RSDM SPECIAL CARE HONORS PROGRAM

I. Program Description
Goal: The Special Care Honors program will provide students with a diverse set of experiences designed to enhance their knowledge and skills in providing oral care to patients with special needs.

Background: Special Care Dentistry provides preventive and oral care treatment to individuals who are unable to accept routine dental care because of some physical, intellectual, medical, emotional, sensory, mental or social impairment, or a combination of these factors. Treatment for these individuals requires holistic and community approaches in order to meet the complex requirements of children, adolescents and adults with impairments. The Special Care Honors program will focus on the provision of oral care rather than on the provision of specific dental procedures.

Results: Successful completion of the Special Care Honors Program will result in award of 60 selective/elective credits and a specific notation on the student’s transcript documenting that they participated in the program.

Curriculum: The Special Care Honors program consists of the following three main components: clinical experiences, seminars and papers/projects. These are discussed in more detail in the course syllabus:

1. Clinical Experiences
Students will engage in an observational externship for four days at Woods Services. In addition, observations at other surgical sites may be arranged. Students in the Special Care Honors Program are still responsible to successfully complete all competencies and course requirements of Pediatric Dentistry Clinic II.

2. Seminars
Five (three hour) seminars will be attended in lieu of five sessions in Pediatric Dentistry Clinic II. After an introduction to special care dentistry and team-based patient management, the seminars will progress in coordination with preparing a paper based on clinical observations, and engage the student in discussions about treatment planning and behavior management modalities beyond those taught in the Pediatric Dentistry Clinic II course. It will conclude with a review intended to prepare the student to write a required paper.

3. Two Papers/Projects
Students will write a final paper and/or case study based on their clinical experiences in the program and complete a public health focused project in collaboration with an assigned Masters of Public Health student (MPH) and Public Health Faculty member relating to oral healthcare access for special needs populations. Both of these papers are expected to be of publication quality and result in presentation at a national meeting (ADEA) and, publication in a peer-reviewed journal.
Student will report periodically to course directors who will be monitoring and mentoring progress.

II. Program Selection Criteria and Process

Selection Process:

- Annually in May, rising fourth-year students will be informed of the Special Care Honors Program and how to apply for selection.
- Students should request the “Special Needs Honor Program: recommendation form” from Ms. Yahsmin Brookins, Office of Academic Affairs (brookiys@sdm.rutgers.edu) to be forwarded to the Chair of Pediatric Dentistry for their consideration.*
- Chair of Pediatric Dentistry will forward the recommendations directly to Ms. Yahsmin Brookins, Office of Academic Affairs (brookiys@sdm.rutgers.edu).
- Students will electronically forward a one-page typed essay (described below) to Ms. Yahsmin Brookins, Office of Academic Affairs (brookiys@sdm.rutgers.edu) on or before the close of the business day on June 26, 2017.
- To be considered, completed applications must be submitted to Ms. Yahsmin Brookins, Office of Academic Affairs (brookiys@sdm.rutgers.edu) on or before June 26, 2017.
- The Special Care selection committee will review completed applications and supporting documentation and inform students in writing of their decision by July 31, 2017. All decisions are final.

*Please note, applicants are responsible to ensure the completed recommendation form has been sent to Ms. Brookins by the published deadline. Applications without a recommendation form from the Department of Pediatric Dentistry will not be considered.

The application shall consist of:

- Recommendation from the Chair, Department of Pediatric Dentistry or the Course Director of Pediatric Dentistry Clinic I, that will include but is not limited to: a brief statement of recommendation, compliance with scheduled pediatric dental rotations, work ethic and performance, professionalism, and patient management.
- One-page typed essay explaining the student’s interest and why working with the developmentally disabled would enhance their professional career.
- (Optional) Documentation of participation in an externship site (i.e. Woods Services, the Special Needs Clinic of RSDM or a private dental practice with a strong emphasis on treating individuals with special needs) where children and adults with developmental disabilities are served.

Selection Criteria:

- Students whose recommendation from the Chair of the Department of Pediatric Dentistry or the Course Director of Pediatric Dentistry I attest to compliance with
scheduled pediatric dental rotations, exemplary (preferred) or above satisfactory work ethic and performance, professionalism, and patient management.

- Students whose recommendation form from the Department of Pediatric Dentistry identifies any of the above areas as “unsatisfactory” will be excluded.
- Student essays will be evaluated by the Selection Committee to determine those that best reflect motivation to work with special needs patients and an understanding of the challenges of working with special needs patients.
- Preference will be given to students who document participation in externships where children and adults with developmental disabilities are served.

