

RUBRIC GRADING CRITERIA FOR PREDOCTORAL PERIODONTICS CASES AND REEVALUATION

SECTION 1: PREDOCTORAL PERIODONTAL CASES

CHARTING ACCURACY

5 - Student has accurately charted the patient's oral condition. The charting includes tooth mobility, furcation involvement and mucogingival condition. Probing depths are accurate to \pm 1mm. Student shows good understanding of the charting procedures.

4 - Student has accurately charted the patient's oral condition. The charting includes tooth mobility, furcation involvement and mucogingival condition. However, minor errors such as missing the presence of recession in 1 area or not accurately recording the mobility score in less than 2 teeth. Probing depths are accurate to \pm 1mm. Student shows an adequate understanding of the charting procedure.

3 - Student has charted the patient's oral condition with errors in noting the type of restoration present or has missed noting the presence of a missing tooth. The charting includes tooth mobility, furcation involvement and mucogingival condition, but errors noted in each of them. Probing depths show discrepancy of greater than \pm 1mm in 2 sites. Student shows an average understanding of the charting procedure.

2 - Student has not completely charted the patient's oral condition. Periodontal charting is incomplete with regards to tooth mobility, furcation involvement and mucogingival condition. Probing depths show discrepancy of greater than \pm 1mm in more than 2 sites. Student does not have a clear understanding of the charting procedure.

1 - Student has not charted the patient's oral condition. Periodontal charting is incomplete including only probing depths, but no mention of tooth mobility, furcation, involvement and mucogingival condition. Probing depths show discrepancy of \pm 2mm in more than 2 sites. Student has a poor understanding of the charting procedure.

0 - Student has not charted the patient's oral condition. Periodontal charting does not include tooth mobility, furcation involvement and mucogingival condition. Probing depths show discrepancy of >2 mm in more than 3 sites. Student shows no understanding of the charting procedure.

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GINGIVAL DESCRIPTION

5 – Student has accurately charted the patient’s gingival condition. Student has used accepted scientific terms to describe the condition of the gingiva. Student has made a note of areas of gingival health, inflammation, stippling and recession. Student shows a clear understanding of the patient’s gingival condition.

4 - Student has accurately charted the patient’s gingival condition. Student has used accepted scientific terms to describe the condition of the gingiva. Student has made minor errors in describing areas of gingival health, inflammation, stippling and recession. Student shows a good understanding of the patient’s gingival condition.

3 – Student has accurately charted the patient’s gingival condition. Student has used non-accepted terms to describe the condition of the gingiva. Student has made errors in describing areas of gingival health, inflammation, stippling and recession. Student shows an average understanding of the patient’s gingival condition.

2 – Student has not accurately charted the patient’s gingival condition. Student has used non-accepted terms to describe the condition of the gingiva. Student has made several errors in describing areas of gingival health, inflammation, stippling and recession. Student shows a less than average understanding of the patient’s gingival condition.

1 – Student has not accurately charted the patient’s gingival condition. Student has used non-descriptive or slang terms to describe the condition of the gingiva. Student has made significant errors in describing areas of gingival health, inflammation, stippling and recession. Student shows a poor understanding of the patient’s gingival condition.

0 – Student has not charted the patient’s gingival condition. Student has not described areas of gingival health, inflammation, stippling and recession. Student does not know how to differentiate between gingival health and disease.

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RADIOGRAPHIC INTERPRETATION

5 - Student has taken full mouth periapical radiographs that are of diagnostic quality, mounted them in the correct order. In addition, the student has obtained additional appropriate radiographs as the case dictates. Student is able to accurately interpret and recognize normal radiographic anatomy and pathology in and around the patient's dentition. Student has a clear understanding of the patient's radiographic history.

4 - Student has taken full mouth periapical radiographs that are of diagnostic quality, mounted them in the correct order. In addition, the student has obtained additional appropriate radiographs as the case dictates. Student is able to adequately interpret and recognize normal radiographic anatomy and pathology, however minor errors in the diagnosis of normal anatomy exist. Student has a good understanding of the patient's radiographic history.

3 - Student has taken full mouth periapical radiographs that are of diagnostic quality and mounted them in the correct order. However, the student has not obtained additional appropriate radiographs as the case dictates. The student demonstrates deficiencies in the understanding of normal versus pathologic anatomy. Student has an average understanding of the patient's radiographic history.

