus for DEN7961L. These objectives were written to assist you in meeting the expectations for this section of the examination. Review the oral examination documentation in the course “Documents” section. The student MUST meet expectations based on the Oral Examination Evaluation Rubric posted on the document section in ECO.

It is expected for you to be dressed with professional business attire (not scrubs) and check-in at the assigned room 10 minutes prior to your scheduled oral examination time. (Please refer to attached schedule).

**Section 2 – Psychomotor:**

The psychomotor portion is overseen by the Department of Restorative Dental Sciences (Division of Prosthodontics and Division of Operative Dentistry). The exam consists of three components:

a) **One half day of fixed prosthodontic psychomotor assessment(s):** A 3-unit bridge preparation and provisional restoration. Teeth will be provided.

b) **One half day of removable prosthodontic psychomotor assessment(s):** Maxillary and mandibular custom trays and maxillary and mandibular record bases and wax rims of a given edentulous C/C case.

c) **One half-day of operative psychomotor assessment(s):** A Complex Class II composite restoration, a Class II Amalgam preparation and a Class IV restoration. Teeth will be provided.

All the individual exercises in each of the three components (operative, fixed prosthodontics and removable prosthodontics) must be passed (72% or above) on a single examination in order to receive a passing grade in the course.

The specific procedures to be performed in the psychomotor assessments will be unannounced. Study manuals may be referred to during the psychomotor assessments by the student. The specific grading criteria will be posted by each department in the ECO Document section. The best way to prepare for portion of the examination is through practice in scheduled pre-clinical courses and practice sessions in the Simulation laboratory.

---

**V. Course Material**

Syllabi and course materials from your preclinical courses (Treatment Planning, Medical Emergencies, Infection Control, Health History, Oral Pathology, Operative, Prosthodontics, Periodontics, Endodontics, Professionalism and Ethics) will assist in your study.

Students are expected to bring their operative and prosthodontic dentoforms to the simulation laboratory for this examination with a full complement of unprepared/unrestored teeth. Examination teeth necessary for the examination will be supplied.

**VI. Course Objectives**

Through prior review of curricular materials and participation in this psychomotor, written and oral examination, students will:

Treatment Planning -(DEN 6502, DEN 6302)

Discuss the successive phases of a comprehensive treatment plan,

Expound on the reasons behind the progression (or lack thereof) from one treatment plan phase to the next,
Discuss the utilization of the problem list,
Defend the focus of the disease control phase,
Describe data to be collected and reviewed at the post-treatment assessment,

Discuss the process of acquiring a complete and thorough health history and how some findings might affect or alter your treatment

Cite examples of when a medical consult is necessary and the process of obtaining the consult

Oral Pathology - (DEN 6351)

Provided with a brief patient history, image and/or radiograph:
Identify common oral pathologies,
State common causes of oral pathologies,
Select commonly prescribed medications,
Discuss reasons for clinical manifestations.

Medical History/Medical Emergency (6440)

Discuss the concepts of medical risk assessment of the dental patient
Discuss the management of selected medical condition – The health status assessment

Periodontology - (DEN 5127, DEN 6502, DEN 6421)

Describe the various clinical parameters utilized in patient assessment,
Discuss the rationale for making a periodontal diagnosis,
Identity the classification system in periodontology,
List the criteria used to differentiate periodontal diagnoses.
Provided an image of a radiograph or charting, describe and interpret your findings.

Operative Dentistry - (DEN 5405, DEN 6407, DEN 6408)

Discuss the philosophy of the Department of Restorative Dental Sciences in prevention, diagnosis, and management of the disease of caries
Describe the clinical aspects and classification of dental caries
Describe the contributing factors in the disease of caries and their interrelationship with tooth, saliva, diet and systemic factors
Discuss the importance of a caries risk assessment on every patient
Describe the clinical decision making process involved when a decision must be made to treat a tooth either surgically or nonsurgically
Describe the use and indication for non-surgical intervention in the management of dental caries including instructions to patients and products prescribed
Describe the indications and reasons for using both rotary and hand instruments in cavity preparations
Describe the rational for using the rubber dam
Describe the pulp-dentin reactions to dental caries and to cavity preparations
Explain the principles of cavity preparation design
Explain the indications, contraindications, advantages and disadvantages of the different restorative materials
Explain the difference between the method of retention of amalgam, composite and modified glass ionomer
Explain the indications and contraindications of indirect esthetic inlay/onlay restorations
Explain the advantages and disadvantages of indirect esthetic inlay/onlay restorations
Describe the techniques and steps involved in Cerec 3D CAD/CAM
Describe the indications and technique for a fiber post and core build up
Describe diagnosis and treatment of bleaching teeth
Describe the techniques and steps involved in diastema closures

Prosthodontics - (DEN 6213, DEN 6412, DEN 6415, DEN 6460)

Demonstrate knowledge of Alginate impression material, manipulation, disinfection, use and impression techniques,
Demonstrate awareness of the importance of mounted diagnostic casts in the determination, diagnosis and treatment planning following the mounted diagnostic casts and treatment planning policy,
Demonstrate proper knowledge of the preparation of the teeth according to biological, mechanical, and esthetic needs.
Identify the need for, and correct use, where indicated, of a custom acrylic anterior guide table,
Evaluation of the existing occlusal scheme and interpretation of its influence on any proposed changes,
Discuss the relationship between anterior guidance and the occlusal morphology of posterior teeth.
Differentiate between fixed restorations occlusion and removable complete denture occlusion,
Discuss the indications, contraindications, advantages, and disadvantages of the proposed restoration,
Describe steps for tooth preparation (retention; axial contour; occlusal design), temporization, impression making, and fabrication (marginal adaptation; polish; adequate thickness, glaze and esthetics) of the restoration.
Discuss the correct cementation procedures and the importance of a dry operating field.
Compare and contrast direct and indirect procedures to construct a post and core.
Describe how you would examine, diagnose, and develop a treatment plan for a edentulous patients that will be treated with complete dentures.

**Endodontics** (DEN 6430, DEN 6432)
Assess pulpal and periradicular diagnosis based on case simulations.
Correlate objective exam findings to clinical endodontic diagnosis.
Describe the pulpal morphology and access cavity preparations.
Discuss how you would correct access errors.
Describe the anatomical determinants of "working length".
Identify procedural errors during root canal treatment.

**Infection Control** (DEN 5320)
Describe proper infection control procedures associated with clinical patient care.
Discuss the rationale for these procedures, including proper barrier technique, infection control related to impression making and cast formation.
Discuss the UFCD protocol for needle stick and glove puncture injuries to health care workers.
Discuss the UFCD protocol for a possible aspiration of a foreign body.

**Professionalism** (DEN 5013, DEN 5221, DEN 6302C)
Presented with an ethical dilemma scenario,
Demonstrate basic communications skills,
Utilize decision-making skills,
Develop potential plans of action specific to the case,
Integrate professional values which include excellence, altruism, responsibility, compassion, empathy, accountability, honesty and integrity.

---

**VII. Course Competencies**

This course contributes to teaching to the following competencies.

