

## **SYLLABUS**

COURSE: CLIN 3013 Urgent Care Clinic  
SEMESTER: Fall/Spring/Summer  
COURSE HOURS: 1.0

REVISED: 2004  
REPRINTED: 2009

COURSE DIRECTOR: C.D. Johnson, D.D.S., M.S.

## GOAL

The goal of this course is to provide dental students with an opportunity to:

- Manage dental emergencies appropriately.
- Once diagnosed and stabilized, refer patients to dental specialists when the appropriate care demands their expertise.

## OUTLINE

- I. Assess Patient
  - A. Identify the chief complaint
  - B. Review of medical and dental histories
- II. Diagnosis
  - A. Assess the patient's chief complaint
    - 1. Clinical findings (vital signs where relevant)
    - 2. Radiographic evaluation
  - B. Develop treatment options from diagnostic information
    - 1. Evaluation of treatment options
- III. Patient Management
  - A. Provide the appropriate type of treatment
    - 1. Subjective evaluation: Patient-generated information; i.e., what, when, how
    - 2. Objective evaluation: Clinician-generated information; i.e., visual, diagnostic tests, radiographs, etc.
    - 3. Assessment evaluation: Clinician-generated information/faculty assisted; i.e., diagnosis (non-restorable #19; necrotic pulp, chronic periapical periodontitis #3)
    - 4. Treatment Plan: Student/patient-generated (with faculty approval); i.e. extraction, caries removal, pulpectomy, etc.

## RESOURCES

### I. Media Resources

#### A. Printed media

Supplemental texts (UTDB Library):

Wood, NK Goaz, PW.

*Differential Diagnosis of the Oral and Maxillary Lesions*, 5th ed.  
St Louis, C.V. Mosby Co., 1997

Malamed, Stanley F.

*Handbook of Medical Emergencies in the Dental Office*, 4th ed.  
CV Mosby Company, 2000

#### B. Electronic media

*UTDB Clinic Manual*

### II. Human Resources

C.D. Johnson, DDS, MS  
DBB 155, 713-500-4428  
Email: Cleverick.D.Johnson@uth.tmc.edu

*Course Director*

Sheila H. Koh, DDS, RN  
DBB 454, 713-500-4278  
Email: Sheila.H.Koh@uth.tmc.edu

Magda S. Eldiwany, DDS  
DBB 477, 713-500-4262  
Email: Magda.S.Eldiwany@uth.tmc.edu

### III. Foundational Knowledge

DENS	1502	Gross Anatomy
DENS	1504	Neurosciences
DENS	1542	Physiology II
DEPS	1614	Operative Dentistry I
DENF	2671	Biomaterials II
DENF	2561	Dental Pharmacology
DENF	2562	Local Anesthesia
DENF	2703	Oral & Maxillofacial Radiology I
DENF	2701	General Pathology
DEPS	2712	Endodontics I
DENS	2801	Oral & Maxillofacial Surgery I
DENF	3541	Emergency Procedures I
DENS	3561	Medical Pharmacology

### IV. Foundational Skills

DENF	2562	Local Anesthesia
DENF	2721	Periodontics I
DENF	3710	Endodontics II
DENS	3722	Periodontics IV
CLIN	3002	Endodontic Clinic

CLIN 3003 Radiology Clinic

V. Clinical Rotations

- A. Ben Taub
- B. Oral Surgery
- C. Endodontics
- D. Periodontics

## ACTION PLAN

Third year dental students are assigned to the Urgent Care Clinic on a random basis. The schedules are supplied during student clinical orientation meetings. The Urgent Care Clinic operates during select morning clinic sessions during the Fall and Spring semesters and the Summer session from 8:00 AM to 11:45 AM. The Fall Semester Urgent Care Clinic is scheduled 9:00 am until 3:30 pm with a 30-minute seminar during that time period.

Students will be required to assess the emergency care patients and provide appropriate treatment. The focus of the Urgent Care Clinic is to deliver limited dental services to patients with dental emergencies. The following services will be offered:

- extraction; single and multiple
- endodontics; pulpectomies including placement of temporaries
- finished restorations; tooth colored and amalgam restorations
- caries removal and placement of temporary restorations
- periodontal therapies; i.e. localized root planing and scaling
- denture and crown repairs, and
- limited referrals to specialists.

### Urgent Care Clinic

#### Appointment Preparation

1. Students must report promptly to the clinic for their specified patient appointment dates.
2. Students must obtain all necessary instrumentation and materials needed for the patient's scheduled appointment.
3. Students must review all appropriate information in the patient record in advance, and be prepared to answer questions about their patients. Questions from the attending clinical faculty member may be directed to the patient's history and/or the clinical procedure(s) planned for that day.