2 - Student has taken full mouth periapical radiographs. However, 1-2 radiographs are not of diagnostic quality. 1-2 errors noted in the mounting of the radiographs. The student has not obtained additional appropriate radiographs as the case dictates. The student demonstrates deficiencies in the understanding of normal versus pathologic anatomy. Student has a less than average understanding of the patient's radiographic history.

1 - Student has not taken full mouth periapical radiographs. More than 2 radiographs are not of diagnostic quality. More than 2 errors noted in the mounting of the radiographs. The student has not obtained additional appropriate radiographs as the case dictates. The student demonstrates significant deficiencies in the understanding of normal versus pathologic anatomy. Student has a poor understanding of the patient's radiographic history.

0 - Student has not taken full mouth periapical radiographs. Existing radiographs are not of diagnostic quality. Radiographs have been improperly mounted. The student has not obtained additional appropriate radiographs as the case dictates. The student demonstrates significant deficiencies in the understanding of normal versus pathologic anatomy. Student has no understanding of the patient's radiographic history.

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DIAGNOSIS

5 - Student has made an accurate diagnosis of the patient's periodontal condition. The write up of the patient's periodontal history is clear and correlates accurately with the final diagnosis. Student has a good understanding of the diagnostic criteria and classification that is being used.

4 - Student has made an accurate diagnosis of the patient's periodontal condition. The write up of the patient's periodontal history is clear and correlates well with the final diagnosis. However minor errors noted in the terminology used for the final diagnosis. Student has a good understanding of the diagnostic criteria and classification that is being used.

3 - Student has made an adequate diagnosis of the patient's periodontal condition. The write up of the patient periodontal history shows errors in correlation with the final diagnosis. Errors also noted in the terminology used for the final diagnosis. Student has an average understanding of the diagnostic criteria and classification that is being used.

2 - Student has attempted to make a diagnosis of the patient's periodontal condition. However, significant errors are noted with the write up of the patient's periodontal condition. Errors also noted in the terminology used for the final diagnosis. Student has a less than average understanding of the diagnostic criteria and classification that is being used.

1 - Student has attempted to make a diagnosis of the patient's periodontal condition. However, significant errors are noted with the write up of the patient's periodontal condition. Significant errors also noted in the terminology used for the final diagnosis. Student has a poor understanding of the diagnostic criteria and classification that is being used.

0 - Student has not made a diagnosis of the patient's periodontal condition. Significant errors are noted with the write up of the patient's periodontal condition. Significant errors also noted in the terminology used for the final diagnosis. Student has no understanding of the diagnostic criteria and classification that is being used.

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ETIOLOGY

5 - Student has accurately described the etiologic factors that are associated with the patient's condition. These include, but are not limited to, plaque bacteria, habits such as smoking, systemic conditions such as diabetes. Student has a clear understanding of the etiologic agents that are responsible for the patient's periodontal condition.

4 - Student has accurately described the etiologic factors that are associated with the patient's condition. These include, but are not limited to, plaque bacteria, habits such as smoking, systemic conditions such as diabetes. Student has a good understanding of the etiologic agents that are responsible for the patient's periodontal condition.

3 - Student has adequately described the etiologic factors that are associated with the patient's condition. These include, but are not limited to, plaque bacteria, habits such as smoking, systemic conditions such as diabetes. Minor errors noted in the order of priority given to the etiologic agents for the patient's periodontal condition. Student has an average understanding of the etiologic agents that are responsible for the patient's periodontal condition.

2 - Student has adequately described the etiologic factors that are associated with the patient's condition. However, the student has not listed all the major etiologic factors that are applicable to the patient's periodontal condition, such as plaque bacteria, habits such as smoking, systemic conditions such as diabetes. Errors also noted in the order of priority given to the etiologic agents for the patient's periodontal condition. Student has a less than average understanding of the etiologic agents that are responsible for the patient's periodontal condition.

1 - Student has incompletely described the etiologic factors that are associated with the patient's condition. The student has not listed all the major etiologic factors that are applicable to the patient's periodontal condition, such as plaque bacteria, habits such as smoking, systemic conditions such as diabetes. Significant errors noted in the order of priority given to the etiologic agents for the patient's periodontal condition. Student has a poor understanding of the etiologic agents that are responsible for the patient's periodontal condition.