- **Domain I**: Professionalism – Apply standards of care in an ethical and medicolegal context to assure high quality patient care, appropriate informed consent, risk management, quality assurance and record keeping and delivered within the scope of the dentist’s competence in a patient-centered environment that interfaces with diverse patient populations.
  - 1. **Ethical Standards**: Apply ethical standards to professional practice.
- **Domain II**: Health Promotion and Maintenance - Educate patients and the community, based upon scientific inquiry, critical thinking and outcomes assessments, about the etiology of oral disease. Promote preventive interventions and effectively work with patients and other health care professionals to achieve and maintain a state of optimal oral health through evidence-based care.
  - 4. **Critical Thinking**: Apply scientific principles and clinical expertise to critically evaluate literature when making decisions in the diagnosis and treatment of patients.
- **Domain III**: Health Assessment – Recognize systemic diseases, substance and patient abuse and evaluate the patient’s medical and oral condition, plan treatment needs and refer, when appropriate.
  - 9. **Examination of the Patient**: Perform a comprehensive patient evaluation that collects patient history including medications, chief complaint(s), biological, behavioral, cultural and socioeconomic information needed to assess the patient’s medical, oral and extraoral conditions accordingly.
  - 10. **Diagnosis**: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the patient history and interview, the clinical and radiographic examinations, and other diagnostic tests to accurately assess.
  - 11. **Treatment Planning**: Develop proper sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient's medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.
- **Domain IV**: Health Rehabilitation – Using universal infection control guidelines and managing the patient’s anxiety and pain, perform procedures and restore the patient to oral health or refer appropriately.
  - 14.: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

---

**VIII. Evaluation**

This is a comprehensive examination that integrates your sciences (biomedical, behavioral and clinical) and psychomotor skills to assess your abilities to begin comprehensive patient care in the TEAM program. Students are awarded a grade of "P" (Pass) or "U" (Unsatisfactory) for the course. **Students must successfully pass each component of both sections (didactic and psychomotor) of the examination with a score of 72% or higher to receive a "P" in the course.** The two sections are described in the Course Outline section of this syllabus. Failure in any component of any of the sections in the 2\textsuperscript{nd} attempt will result in a grade of "U" in the course.

**Written examination**

The written exam is graded on a percentage scale. A passing score is 72% or above.

**Oral examination**

The oral exam is evaluated using a rubric that can be found in the Document section of the course. Students will receive a score of Exceeded Expectations, Meets Expectations or Below Expectations. A score of Below Expectations is considered a failing grade for this section.

**Psychomotor examinations**

The psychomotor examination is evaluated on a percentage scale similar to the evaluation from the preclinical courses. All the individual exercises in each of the three components (operative, fixed prosthodontics and removable prosthodontics) must be passed with a 72% or above on a single examination in order to receive a passing grade in the course.

**IN SUMMARY:** you will have **2 opportunities** to pass this examination as follows:

1. On your first attempt, if you fail any one of the components, you will receive a failing grade and must take the corresponding failing section (didactic and/or psychomotor) again.
2. If you fail to pass any one component of the examination on the second attempt you will be awarded a "U" grade and will referred to SPEC and referred back to the Department of Rastorative Dental Sciences for an extensive individualized remediation program. This remediation program falls under the auspices of the Department of Restorative Dental Sciences. The remediation program will be individualized based on the needs of each student and will be determined by the course directors. Subsequently, during this remedial period of time, you will not be allowed to treat clinical patients.
3. Upon successful completion of the remediation program, you will be re-enrolled in this course and must retake the entire examination again. If you fail any one of the components of the 1\textsuperscript{st} examination retake, you will receive a failing grade and **must retake the corresponding failing section (didactic and/or psychomotor) again**.
4. Failure to pass any one component of the 2\textsuperscript{nd} retake examination will result in the awarding of a "U" grade in the course and referral to the SPEC for further action. An additional remediation program will be **NOT** offered at that time and this course will not be offered again until May 2015.

Please note that if the course director determines that the student failed the coursework to such an extent that remedial activities would be inadequate to attain an acceptable level of academic achievement in the course material, the course director can refer the student to the SPEC at that time.

**Grade Assignment**

Since this is a Pass/Fail Course, **both sections** must be passed before you will be allowed to enter the clinics and render patient care. **Each section can only be passed if all components of that section are passed.**

1. **Didactic Section**:

   1. The written exam will based on a percentage scale − 72% is the minimum passing grade
   2. The oral examination will be based on a rubric − The student MUST meet expectations based on the Oral Examination Evaluation rubric

2. **Psychomotor Section**: The psychomotor examinations will be based on a percentage scale − 72% is the minimum passing grade.

   1. Fixed Prosthodontics − 3 unit bridge prep (72%) and provisional (72%)
   2. Removable Prosthodontics − custom trays (72%) and record bases & wax rims (72%)
   3. Operative Dentistry − A complex Class II Composite restoration (72%), a Class II amalgam preparation (72%) and a Class IV restoration (72%).

Attendance, Adherence to the Dress Code and Professional Conduct are Mandatory. Unprofessional conduct, unexcused absence for any session and repeated tardiness will be tracked with professional variances. Students
who fail to participate (unexcused absence) in any component or section of the examination will be awarded a “U” grade in the course and will be referred to the SPEC.

Working on dentoform teeth outside of the dentoform or mannequin, positioning the dentoform in any unnatural position in the mannequin, working after the allotted working time is over, working on any teeth other than the exam teeth given to you the day of the exam, falsifying any documents, etc is a violation of the student honor code and will result in an automatic failing grade for entire course, immediate referral to the SPEC and may result in other sanctions as well. The only exception is if a student inadvertently prepares the wrong tooth. This will result in an automatic failure for the exam and not for the entire course.

IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under “Administrative Practices” in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

This course uses a Satisfactory/Unsatisfactory grade scale.
<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Room Type</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6/22/2014</td>
<td>11:45 AM</td>
<td>12:45 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-3</td>
<td>Clinic Exam 1 orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/15/2014</td>
<td>10:15 AM</td>
<td>11:15 AM</td>
<td>Lecture</td>
<td>Gerald, Saulo</td>
<td>D0-2</td>
<td>Operative Refresh Session 2</td>
<td>Material Selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/15/2014</td>
<td>12:30 PM</td>
<td>1:30 PM</td>
<td>Lecture</td>
<td>Raschenberger, Marcella</td>
<td>D2-3</td>
<td>Operative Refresh Session 1</td>
<td>Diagnosis and Treatment Options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/19/2014</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Lecture</td>
<td>Dibone, Deborah</td>
<td>D3-3</td>
<td>Clinic Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>CG-29</td>
<td>Oral Exam - Team 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D1-9</td>
<td>Oral Exam - Team 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D1-26</td>
<td>Oral Exam - Team 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D2-21</td>
<td>Oral Exam - Team 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>CG-29</td>
<td>Oral Exam - Team 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D1-26</td>
<td>Oral Exam - Team 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-21</td>
<td>Oral Exam - Team 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2014</td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D1-9</td>
<td>Oral Exam - Team 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2014</td>
<td>11:30 AM</td>
<td>12:30 AM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Clinic Exam 1: Prosthodontic 1 Groups 3 &amp; 4 - Removable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Clinic Exam 1: Prosthodontic 2 Groups 1 &amp; 2 - Removable Groups 3 &amp; 4 - Fixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2014</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Dibone, Deborah</td>
<td>D3-15</td>
<td>Clinic Exam 1: Operative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Exam</td>
<td>Dibone, Deborah</td>
<td>CG-28</td>
<td>Diagnostic Skills Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/20/2014</td>
<td>11:15 PM</td>
<td>12:15 PM</td>
<td>Lab</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Practice session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/30/2014</td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lab</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Practice session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/30/2014</td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lab</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Practice session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/2/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Remediation Conc EXAM 1 - Removable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/5/2014</td>
<td>12:30 PM</td>
<td>1:30 PM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Remediation Conc EXAM 1 - Fixed Prosthodontics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Exam</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-21</td>
<td>Remediation Oral EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/6/2014</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practice</td>
<td>Dibone, Deborah</td>
<td>D3-15</td>
<td>Remediation EXAM - operative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/13/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Exam</td>
<td>Dibone, Deborah</td>
<td>CG-28</td>
<td>Diagnostic Skills EXAM - Remediation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/16/2014</td>
<td>1:00 PM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Remediation 1 - Operative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/16/2014</td>
<td>4:30 PM</td>
<td>5:30 PM</td>
<td>Exam</td>
<td>Dibone, Deborah</td>
<td>CG-23</td>
<td>Remediation 1 - Diagnostic Skills Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/17/2014</td>
<td>11:30 AM</td>
<td>12:30 AM</td>
<td>Lecture</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-21</td>
<td>Remediation 1 - Oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/17/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Remediation 1 - Fixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/19/2014</td>
<td>4:00 PM</td>
<td>5:00 PM</td>
<td>Practical</td>
<td>Escoto, Luisa Fernanda</td>
<td>D3-15</td>
<td>Remediation 1 - Removable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEN7961L: Clinical Examination I -Repeated- Class of 2015 - D3