III. Course Syllabus
Rutgers School of Dental Medicine
COURSE SYLLABUS

COURSE#:
OFFICIAL COURSE NAME: Special Needs Honors Program
COURSE DIRECTOR: Dr. Maryann Gataletto
CO-COURSE DIRECTORS: Dr. Patricia Findley
Dr. Elisa Velazquez
Dr. Bernadette West

CONTACT INFORMATION: MGataletto@woods.org
pfindley@rci.rutgers.edu
velazqel@rutgers.edu
westbm@rutgers.edu

ACADEMIC YEAR: 4th
TRIMESTER(s): fall, winter, spring

CREDIT HOURS: P/F
CONTACT HOURS:
Lecture 0
Seminar/PBL 15 hours
Laboratory 0
Clinic 25 hours
Hospital 0
Exams 0
Other: _Self-study: Projects_____ ~ 20 hours_____
TOTAL 60 hours

DAYS & TIME: TBD
ROOM#: TBD

REQUIRED TEXT(s): N/A
RECOMMENDED TEXT(s): N/A

COURSE DESCRIPTION: Special Care Dentistry provides preventive and oral care treatment to individuals who are unable to accept routine dental care because of some physical, intellectual, medical, emotional, sensory, mental or social impairment, or a combination of these factors. It seeks to improve oral health of individuals who fall within these categories. Treatment for these individuals requires a holistic approach in order to meet the complex requirements of children, adolescents and adults with impairments.

The provision of comprehensive oral care to meet the complex individual needs of people with impairments must involve a number of medical and dental specialties and requires a provider with additional knowledge and skills. In addition, it requires a community approach as well as
access to a range of treatment facilities to ensure continuity of care in the best interest of the patients. This curriculum will focus on the provision of oral care rather than on the provision of specific dental procedures.

During year four, all RSDM students learn management of the special needs child as part of the Pediatric Dentistry Clinic II course. The honors curriculum will allow students to learn management for adolescents and adults with physical, mental and/or behavioral challenges through observations of special needs oral care at a facility that specializes in treating patients with special needs and discussions about advanced-level behavior management modalities. The program can also provide an opportunity for the student to study special interests (e.g. nitrous oxide conscious sedation). Observations at relevant surgical clinics offsite can be arranged.

In addition, the student will work collaboratively with an assigned Masters of Public Health student (MPH) and Public Health Faculty member to plan and co-conduct a study relating to oral healthcare access and this extremely vulnerable and underserved patient population, resulting in a presentation and publication.

Student will report periodically to course directors who will be monitoring and mentoring progress. [Recommendation: have explicit progress/deadline points along the way, i.e., patient selection for paper topic in October, literature search Thanksgiving, first draft January, final draft in February, and abstract for poster February; poster presentation Balbo Day, March.

**COURSE GOALS:**
The goal of this program is to provide supplemental learning experiences for students that will enhance their knowledge and skills in treating patients with special needs. This will be accomplished through observation and discussion of cases as an interprofessional team and team member which will include: identification and discussion of cultural and health literacy issues; potential special needs, standards for reporting information to be shared, and patients’ special needs.

**COURSE OBJECTIVES:**
*By the end of the training period, the student will be able to:*

1. Define a wide range of developmental disabilities and acute and chronic medical disorders, with an emphasis on how they may impact the individual’s ability to access adequate dental care within a reasonable time frame.

2. Recognize unusual dental conditions, either genetically or locally imposed.

3. Take a comprehensive health history, obtain medical or other needed consultations, and evaluate and diagnose existing oral conditions.

4. Develop an appropriate treatment plan based on the health and psychosocial history, incorporating pertinent management factors such as methods of anxiety and pain control, optimum time and length of appointments and use of support persons.
5. Develop and implement a preventive care program given the specific problems presented by a patient with a disability.

6. Make an appropriate decision concerning the management of a patient with non-compliant behavior.

7. Recognize the oral healthcare access issues for this population, and the need for enhanced collaborative interprofessional training with the other health professions that supports the integration of oral health within the broader health care delivery provided in New Jersey.

RSDM COMPETENCIES TESTED:
N/A

RSDM COMPETENCIES TAUGHT:

<table>
<thead>
<tr>
<th>RSDM/ IPE Competency # and Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC6. Demonstrate skills in assessing the quality of interchanges among dentists, staff, and patients</td>
</tr>
<tr>
<td>CC7. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.</td>
</tr>
<tr>
<td>TPSN 5. Evaluate and manage patient needs in prevention of oral disease and maintenance of oral health</td>
</tr>
<tr>
<td>IPE 5. Engage diverse healthcare professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.</td>
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</tbody>
</table>

COURSE REQUIREMENTS:
Students must write a final paper and/or case study, in addition to completing a self-assessment and team assessment survey to assess their attitudes, expectations, and experiences. The paper will include a literature review on the patient’s specific diagnosis, and will describe how the provider could incorporate a team-based multidisciplinary approach in treatment planning and diagnosis and how the provider could engage diverse healthcare professionals to complement his or her own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.

The final paper should be publishable or presentable at a professional conference (e.g., ADEA).