#### Presentation of the Patient

When discussing patients with attending faculty, students must present patients in the “**PHOTEN**” or equivalent format as described in the Clinic Manual, Section 3.54 (under Typical Progress Notes). The following is an example, with key words recommended to be used by students in bold:

*Mr. Jones is a 58-year old white male who first presented to the school with a **chief complaint** of “toothache”. His **past medical history** is significant for hypertension, which is controlled with Procardia XL, and coronary artery by-pass graft (CABG) in 1994. Medically, he relates he is stable at this time and sees his physician every three (3) months. **My plan today** is to perform an oral examination, arrive at a dental diagnosis, and formulate the solution to the urgent care need and present this to the patient.*

### Examination and Diagnosis Phase

In the diagnostic phase of the appointment, the patient's medical and dental histories will be reviewed along with the patient's prescribed radiographs. An intra- and extra-oral exam will be performed. Appropriate consultations will be obtained and a diagnosis formulated. Upon completion of this phase, the patient is ready for the treatment planning phase of the appointment.

### Treatment Phase

The information gathered during the diagnostic phase, including the patient's wants, desires, and financial considerations, will be utilized to formulate the appropriate urgent care treatment plan. The treatment plan and options will be reviewed first by the appropriate attending faculty and then with the patient. Upon approval by both the attending dentist and the patient, the final treatment plan is verified, signed in the appropriate space provided on the Urgent Care form. The patient and student will sign and date. The patient must also sign and date the Agreement and Consent Form.

### Checklist for Urgent Care Clinic

- A. The patient is appointed in the Urgent Care Clinic.
- B. The patient checks in at the Reception Desk and pays in advance for services that will be rendered that day.
- C. Examination of the Patient.
  - 1. Obtain a treatment authorization / signature from the attending faculty member.
  - 2. Review the medical history for contraindications to examination or need for antibiotic coverage and obtain the patient's chief complaint.
  - 3. Complete the Extra-/Intra-oral Examination.
  - 4. Complete the Urgent Care form.
  - 5. Order and obtain diagnostic radiographs.
- D. Consultations

Obtain consultations as indicated from baseline information collected from the patient's medical history, dental history, clinical examination, radiographs, and/or any other diagnostic information. (See Appendix A for a summary of specific criteria by discipline for requesting consultation.)
- E. Obtain signatures from all faculty, as appropriate:
  - 1. consultants
  - 2. attending faculty member
- F. Finalize Urgent Care limited treatment plan and with attending faculty.
- G. Obtain all approvals of treatment plan and obtain patient consent.
  - 1. Agreement and Consent Form must be signed by patient.
- H. Provide the indicated treatment to rectify the urgent care need.
- I. Complete all records and obtain final signatures.

## EVALUATION METHODS

Student performance is assessed on a daily basis. A pass/fail assessment is made at the completion of the rotation. Students are expected to attend all clinical sessions. Attendance is mandatory.

Evaluation will be based upon the following components:

1. Students complete an Urgent Care Clinic Competency Assessment during a rotation in the Urgent Care Clinic. They select a walk-in patient and inform the faculty that they will use this encounter as their Urgent Care Clinical Competency Evaluation case.
2. Prompt attendance at all assigned clinical rotations (no later than 5 minutes after the starting time of 8:00 AM).
3. Documentation (PHOTEN): complete and thorough
4. Appropriate diagnosis made.
5. Proper management, including interpersonal communication.
6. Attendance and active participation in the seminar to discuss the cases of the day. Emphasis will be placed on problem-solving, self-assessment, and reinforcing critical concepts.

Satisfactory performance in all of the above areas will constitute a Pass in the course. Lack of attendance for the clinical sessions and /or the seminar sessions and repeated tardiness are automatic grounds for failure. The purpose of this valuable course is to provide the student with essential skills necessary to manage patients in need of urgent care in an efficient and expeditious manner. A positive learning environment will be created through active faculty-student interaction and will be further enhanced through an interactive seminar during the day.

The following are guidelines that will be used to evaluate items from the above list.

### DIAGNOSTIC GRADING

5 (P)	Excellent (no errors)	Diagnosis of a difficult patient problem with minimal faculty input
4 (P)	Good (one error)	Diagnosis of a patient problem with minimal faculty input
3 (P)	Average (two errors)	Diagnosis of a patient problem requiring faculty input
2 (F)	Poor/Failure (three errors or reversible major error)	Improper diagnosis of a patient problem requiring direct faculty input
1 (F)	Failure (four errors or irreversible major error)	Improper diagnosis of a patient problem requiring direct faculty input
0 (P)	No grade	Learning experience, faculty demonstration, no grade possible

## TREATMENT GRADING

5 (P)	Excellent (no errors)	Management of a difficult patient problem with minimal faculty input
4 (P)	Good (one error)	Management of a patient problem with minimal faculty input
3 (P)	Average (two errors)	Management of a patient problem requiring faculty input
2 (F)	Poor / Failure (three errors or reversible major error)	Improper management of a patient problem requiring direct faculty input
1 (F)	Failure (four errors or irreversible major error)	Improper management of a patient problem requiring direct faculty input
0 (P)	No grade	Learning experience, faculty demonstration, no grade possible

P = PASS; F = FAIL

## Course Grading

1. Clinical Competency Exam – 50%
2. Case diagnosis, management and documentation – 30%
3. Clinic attendance and Case Seminar participation – 20%