Course Description:
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information

Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 2738633
Course Credits: 1
Semester: Summer

Contributing Faculty
Deborah Dibone D9-6 1 352 2735839 ddibone@ufl.edu
Luisa Fernanda Echeto D9-6B 1 352 2736907 lmedina@ufl.edu
Peter Lloyd Harrison 1 352 2945109 pharrison@dental.ufl.edu
Uma P Nair
Christopher Spencer
Thomas W Willis

Support Staff
Anthony M Licari 1 352 2735950 Alicari@dental.ufl.edu TA / Grade Administrator
Nikki L Nicholas 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
Stephen D Paolini 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
Selenia Rubio
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
Claudia M Sanchez 1 352 3928699 claudiamcchavez@ufl.edu TA
Marc G Turchin 1 352 2736589 mturchin@dental.ufl.edu TA

II. Course Goals
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

III. Course Overview
This course is a two day assessment of students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups through psychomotor assessments and a comprehensive oral and written examination.

Students will NOT be informed of the procedure(s) prior to the psychomotor examinations but can prepare by practicing any of the previous preclinical psychomotor examinations they have previously taken.

IV. Course Outline
The sections of the examination include:

An 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics) written examination.
A 15 minute oral examination.
One half day of fixed prosthodontic psychomotor assessment(s).
One half day of removable prosthodontic psychomotor assessment(s).
One half-day of operative psychomotor assessment(s)

V. Course Material
Prosthodontic, Periodontics and Operative Pre-clinical syllabi and manuals in your preclinical ECO courses will assist in your study and they may be used in the lab during your examination.

Students are expected to bring their models to the sim lab for this examination with a full complement of unprepared/unrestored teeth. Teeth for the examination will be supplied.

VI. Course Objectives
Through prior review of curricular materials and participation in this psychomotor, written and oral examination, students will:

**Professionalism** -(DEN 5013, DEN 5221, DEN 6302C)

Demonstrate basic communications skills,
Utilize decision-making skills,
Develop potential plans of action specific to the case,
Integrate professional values which include excellence, altruism, responsibility, compassion, empathy, accountability, honesty and integrity.

**Infection Control** -(DEN 5320)

Demonstrate proper infection control procedures associated with clinical patient care.
Discuss the rationale for these procedures, including proper barrier technique, infection control related to impression making and cast formation and needle stick and glove puncture injuries to health care workers.

**Treatment Planning** -(DEN 6502, DEN 6302)

Discuss the successive phases of a comprehensive treatment plan,
Expound on the reasons behind the progression (or lack thereof) from one treatment plan phase to the next,
Discuss the utilization of the problem list,
Defend the focus of the disease control phase,
Describe data to be collected and reviewed at the post-treatment assessment.

**Oral Pathology** -(DEN 6351, DEN 6262, DEN 6260)

Provided with a brief patient history, image and/or radiograph,
Identify common oral pathologies,
State common causes of oral pathologies,
Select commonly prescribed medications,
Discuss reasons for clinical manifestations.

**Periodontology** -(DEN 5127, DEN 6502, DEN 6421)

Describe the various clinical parameters utilized in patient assessment,
Discuss the rationale for making a periodontal diagnosis,
Identify the classification system in periodontology,
List the criteria used to differentiate periodontal diagnoses.
Provided an image of a radiograph or charting, describe and interpret your findings.

**Prosthodontics** -(DEN 6213, DEN6412, DEN6415, DEN6460)

Demonstrate knowledge of Alginate impression material, manipulation, disinfection, use and impression techniques,
Demonstrate awareness of the importance of mounted diagnostic casts in the determination,
Diagnosis and treatment planning following the mounted diagnostic casts and treatment planning policy. Demonstrate proper knowledge of the preparation of the teeth according to biological, mechanical, and esthetic needs,
Identify the need for, and correct use, where indicated, of a custom acrylic anterior guide table,
Evaluation of the existing occlusal scheme and interpretation of its influence on any proposed changes. Discuss the relationship between anterior guidance and the occlusal morphology of posterior teeth, Differentiate between fixed restorations occlusion and removable complete denture occlusion,
Discuss the indications, contraindications, advantages, and disadvantages of the proposed restoration,
Describe steps for tooth preparation (retention; axial contour, occlusal design), temporization, impression making, and fabrication (marginal adaptation; polish; adequate thickness, glaze and aesthetics) of the restoration,
Discuss the correct cementation procedures and the importance of a dry operating field,
Compare and contrast direct and indirect procedures to construct a post and core,
Describe how you would examine, diagnose, and develop a treatment plan for a edentulous patients that will be treated with complete dentures.

**Endodontics** -(DEN 6430, DEN 6432)

Assess pulpal and periradicular diagnosis based on case simulations,
Correlate objective exam findings to clinical endodontic diagnosis,
Describe the pulpal morphology and access cavity preparations,
Discuss how you would correct access errors.
Describe the anatomical determinants of "working length.
Identify procedural errors during root canal treatment.

VII. Course Competencies

This course contributes to teaching to the following competencies.

- **Domain II:** Health Promotion and Maintenance - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.
- **Domain III:** Health Assessment – Evaluate the patient’s medical and oral condition and plan treatment needs.
  - 9. Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medication, chief compliant, biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions.
  - 10. Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
  - 11. Treatment Planning: Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient’s medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.
- **Domain IV:** Health Rehabilitation – Perform procedures that manage oral diseases and restore the patient to optimal oral health.
  - 14.: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

VIII. Evaluation

This is a comprehensive examination that integrates your clinical sciences and psychomotor skills to assess your abilities to begin comprehensive patient care in the TEAM program.

Students must successfully pass each section of the examination by a score of 72% or higher.

The sections include:

1. A 2 hour discipline-based written examination consisting of 10 questions from Treatment Planning and 20 questions from Periodontology, Operative Dentistry, Fixed Prosthodontics and Removable Prosthodontics. (Questions will be multiple choice, case-based and short answer) and a 15 minute oral examination.
2. One half day of fixed prosthodontic psychomotor assessment(s).
3. One half day of removable prosthodontic psychomotor assessment(s).
4. One half-day of operative psychomotor assessment(s)

The specific procedure to be performed in the psychomotor assessments will be unannounced.

Study manuals may be referred to during the assessments by the student.

The specific grading criteria will be posted by each department in the ECO Document section.

Grading

Students will be graded on criteria using assessment of critical errors.

Grade Weights:

Psychomotor assessments: 60% (fixed prosthodontics, removable prosthodontics and operative dentistry at 20% each)

Written assessments: 40% (10% each section)

Students who fail one or more sections (<72) have one opportunity to retake the section(s) while still providing patient care in the TEAM clinic.

Section(s) Remediation

Psychomotor Remediation: Failure to remediate the psychomotor (section)s successfully will result in a definite
Clinic suspension in that discipline. The student will then be assigned a remediation project (with a deadline date for completion that takes into account time for assigned rotations.) The Clinical Director will determine the student’s eligibility to retest the section(s). If the student fails the second remediation attempt, clinic suspension becomes indefinite and the student will be referred to SPEC.

Written Exam Remediation: Students who score below 72 on the written examination will need to take a written remediation examination. The student must score above 72 to pass. The two scores will be averaged to determine the final written examination score.