In addition, the student will, in partnership with a student from the School of Public Health write a paper relating to oral healthcare access for special care patient populations, resulting in a presentation and publication. Requirements for the public health paper will be distributed to students by the public health faculty supervisor.

One-hundred percent attendance at all events is mandatory. Excusable hours that are missed must be made up.
GRADING POLICY:
Pass/Fail
Final grade of 70 or better is required for both papers; students must meet attendance requirements and complete required surveys.

MAKEUP EXAMINATION POLICY:
Not Applicable

EXAMINATION REVIEW POLICY:
Not Applicable

ATTENDANCE/ABSENTEE POLICY:
The course adheres to the RSDM policy on attendance that appears in full in the Student Handbook. Students are expected to be present for all coursework. Attendance implies arriving promptly at the start of the session and remaining until its conclusion.

CONDUCT, ETHICS & PROFESSIONALISM POLICY:
This course requires students to uphold the RSDM Honor Code contained in the Student Handbook. It also adheres to the RSDM policy on professionalism fully described in the Student Handbook and requires maintenance of acceptable standards of professionalism. When applicable students may be evaluated using the attached “RSDM Professionalism Evaluation Form”.

TUTORIALS and REMEDIATION:
Remediation to be arranged with the course directors as appropriate.

STUDENTS REQUIRING ACCOMMODATIONS:
Any student who feels he/she needs accommodations in order to participate in this course must present a request in writing to the Assistant Dean of Academic Affairs. Students are not permitted to make arrangements for accommodations directly with the course director. Course directors will direct all student requests to the Assistant Dean of Academic Affairs.
RSDM Professionalism Evaluation Form

Date: ________________
Student Name: _____________________ Course: _________________________
Course Director Name: ______________ Signature: _______________________

Reliability and Responsibility
☐ Development of accountable and dependable behavior as it relates to oneself and others Examples include **but are not limited** to:
  - Arrival at class on time, and when not, entering the classroom non-disruptively
  - Remaining in class for the full session; taking only necessary breaks
☐ Fulfilling responsibilities and assignments in a timely manner, including **but not limited** to:
  - Keeping immunizations up-to-date
  - Completing course evaluations
  - Addressing financial obligations

Honesty and Integrity
☐ Representing facts truthfully in all academic, clinical or research situations

Maturity
☐ Taking responsibility for one’s own actions
☐ Providing and accepting constructive feedback, including **but not limited** to:
  - Providing appropriate feedback on course evaluations
☐ Recognizing limitations and seeking help
☐ Incorporating feedback in order to make changes in behavior

Interactions with Patients
☐ Acting and dressing in a professional manner including **but not limited** to:
  - Being sensitive to the needs of and being respectful of patients
  - Establishing and maintaining appropriate boundaries in all learning situations
  - Maintaining HIPPA regulations

Relationships with Students, Faculty and Staff
☐ Conveying respect for other students, faculty, and staff through attitudes, actions, and behaviors.
Examples include **but are not limited** to:
  - Silencing cell phones and pagers in class, laboratory or clinic, and answering only when there is a pending urgent matter
  - Focusing attention on coursework in class, laboratory or clinic rather than attention to other matters (i.e., email/internet, reading materials unrelated to course, or disruptive conversations with others)
☐ Interacting and behaving appropriately with others
☐ Relating well to fellow students, faculty, and staff in the learning environment

Please explain above:

Other feedback (on reverse)
Student Signature ___________________________________ Date ____________________ Student comments (on reverse, attach additional pages if necessary)
# LECTURE/SEMINAR SCHEDULE SUMMARY*

[only needs to be completed if this is a syllabus for course that has lectures and/or seminars. Please include all lecture or seminar faculty members]

<table>
<thead>
<tr>
<th>Session #</th>
<th>Hours</th>
<th>Date</th>
<th>Topic or Exam</th>
<th>Lecturer or Seminar Faculty</th>
<th>Method</th>
<th>Reading Assignment or Special Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>9/12/17</td>
<td>Introduction to Special Care Dentistry and relevance of a team-based management.</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td>Students will spend 4 days observing at Woods Services, date to be arranged in Early September</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>10/13/17</td>
<td>Selection of patient for paper</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td></td>
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<tr>
<td>3</td>
<td>2</td>
<td>11/14/17</td>
<td>Identify aspects of assigned case that involve a multidiscipline approach.</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td>Submit lit review based on patient diagnosis</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>12/12/17</td>
<td>Present written team approach consultation notes.</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td>Submit discussion of team needed for review</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1/9/18</td>
<td>Development of treatment plan that includes a preventive care program.</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td>Submit proposed treatment plan for review</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2/20/18</td>
<td>Review behavior management treatment options.</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td>Submit written options for review Submit Abstract</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>3/15/18</td>
<td>Review work to date for development of final paper.</td>
<td>Dr. Gataletto/Dr. Velazquez</td>
<td>Seminar</td>
<td>Submit completed paper</td>
</tr>
</tbody>
</table>