0 - Student has poorly described the etiologic factors that are associated with the patient's condition. The student has not listed the major etiologic factors that are applicable to the patient's periodontal condition, such as plaque bacteria, habits such as smoking, systemic conditions such as diabetes. Significant errors noted in the order of priority given to the etiologic agents for the patient's periodontal condition. Student has a very poor understanding of the etiologic agents that are responsible for the patient's periodontal condition.

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PROGNOSIS

5 - Student has clearly identified the overall prognosis as well as the prognosis of the individual teeth. Student shows a clear understanding of the different criteria that are involved in arriving at a periodontal prognosis.

4 - Student has clearly identified the overall prognosis as well as the prognosis of the individual teeth. Student shows a good understanding of the different criteria that are, involved in arriving at a periodontal prognosis.

3 - Student has identified the overall prognosis as well as the prognosis of the individual teeth. Student shows an average understanding of the different criteria that are involved in arriving at a periodontal prognosis.

2 - Student has identified the overall prognosis of the patient's periodontal condition. However, there are errors in relation to the prognosis of the individual teeth. Student shows a less than average understanding of the different criteria that are involved in arriving at a periodontal prognosis.

1 - Student has not identified the overall prognosis of the patient's periodontal condition. There are significant errors in relation to the specific prognosis of the individual teeth. Student shows a poor understanding of the different criteria that are involved in arriving at a periodontal prognosis.

0 - Student has not identified the overall prognosis of the patient's periodontal condition. There are significant errors in relation to the specific prognosis of the individual teeth. Student shows a very poor understanding of the different criteria that are involved in arriving at a periodontal prognosis.

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TREATMENT PLAN

5 - Student has presented a clear treatment plan write up. The treatment plan correlates clearly with the patient's existing periodontal condition. It includes, but is not limited to, oral hygiene instructions (OHI), number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it also takes into account the patient's restorative needs.

4 - Student has presented a good treatment plan write up. The treatment plan correlates well with the patient's existing periodontal condition. It includes, but is not limited to, oral hygiene instructions, number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it also takes into account the patient's restorative needs. However, minor errors noted in the sequencing of the treatment.

3 - Student has presented an average treatment plan write up. The treatment plan correlates adequately with the patient's existing periodontal condition. It includes, but is not limited to, number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. However, no mention is made of OHI. In addition, it does not completely take into account the patient's restorative needs.

2 - Student has presented a less than average treatment plan write up. The treatment plan does not correlate adequately with the patient's existing periodontal condition. It includes but is not limited to; number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. However, no mention is made of OHI. In addition, it does not take into account the patient's restorative needs.

1 - Student has presented a poor treatment plan write up. The treatment plan does not correlate with the patient's existing periodontal condition. It includes very limited information regarding OHI, number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it does not take into account the patient's restorative needs.

0 - Student has presented a very poor treatment plan write up. The treatment plan does not correlate with the patient's existing periodontal condition. It does not include information regarding OHI, number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it does not take into account the patient's restorative needs.

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PROFESSIONALISM

5 - Student is present at the appointment on time. The patient has been seated. The patient's chart is up to date and the radiographs have been mounted on the view box. The operatory is neat and organized. The student's dress code is in compliance with the established regulations. Student maintains a respectful attitude towards both the patient and the instructor. Student has explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

4 - Student is present at the appointment on time. The patient has been seated. The patient's chart is up to date and the radiographs have been mounted on the view box. The operatory is neat and organized. The student's dress code is in compliance with the established regulations. Student maintains a respectful attitude towards both the patient and the instructor. Student has explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment. **However minor discrepancies noted in 1 of the above-mentioned criteria.**

3 - Student is ≤ 5 minutes late for the appointment. The patient has been seated. The patient's chart is not completely up to date and the radiographs have not been mounted on the view box. The operatory is neat, but disorganized. The student's dress code is not in complete compliance with the established regulations. Student maintains a slightly less than respectful attitude towards both the patient and the instructor. Student has not completely explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

2 - Student is ≥ 5 minutes late for the appointment. The patient has been seated. The patient's chart is not up to date and the radiographs have not been mounted on the view box. The operatory is disorganized. The student's dress code is not in complete compliance with the established regulations. Student maintains a less than respectful attitude towards both the patient and the instructor. Student has not completely explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