The final score awarded on a remediated psychomotor section(s) and/or written examination will be 72.

Course Remediation

Students who fail to participate (unexcused absence) or obtain a composite score <72% will be awarded an “E” grade in the course and must remediate the course by retaking all failed section. Upon successful completion of all remediation the student will receive a “D” grade in the course.

IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under “Administrative Practices” in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

<table>
<thead>
<tr>
<th>Method</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>100</td>
</tr>
<tr>
<td>Tolerance</td>
<td>0.5 (Final letter grades within this range will be rounded up.)</td>
</tr>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 95</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 80</td>
</tr>
<tr>
<td>C</td>
<td>72 - 76</td>
</tr>
<tr>
<td>E</td>
<td>0 - 72</td>
</tr>
</tbody>
</table>

DEN7961L Grade Scale

<table>
<thead>
<tr>
<th>Courses</th>
<th>DEN7961L: Clinical Examination I - Repeated - Class of 2015-03 &gt; Schedule</th>
</tr>
</thead>
</table>

There are no events scheduled for this section.
DEN7961L: Clinical Examination I - Class of 2015

Course Description:
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information

Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 2736833
Course Credits: 1
Semester: Summer

Contributing Faculty
Deborah Dilbone D9-6 1 352 2735839 ddilbone@ufl.edu
Luisa Fernanda Echeto D9-6B 1 352 2736907 lmedina@ufl.edu
Peter Lloyd Harrison 1 352 2736907 pharrison@dentistry.ufl.edu
Uma P Nair
Christopher Spencer
Thomas W Willis

Support Staff
Anthony M Ucari 1 352 2735950 AUCari@dentistry.ufl.edu TA / Grade Administrator
Nikki I Nicholas 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
Stephen D Paulini
Selenia Rubido
H Blake Kissahauer 1 352 2735699 hbkissahauer@ufl.edu TA
Claudia M Sanchez 1 352 392699 claudiamscsanchez@ufl.edu TA
Marc G Turcini 1 352 2736589 mturcini@dentistry.ufl.edu TA

II. Course Goals
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

III. Course Overview
This course is a two day assessment of students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups through psychomotor assessments and a comprehensive oral and written examination.

Students will NOT be informed of the procedure(s) prior to the psychomotor examinations but can prepare by practicing any of the previous preclinical psychomotor examinations they have previously taken.

IV. Course Outline
The sections of the examination include:

An 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics, Endodontics) written examination.
A 15 minute oral examination.
One half day of fixed prosthodontic psychomotor assessment(s).
One half day of removable prosthodontic psychomotor assessment(s).
One half-day of operative psychomotor assessment(s)

V. Course Material
Prosthodontic, Periodontics and Operative Pre-clinical syllabi and manuals in your preclinical ECO courses will assist in your study and they may be used in the lab during your examination.

Students are expected to bring their models to the sim lab for this examination with a full complement of unprepared/unrestored teeth. Teeth for the examination will be supplied.

VI. Course Objectives

Through prior review of curricular materials and participation in this psychomotor, written and oral examination, students will:

**Professionalism** (DEN 5013, DEN 5221, DEN 6302C)

Presented with an ethical dilemma scenario,
Demonstrate basic communication skills,
Utilize decision-making skills,
Develop potential plans of action specific to the case,
Integrate professional values which include excellence, altruism, responsibility, compassion, empathy, accountability, honesty and integrity.

**Infection Control** (DEN 5320)

Demonstrate proper infection control procedures associated with clinical patient care,
Discuss the rationale for these procedures, including proper barrier technique, infection control related to impression making and cast formation and needle stick and glove puncture injuries to health care workers.

**Treatment Planning** (DEN 6502, DEN 6302)

Discuss the successive phases of a comprehensive treatment plan,
Expound on the reasons behind the progression (or lack thereof) from one treatment plan phase to the next,
Discuss the utilization of the problem list,
Defend the focus of the disease control phase,
Describe data to be collected and reviewed at the post-treatment assessment,

**Oral Pathology** (DEN 6351, DEN 6262, DEN 6260)

Provided with a brief patient history, image and/or radiograph,
Identify common oral pathologies,
State common causes of oral pathologies,
Select commonly prescribed medications,
Discuss reasons for clinical manifestations.

**Periodontology** (DEN 5127, DEN 6502, DEN 6421)

Describe the various clinical parameters utilized in patient assessment,
Discuss the rationale for making a periodontal diagnosis,
Identity the classification system in periodontology,
List the criteria used to differentiate periodontal diagnoses.

Provided an image of a radiograph or charting, describe and interpret your findings.

**Prosthodontics** (DEN 6213, DEN6412, DEN6415, DEN6460)

Demonstrate knowledge of Alginate impression material, manipulation, disinfection, use and impression techniques,
Demonstrate awareness of the importance of mounted diagnostic casts in the determination,
Diagnosis and treatment planning following the mounted diagnostic casts and treatment planning policy, Demonstrate proper knowledge of the preparation of the teeth according to biological, mechanical, and esthetic needs,
Identify the need for, and correct use, where indicated, of a custom acrylic anterior guide table,
Evaluation of the existing occlusal scheme and interpretation of its influence on any proposed changes, Discuss the relationship between anterior guidance and the occlusal morphology of posterior teeth, Differentiate between fixed restorations occlusion and removable complete denture occlusion,
Discuss the indications, contraindications, advantages, and disadvantages of the proposed restoration,
Describe steps for tooth preparation (retention; axial contour; occlusal design), temporization, impression making, and fabrication (marginal adaptation; polish; adequate thickness, glaze and esthetics) of the restoration,
Discuss the correct cementation procedures and the importance of a dry operating field,
Compare and contrast direct and indirect procedures to construct a post and core,
Describe how you would examine, diagnose, and develop a treatment plan for a edentulous patients that will be treated with complete dentures.

**Endodontics** (DEN 6430, DEN 6432)

Assess pulpal and periradicular diagnosis based on case simulations,
Correlate objective exam findings to clinical endodontic diagnosis,
Describe the pulpal morphology and access cavity preparations,
Discuss how you would correct access errors.
Describe the anatomical determinants of "working length".
Identify procedural errors during root canal treatment.

VII. Course Competencies
This course contributes to teaching to the following competencies.

- **Domain II: Health Promotion and Maintenance** - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.

- **Domain III: Health Assessment** - Evaluate the patient’s medical and oral condition and plan treatment needs.
  - 9. Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medication, chief compliant, biological, behavioral, cultural and socioeconomic information needed to assess the patient's medical, oral and extraoral conditions.
  - 10. Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
  - 11. Treatment Planning: Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient's medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.

- **Domain IV: Health Rehabilitation** - Perform procedures that manage oral diseases and restore the patient to optimal oral health.
  - 14.: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

VIII. Evaluation
This is a comprehensive examination that integrates your clinical sciences and psychomotor skills to assess your abilities to begin comprehensive patient care in the TEAM program.

Students must successfully pass each section of the examination by a score of 72% or higher.

The sections include:

1. A 2 hour discipline-based written examination consisting of 10 questions from Treatment Planning and 20 questions from Periodontology, Operative Dentistry, Fixed Prosthodontics and Removable Prosthodontics. (Questions will be multiple choice, case-based and short answer) and a 15 minute oral examination.
2. One half day of fixed prosthodontic psychomotor assessment(s).
3. One half day of removable prosthodontic psychomotor assessment(s).
4. One half-day of operative psychomotor assessment(s)

The specific procedure to be performed in the psychomotor assessments will be unannounced.

Study manuals may be referred to during the assessments by the student.

The specific grading criteria will be posted by each department in the ECO Document section.

Grading
Students will be graded on criteria using assessment of critical errors.

Grade Weights:
Psychomotor assessments: 60% (fixed prosthodontics, removable prosthodontics and operative dentistry at 20% each)

Written assessments: 40% (10% each section)

Students who fail one or more sections (<72) have one opportunity to retake the section(s) while still providing patient care in the TEAM clinic.

Section(s) Remediation
Psychomotor Remediation: Failure to remediate the psychomotor (section) successfully will result in a definite
Clinic suspension in that discipline. The student will then be assigned a remediation project (with a deadline date for completion that takes into account time for assigned rotations.) The Clinical Director will determine the student’s eligibility to retest the section(s). If the student fails the second remediation attempt, clinic suspension becomes indefinite and the student will be referred to SPEC.

Written Exam Remediation: Students who score below 72 on the written examination will need to take a written remediation examination. The student must score above 72 to pass. The two scores will be averaged to determine the final written examination score.

The final score awarded on a remediated psychomotor section(s) and/or written examination will be 72.

Course Remediation

Students who fail to participate (unexcused absence) or obtain a composite score <72% will be awarded an “E” grade in the course and must remediate the course by retaking all failed section. Upon successful completion of all remediation the student will receive a “D” grade in the course.

IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under “Administrative Practices” in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

<table>
<thead>
<tr>
<th>Method</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>100</td>
</tr>
<tr>
<td>Tolerance</td>
<td>0.5 (Final letter grades within this range will be rounded up.)</td>
</tr>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 95</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92</td>
</tr>
<tr>
<td>B</td>
<td>84 - 88</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 80</td>
</tr>
<tr>
<td>C</td>
<td>72 - 76</td>
</tr>
<tr>
<td>E</td>
<td>0 - 72</td>
</tr>
</tbody>
</table>

DEN7961L Grade Scale
<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Mediasite Recording</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/6/2013</td>
<td>7:30 AM</td>
<td>9:30 AM</td>
<td>Lecture</td>
<td>Kebovitz, Richard</td>
<td>D3-3</td>
<td>L-1: Clinical Exam 1 Orientation Operative/Prep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/6/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lecture</td>
<td>Oborne, Deborah</td>
<td>D2-2</td>
<td>Operative Boot Camp 1 Intro</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/6/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lab</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Operative Boot Camp 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/8/2013</td>
<td>7:30 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-9</td>
<td>Clinical Exam 1 Oral # Team 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/8/2013</td>
<td>7:30 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-26</td>
<td>Clinical Exam 1 Oral # Team 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/9/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lab</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Operative Boot Camp 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/10/2013</td>
<td>10:00 AM</td>
<td>11:30 AM</td>
<td>Exam</td>
<td>Kebovitz, Richard</td>
<td>CG-28</td>
<td>Diagnostic Skills Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/10/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-9</td>
<td>Clinical Exam 1 Oral # Team 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/10/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-9</td>
<td>Clinical Exam 1 Oral # Team 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/13/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Practic</td>
<td>Echebo, Luisa Fernanda</td>
<td>D2-9</td>
<td>Clinic Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/13/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Practic</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Clinic Exam 1: Operative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/15/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-9</td>
<td>Clinical Exam 1 Oral # Team 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/15/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-9</td>
<td>Clinical Exam 1 Oral # Team 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/16/2013</td>
<td>10:00 AM</td>
<td>1:00 PM</td>
<td>Practic</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Clinic Exam 1: Operative 1 Groups 1 &amp; 2: Fixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/16/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Practic</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Clinic Exam 1: Operative 2 Groups 3 &amp; 4: Fixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/17/2013</td>
<td>7:30 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-9</td>
<td>Clinical Exam 1 Oral # Team 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/17/2013</td>
<td>7:30 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Echebo, Luisa Fernanda</td>
<td>D1-21</td>
<td>Clinical Exam 1 Oral # Team 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/20/2013</td>
<td>2:00 PM</td>
<td>5:00 PM</td>
<td>Lecture</td>
<td>Mattimore, Marcele</td>
<td>CG-29</td>
<td>Caries Risk Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/21/2013</td>
<td>5:00 PM</td>
<td>7:00 PM</td>
<td>Lab</td>
<td>Mattimore, Marcele</td>
<td>D3-15</td>
<td>Remediation Practice Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/22/2013</td>
<td>5:00 PM</td>
<td>7:00 PM</td>
<td>Lab</td>
<td>Mattimore, Marcele</td>
<td>D3-15</td>
<td>Remediation Practice Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/23/2013</td>
<td>9:00 AM</td>
<td>12:00 PM</td>
<td>Ed-Am</td>
<td>Kebovitz, Richard</td>
<td>CG-28</td>
<td>Diagnostic Skills Exam 1: Remediation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/23/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Practic</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Clinical Exam 1: Remediation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/30/2013</td>
<td>11:30 AM</td>
<td>2:00 PM</td>
<td>Lab</td>
<td>Ottega, Marc Edward</td>
<td>D3-15</td>
<td>Electric handpiece presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/21/2013</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>Practic</td>
<td>Kebovitz, Richard</td>
<td>D3-15</td>
<td>Clinical Exam 1: Remediation 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEN7961L: Clinical Examination I - Class of 2014

Course Description:

This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information

Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 2738633
Course Credits: 1
Semester: Summer

Contributing Faculty
Nereyda P Clark 1 352 2735850 nclark@dental.ufl.edu
Luisa Fernanda Echeto D9-6B 1 352 2736907 lmedina@ufl.edu
W. Stephen Howard Office Room D9-6F 1 352 2736942 wshoward@dental.ufl.edu
Katherine A Karpinia
Marcelle Nascimento 1 352 2735858 mnascimento@dental.ufl.edu
Susan S Nimmo D9-07D 1 352 2735850 snimmo@ufl.edu
Marc Edward Ottenga Room D9-6A 1 352 2735854 mottenga@dental.ufl.edu
Boyd E Robinson

Support Staff
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Grade Administrator
Nikki L Nichols 1 352 2736904 nnich@ufl.edu TA / Grade Administrator
Stephen D Paolini
Selenia Rubio
Joshua B Jordan
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
H Blake Kisshauer 1 352 2735699 hbkisshauer@ufl.edu TA
Claudia M Sanchez 1 352 3928699 claudiamsanchez@ufl.edu TA
Marc G Turchin 1 352 2736589 mturchin@dental.ufl.edu TA

II. Course Goals

This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

III. Course Overview

This course is a two day assessment of students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups through psychomotor assessments and a comprehensive written examination.

Students will NOT be informed of the procedure(s) prior to the psychomotor examinations but can prepare by practicing any of the previous preclinical psychomotor examinations they have previously taken. Practice session(s) in sim lab are also provided (see schedule)

IV. Course Outline

The sections of the examination include:

An 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics) written examination.
One half day of fixed prosthodontic psychomotor assessment(s).
One half day of removable prosthodontic psychomotor assessment(s).
One half-day of operative psychomotor assessment(s)
V. Course Material

Prosthodontic, Periodontics and Operative Pre-clinical syllabi and manuals in your preclinical ECO courses will assist in your study and they may be used in the lab during your examination.

Students are expected to bring their models to the sim lab for this examination with a full complement of unprepared/unrestored teeth. Teeth for the examination will be supplied.

VI. Course Objectives

The student will successfully complete the psychomotor and written assessments at a passing level.

VII. Course Competencies

This course contributes to teaching to the following competencies.

- **Domain II:** Health Promotion and Maintenance - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.
- **Domain III:** Health Assessment - Evaluate the patient’s medical and oral condition and plan treatment needs.
  - 9. *Examination of the Patient:* Perform a comprehensive patient evaluation that collects patient history including medication, chief complaint, biological, behavioral, cultural and socioeconomic information needed to assess the patient’s medical, oral and extroral conditions.
  - 10. *Diagnosis:* Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
  - 11. *Treatment Planning:* Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient’s medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.
- **Domain IV:** Health Rehabilitation - Perform procedures that manage oral diseases and restore the patient to optimal oral health.
  - 14. Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

VIII. Evaluation

This is a comprehensive examination that integrates your clinical sciences and psychomotor skills to assess your abilities to begin comprehensive patient care in the TEAM program.

Students must successfully pass each section of the examination by a score of 72% or higher.

The sections include:

1. A 2 hour discipline-based written examination consisting of 10 questions from Treatment Planning and 20 questions from Periodontology, Operative Dentistry, Fixed Prosthodontics and Removable Prosthodontics. (Questions will be multiple choice, case-based and short answer.)
2. One half day of fixed prosthodontic psychomotor assessment(s).
3. One half day of removable prosthodontic psychomotor assessment(s).
4. One half-day of operative psychomotor assessment(s)

The specific procedure to be performed in the psychomotor assessments will be unannounced.

Study manuals may be referred to during the assessments by the student.
The specific grading criteria will be posted by each department in the ECO Document section.

Grading
Students will be graded on criteria using assessment of critical errors.

Grade Weights:
Psychomotor assessments: 60% (fixed prosthodontics, removable prosthodontics and operative dentistry at 20% each)
Written assessments: 40% (10% each section)

Students who fail one or more sections (<72) have one opportunity to retake the section(s) while still providing patient care in the TEAM clinic.

Section(s) Remediation
Psychomotor Remediation: Failure to remediate the psychomotor (section)s successfully will result in a definite clinic suspension in that discipline. The student will then be assigned a remediation project (with a deadline date for completion that takes into account time for assigned rotations.) The Clinical Director will determine the student's eligibility to retest the section(s). If the student fails the second remediation attempt, clinic suspension becomes indefinite and the student will be referred to SPEC.

Written Exam Remediation: Students who score below 72 on the written examination will need to take a written remediation examination. The student must score above 72 to pass. The two scores will be averaged to determine the final written examination score.

The final score awarded on a remediated psychomotor section(s) and/or written examination will be 72.

Course Remediation
Students who fail to participate (unexcused absence) or obtain a composite score <72% will be awarded an "E" grade in the course and must remediate the course by retaking all failed section. Upon successful completion of all remediation the student will receive a "D" grade in the course.

IX. Administrative Practices
Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

<table>
<thead>
<tr>
<th>Method</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>100</td>
</tr>
<tr>
<td>Tolerance</td>
<td>0.5 (Final letter grades within this range will be rounded up.)</td>
</tr>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 95</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92</td>
</tr>
<tr>
<td>B</td>
<td>84 - 88</td>
</tr>
<tr>
<td>B-</td>
<td>80- 84</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 80</td>
</tr>
<tr>
<td>C</td>
<td>72 - 76</td>
</tr>
<tr>
<td>E</td>
<td>0 - 72</td>
</tr>
</tbody>
</table>

DEN7961L Grade Scale

<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Media &amp; Recording</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/7/2012</td>
<td>8:30 AM</td>
<td>9:20 AM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-3</td>
<td>L-1: Clinical Exam</td>
<td>L-1: Clinical Exam 1: Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/16/2012</td>
<td>8:30 AM</td>
<td>9:20 AM</td>
<td>Lecture</td>
<td>Nascimento, Marcelle</td>
<td>D3-3</td>
<td></td>
<td>L-2: Operative - Composite Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/16/2012</td>
<td>9:35 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Nascimento, Marcelle</td>
<td>D1-15</td>
<td></td>
<td>Lab 1: Operative - Practice Session Class III &amp; IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/17/2012</td>
<td>1:55 PM</td>
<td>3:50 PM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D2-15</td>
<td></td>
<td>Lab 2: Prosthodontic Practice Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2012</td>
<td>8:30 AM</td>
<td>9:20 AM</td>
<td>Lecture</td>
<td>Clark, Hyndie, P</td>
<td>D3-3</td>
<td></td>
<td>L-2: Operative - Amalgam Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/21/2012</td>
<td>9:35 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Clark, Hyndie, P</td>
<td>D3-15</td>
<td></td>
<td>Lab 3: Operative - Practice Session / Class I: Amalgam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/22/2012</td>
<td>9:35 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Nascimento, Marcelle</td>
<td>D2-15</td>
<td></td>
<td>Practice Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/23/2012</td>
<td>8:30 AM</td>
<td>10:25 AM</td>
<td>Lecture</td>
<td>Ottenga, Marc Edward</td>
<td>D3-3</td>
<td></td>
<td>L-4: Operative - Clinical Orientation (Materials and Methods)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/23/2012</td>
<td>10:40 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Nascimento, Marcelle</td>
<td>D3-3</td>
<td></td>
<td>L-5: Cariology &amp; Vital Pulp Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/14/2012</td>
<td>8:30 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Psychomotor Exam Group 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/14/2012</td>
<td>12:30 PM</td>
<td>2:30 PM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>CG-2B</td>
<td></td>
<td>Diagnostic Skills Exam 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/25/2012</td>
<td>8:30 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Psychomotor Exam Group 3 &amp; 4 Fixed Prosthodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/25/2012</td>
<td>11:30 AM</td>
<td>1:30 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/29/2012</td>
<td>12:00 PM</td>
<td>1:00 PM</td>
<td>Review</td>
<td>Kelowitz, Richard</td>
<td>CG-2B</td>
<td></td>
<td>Exam Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/31/2012</td>
<td>11:45 AM</td>
<td>12:45 PM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>CG-23</td>
<td></td>
<td>Written Remediation Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/1/2012</td>
<td>1:55 PM</td>
<td>4:55 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Psychomotor Exam Remediation 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/12/2012</td>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>Review</td>
<td>Kelowitz, Richard</td>
<td>CG-2B</td>
<td></td>
<td>Diagnostic Skills Exam Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/12/2012</td>
<td>9:30 AM</td>
<td>10:30 AM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-3</td>
<td></td>
<td>Psychomotor Exam Feedback Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/22/2012</td>
<td>9:30 AM</td>
<td>11:30 AM</td>
<td>Practical</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Psychomotor Exam Remediation 2</td>
<td></td>
</tr>
</tbody>
</table>
DEN7961L: Clinical Examination I - Class of 2013

Course Description:
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information

Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 27368633
Course Credits: 1
Semester: Summer

Contributing Faculty
Nereyda P Clark
Luisa Fernanda Echeto
W. Stephen Howard
Katherine A Karpinia
Marcella Nascimento
Susan S Nimmo
Marc Edward Ottenga
Boyd E Robinson

1 352 2735850 nclark@dental.ufl.edu
1 352 2736907 lmedina@ufl.edu
1 352 2736942 wshoward@dental.ufl.edu
1 352 2735858 mnascimento@dental.ufl.edu
1 352 2735850 snimmo@ufl.edu
1 352 2735854 mottega@dental.ufl.edu

Support Staff
Anthony M Licari
Alisha Lila Strampello
H Blake Kisshauser
Claudia M Sanchez
Marc G Turchin

1 352 2735950 ALicari@dental.ufl.edu TA / Grade Administrator
1 352 2736699 hbkisshauer@ufl.edu TA
1 352 3928699 claudiasanchez@ufl.edu TA
1 352 2736589 mturchin@dental.ufl.edu TA

II. Course Goals
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

III. Course Overview
This course is a two day assessment of students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups through psychomotor assessments and a comprehensive written examination.

Students will NOT be informed of the procedure(s) prior to the psychomotor examinations but can prepare by practicing any of the previous preclinical psychomotor examinations they have previously taken. Practice session(s) in sim lab are also provided (see schedule.)

IV. Course Outline
The sections of the examination include:

An 2 hour discipline-based (Treatment Planning, Operative, Prosthodontics, Periodontics) written examination.
One half day of fixed prosthodontic psychomotor assessment(s).
One half day of removable prosthodontic psychomotor assessment(s).
One half-day of operative psychomotor assessment(s)

V. Course Material

Prosthodontics, Periodontics and Operative Pre-clinical syllabi and manuals in your preclinical ECO courses will assist in your study and they may be used in the lab during your examination.

Students are expected to bring their models to the sim lab for this examination with a full complement of unprepared/unrestored teeth. Teeth for the examination will be supplied.

VI. Course Objectives

The student will successfully complete the psychomotor and written assessments at a passing level.

VII. Course Competencies

This course contributes to teaching to the following competencies.

- **Domain II:** Health Promotion and Maintenance - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.
  - 4. **Critical Thinking:** Apply scientific and clinical literature to make decisions about patient evaluation and treatment.
- **Domain III:** Health Assessment - Evaluate the patient’s medical and oral condition and plan treatment needs.
  - 9. **Examination of the Patient:** Perform a comprehensive patient evaluation that collects patient history including medication, chief compliant, biological, behavioral, cultural and socioeconomic information needed to assess the patient’s medical, oral and extraoral conditions.
  - 10. **Diagnosis:** Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
  - 11. **Treatment Planning:** Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient’s medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.
- **Domain IV:** Health Rehabilitation – Perform procedures that manage oral diseases and restore the patient to optimal oral health.
  - 14. Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

VIII. Evaluation

This is a comprehensive examination that integrates your clinical sciences and psychomotor skills to assess your abilities to begin comprehensive patient care in the TEAM program.

Students must successfully pass each section of the examination by a score of 72% or higher.

The sections include:

1. A 2 hour discipline-based written examination consisting of 10 questions from Treatment Planning(s) and 20 questions from Periodontology, Operative Dentistry, Fixed Prosthodontics and Removable Prosthodontics. (Questions will be multiple choice, case-based and short answer.)
2. One half day of fixed prosthodontic psychomotor assessment(s).
3. One half day of removable prosthodontic psychomotor assessment(s).
4. One half-day of operative psychomotor assessment(s)

The specific procedure to be performed in the psychomotor assessments will be unannounced.

Study manuals may be referred to during the assessments by the student.

The specific grading criteria will be posted by each department in the ECO Document section.

Grading

Students will be graded on criteria using assessment of critical errors.

Grade Weights:

Psychomotor assessments: 60% (fixed prosthodontics, removable prosthodontics and operative dentistry at 20% each)

Written assessments: 40% (10% each section)

Students who fail one or more sections (<72) have one opportunity to retake the section(s) while still providing patient care in the TEAM clinic.

Section(s) Remediation

Psychomotor Remediation: Failure to remediate the psychomotor (section) successfully will result in a definite clinic suspension in that discipline. The student will then be assigned a remediation project (with a deadline date for completion that takes into account time for assigned rotations.) The Clinical Director will determine the student's eligibility to retest the section(s). If the student fails the second remediation attempt, clinic suspension becomes indefinite and the student will be referred to SPEC.

Written Exam Remediation: Students who score below 72 on the written examination will need to take a written remediation examination. The student must score above 72 to pass. The two scores will be averaged to determine the final written examination score.

The final score awarded on a remediated psychomotor section(s) and/or written examination will be 72.

Course Remediation

Students who fail to participate (unexcused absence) or obtain a composite score <72% will be awarded an "E" grade in the course and must remediate the course by retaking all failed section. Upon successful completion of all remediation the student will receive a "D" grade in the course.

IX. Administrative Practices

Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

<table>
<thead>
<tr>
<th>Method</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>100</td>
</tr>
<tr>
<td>Tolerance</td>
<td>0.5 (Final letter grades within this range will be rounded up.)</td>
</tr>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 95</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92</td>
</tr>
<tr>
<td>B</td>
<td>84 - 88</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 80</td>
</tr>
<tr>
<td>C</td>
<td>72 - 76</td>
</tr>
<tr>
<td>E</td>
<td>0 - 72</td>
</tr>
</tbody>
</table>

DEN7981L Grade Scale
<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Media/Art Recording</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/12/2011</td>
<td>8:30 AM</td>
<td>9:20 AM</td>
<td>Lecture</td>
<td>Nasimento, Marcelle</td>
<td>D3-3</td>
<td></td>
<td>L-2: Operative - Composite Review</td>
<td></td>
</tr>
<tr>
<td>5/13/2011</td>
<td>9:35 AM</td>
<td>11:20 AM</td>
<td>Lab</td>
<td>Nasimento, Marcelle</td>
<td>D3-15</td>
<td></td>
<td>Lab 1: Operative - Practice Session Class III &amp; IV</td>
<td></td>
</tr>
<tr>
<td>5/23/2011</td>
<td>10:35 AM</td>
<td>11:30 AM</td>
<td>Lab</td>
<td>Clark, Reyesda P</td>
<td>D3-15</td>
<td></td>
<td>Lab 3: Operative - Practice Session / Class II Amalgam</td>
<td></td>
</tr>
<tr>
<td>5/25/2011</td>
<td>10:40 AM</td>
<td>11:30 AM</td>
<td>Lecture</td>
<td>Nasimento, Marcelle</td>
<td>D3-3</td>
<td></td>
<td>L-5: Caries Control &amp; Vital Pulp Therapy</td>
<td></td>
</tr>
<tr>
<td>5/27/2011</td>
<td>11:30 AM</td>
<td>2:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard Michael</td>
<td>D3-15</td>
<td></td>
<td>Operative</td>
<td></td>
</tr>
<tr>
<td>6/12/2011</td>
<td>9:00 AM</td>
<td>10:30 AM</td>
<td>Review</td>
<td>Kelowitz, Richard Michael</td>
<td>CG-28</td>
<td></td>
<td>Diagnostic Skills Exam Review</td>
<td></td>
</tr>
<tr>
<td>6/17/2011</td>
<td>1:00 PM</td>
<td>4:00 PM</td>
<td>Practical</td>
<td>Kelowitz, Richard Michael</td>
<td>D3-15</td>
<td></td>
<td>Psychomotor Exam Remediation 1</td>
<td></td>
</tr>
</tbody>
</table>
DEN7961L: Clinical Examination I - Class of 2012

Course Description:
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

I. General Information
Course Director: Richard Michael Kelowitz
Office: room D9-35
Email: kelowitzrm@ufl.edu
Phone: 1 352 2738633
Course Credits: 1
Semester: Summer

Contributing Faculty
Luisa Fernanda Echeto D9-6B 1 352 2736907 Imedina@ufl.edu
Katherine A Karpinia
Susan S Nimmo D9-07D 1 352 2735850 snimmo@ufl.edu
Marc Edward Ottenga Room D9-6A 1 352 2735854 mottenga@dental.ufl.edu
Boyd E Robinson

Support Staff
Anthony M Licari 1 352 2735950 ALicari@dental.ufl.edu TA / Grade Administrator
Alisha Lila Strampello
H Blake Kisshauer 1 352 2735699 bkisshauer@ufl.edu TA / Grade Administrator
Claudia M Sanchez 1 352 3928699 claudiamsanchez@ufl.edu TA
Marc G Turchin 1 352 2736589 mturchin@dental.ufl.edu TA

II. Course Goals
This course is designed to assess students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups.

III. Course Overview
This course is a two day assessment of students critical thinking skills in treatment planning and readiness for entry into the TEAM clinical patient care groups through psychomotor assessments and a comprehensive written examination.

Students will NOT be informed of the procedure(s) prior to the psychomotor examinations but can prepare by practicing any of the previous preclinical psychomotor examinations they have previously taken. Practice session(s) in sim lab are also provided (see schedule.)

IV. Course Outline
This two day assessment will consist of:

One half day of fixed prosthodontic psychomotor assessment(s).
One half day of removable prosthodontic psychomotor assessment(s).
One half-day of operative psychomotor assessment(s).

One 2 hour discipline-based (Operative, Prosthodontics, Periodontics, Treatment Planning) written examination.

V. Course Material
Prosthodontic, Periodontics and Operative Pre-clinical syllabi and manuals in your preclinical ECO courses will assist in your study. No supplemental instructional materials are allowed in the lab during your examination.
VI. Course Objectives

The student will successfully complete the psychomotor and written assessments at a passing level.

VII. Course Competencies

This course contributes to teaching the following competencies.

- **Domain II**: Health Promotion and Maintenance - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.
- **Domain III**: Health Assessment - Evaluate the patient’s medical and oral condition and plan treatment needs.
  - 9. Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medication, chief complaint, biological, behavioral, cultural and socioeconomic information needed to assess the patient’s medical, oral and extraoral conditions.
  - 10. Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the history and the patient interview, the clinical and radiographic examination, and other diagnostic tests and develop a problem list.
  - 11. Treatment Planning: Develop properly sequenced, alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient’s medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.
- **Domain IV**: Health Rehabilitation - Perform procedures that manage oral diseases and restore the patient to optimal oral health.
  - 14: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

VIII. Evaluation

Students must successfully complete BOTH the written and psychomotor assessments in this course.

One half day of fixed prosthodontic psychomotor assessment(s).
One half day of removable prosthodontic psychomotor assessment(s).
One half-day of operative psychomotor assessment(s).

One 2 hour discipline-based (Operative, Prosthodontics, Periodontics, Treatment Planning) written examination.

Grade Weights:

Psychomotor assessments: 60% of overall grade (Fixed Prosthodontics 20%, Removable Prosthodontics 20%, Operative 20%)
Written assessments: 40% of overall grade

Remediation

Students who fail to participate or fail this assessment/course are awarded an E grade and must remediate this course. Students who fail the written examination (<68.5) must take a remediation exam (see schedule.) Students who fail a psychomotor examination must retake the section(s) in which they score (<68.5) (see schedule.) Failure to remediate this examination successfully may result in clinic suspension.

IX. Administrative Practices
Administrative practices for all UFCOD courses are universally applied. Exceptions to or deviations from these practices are stated in the individual syllabi by the course director. When not individually stated in the syllabus, course administrative practices default to those identified under "Administrative Practices" in the ECO sidebar for each electronic syllabus. These practices include: Professional Behavior, Student Responsibilities in the Classroom, Attendance, Dress Code, Email Policy, Tutoring, Academy Honesty and the Student Honor Code, Student Accommodations, Post-exam Review, Grading System, Remediation, Student Evaluation of Instruction, Student Complaints, University Counseling Services and Mental Health Services and Electronic Course Material and Social Media.

X. Grade Scale

<table>
<thead>
<tr>
<th>Method</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>100</td>
</tr>
<tr>
<td>Tolerance</td>
<td>0 (Final letter grades within this range will be rounded up.)</td>
</tr>
<tr>
<td>A</td>
<td>95.5 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 95.5</td>
</tr>
<tr>
<td>B+</td>
<td>86.5 - 91</td>
</tr>
<tr>
<td>B</td>
<td>82 - 86.5</td>
</tr>
<tr>
<td>B-</td>
<td>77.5 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>72 - 77.5</td>
</tr>
<tr>
<td>C</td>
<td>68.5 - 72</td>
</tr>
<tr>
<td>E</td>
<td>0 - 68.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Start</th>
<th>End</th>
<th>Type</th>
<th>Presenter</th>
<th>Room</th>
<th>Media/Video</th>
<th>Detail</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5/12/2010</td>
<td>9:30 AM</td>
<td>10:30 AM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-3</td>
<td></td>
<td>Clinical Exam 1 Orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/13/2010</td>
<td>9:30 AM</td>
<td>12:35 PM</td>
<td>Lab</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Clinical Exam 1 Practice Session 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/17/2010</td>
<td>9:00 AM</td>
<td>11:00 AM</td>
<td>Psychomotor</td>
<td>Kelowitz, Richard</td>
<td>D3-15</td>
<td></td>
<td>Clinical Exam - Fixed Prosthodontics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/27/2010</td>
<td>2:00 PM</td>
<td>4:00 PM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>CG-29</td>
<td></td>
<td>Diagnostic Skills Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/28/2010</td>
<td>6:30 AM</td>
<td>8:00 AM</td>
<td>Psychomotor</td>
<td>Kelowitz, Richard</td>
<td>D2-15</td>
<td></td>
<td>Clinical Exam 1 - Operative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/14/2010</td>
<td>8:02 AM</td>
<td>10:30 AM</td>
<td>Review</td>
<td>Kelowitz, Richard</td>
<td>CG-28</td>
<td></td>
<td>Diagnostic Skills Exam Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/14/2010</td>
<td>9:30 AM</td>
<td>9:50 AM</td>
<td>Lecture</td>
<td>Kelowitz, Richard</td>
<td>D3-3</td>
<td></td>
<td>Clinical Exam 1 - Feedback Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/25/2010</td>
<td>9:00 AM</td>
<td>11:00 AM</td>
<td>Exam</td>
<td>Kelowitz, Richard</td>
<td>CG-28</td>
<td></td>
<td>Written Remediation Exam</td>
<td></td>
</tr>
</tbody>
</table>
**DEN7961L: Clinical Examination I - Class of 2019**

**II. Course Goals**
This course is designed to assess student’s readiness for entry into the clinical patient care groups and to introduce clinic protocols.

**III. Course Overview**
DEN7961L is the clinical entry examination designed to test student readiness to treat patients. It is the culmination of the first two years of learning and the passing of this examination is mandatory for your continued progress in the dental curriculum. The purpose of this examination is to assess students’ knowledge and skills and the integration of that knowledge to render the appropriate care to patients. The examination consists of two sections, a didactic portion (written and oral) and a psychomotor portion (operative, endodontics and prosthodontics).

*This is a Pass/Fail course. You must pass all components of the examination in order to pass the course. Failure to pass this examination will affect your entry to clinical patient care and anticipated graduation date.*

**DEN7961L: Clinical Examination I - Class of 2018**

**II. Course Goals**
The goal of this course is to assess, provide the opportunity for self-assessment and provide feedback to entry level students regarding their level of knowledge, ability to think critically, capacity to integrate essential foundational concepts and psychomotor skills in preparation for providing clinical patient care in the TEAM program and to identify individuals who may require additional remediation.

**III. Course Overview**
DEN7961L is an integrated examination, the purpose of which is to determine whether you have acquired and maintained the knowledge and skill to begin to render care to patients. The examination consists of a written portion, an oral portion, a station examination, psychomotor portions and a student self-assessment.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
<td>17 students failed a part (18%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Letter Grade</th>
<th>Letter Grade</th>
<th>Letter Grade</th>
<th>Letter Grade</th>
<th>Letter Grade</th>
<th>Oper- rest. Only</th>
<th>Oper. Prep only</th>
<th>Oper both</th>
<th>Prosth</th>
<th>Oral</th>
<th>Written</th>
<th>Impressions/Casts</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>E</td>
<td>C+</td>
<td>E</td>
<td>E</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>C</td>
<td>B-</td>
<td>E</td>
<td>E</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>C+</td>
<td>B-</td>
<td>E</td>
<td>E</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>C+</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>C+</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Blood Type</td>
<td>Antigen</td>
<td>Antigen</td>
<td>Antigen</td>
<td>Antigen</td>
<td>Result</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B-</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B-</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B-</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood Type</td>
<td>Blood Type</td>
<td>Blood Type</td>
<td>Blood Type</td>
<td>Result</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>B+</td>
<td>B+</td>
<td>B+</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>B+</td>
<td>A-</td>
<td>A-</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>A+</td>
<td>A-</td>
<td>A-</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>A+</td>
<td>A-</td>
<td>A-</td>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>