1 - Student is ≥ 10 minutes late for the appointment. The patient has not been seated. The patient's chart is not up to date and the radiographs have not been mounted on the view box. The operatory is poorly organized. The student's dress code is not in complete compliance with the established regulations. Student maintains a bad attitude towards both the patient and the instructor. Student has not explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

0 - Student is ≥ 10 minutes late for the appointment. The patient has not been seated. The patient's chart is not up to date and the radiographs have not been mounted on the view box. The operatory is very poorly organized. The student's dress code is not in complete compliance with the established regulations. Student maintains a bad attitude towards both the patient and the instructor. Student has not explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

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SECTION 2: REEVALUATION

CHARTING ACCURACY

10 - Student has accurately charted the patient's oral condition. The charting includes tooth mobility, furcation involvement and mucogingival condition. Probing depths are accurate to \pm 1mm. Student shows good understanding of the charting procedures.

8 - Student has accurately charted the patient's oral condition. The charting includes tooth mobility, furcation involvement and mucogingival condition. However minor errors such as missing the presence of recession in 1 area or not accurately recording the mobility score in less than 2 teeth. Probing depths are accurate to \pm 1mm. Student shows an adequate understanding of the charting procedure.

6 - Student has charted the patient's oral condition with errors in noting the type of restoration present or has missed noting the presence of a missing tooth. The charting includes tooth mobility, furcation involvement and mucogingival condition, but errors noted in each of them. Probing depths show discrepancy of greater than \pm 1mm in 2 sites. Student shows an average understanding of the charting procedure.

4 - Student has not completely charted the patient's oral condition. Periodontal charting is incomplete with regards to tooth mobility, furcation involvement and mucogingival condition. Probing depths show discrepancy of greater than \pm 1mm in more than 2 sites. Student does not have a clear understanding of the charting procedure.

2 - Student has not charted the patient's oral condition. Periodontal charting is incomplete including only probing depths, but no mention of tooth mobility, furcation involvement and mucogingival condition. Probing depths show discrepancy of \pm 2mm in more than 2 sites. Student has a poor understanding of the charting procedure.

0 - Student has not charted the patient's oral condition. Periodontal charting does not include tooth mobility, furcation involvement and mucogingival condition. Probing depths show discrepancy of \geq 2mm in more than 3 sites. Student shows no understanding of the charting procedure.

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PERIODONTAL DESCRIPTION

5 - Student has accurately charted the patient's gingival condition. Student has used accepted scientific terms to describe the condition of the gingiva. Student has made a note of areas of gingival health, inflammation, stippling and recession. Student shows a clear understanding of the patient's gingival condition.

4 - Student has accurately charted the patient's gingival condition. Student has used accepted scientific terms to describe the condition of the gingiva. Student has made minor errors in describing areas of gingival health, inflammation, stippling and recession. Student shows a good understanding of the patient's gingival condition.

3 - Student has accurately charted the patient's gingival condition. Student has used non-accepted terms to describe the condition of the gingiva. Student has made errors in describing areas of gingival health, inflammation, stippling and recession. Student shows an average understanding of the patient's gingival condition.

2 - Student has not accurately charted the patient's gingival condition. Student has used non-accepted terms to describe the condition of the gingiva. Student has made several errors in describing areas of gingival health, inflammation, stippling and recession. Student shows a less than average understanding of the patient's gingival condition.

1 - Student has not accurately charted the patient's gingival condition. Student has used non-descriptive or slang terms to describe the condition of the gingiva. Student has made significant errors in describing areas of gingival health, inflammation, stippling and recession. Student shows a poor understanding of the patient's gingival condition.

0 - Student has not charted the patient's gingival condition. Student has not described areas of gingival health, inflammation, stippling and recession. Student does not know how to differentiate between gingival health and disease.

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REASSESSMENT

10 - Student has updated patient's charting, including noting any changes in the medical history since treatment was started. An O'Leary plaque score has been accurately recorded. Student has recharted patient's probing depths, furcation involvements, mobility index and areas of recession. No supra or subgingival calculus detected. Student has a clear understanding of the patient's periodontal condition. Student has recorded the need for further treatment as required, including but not limited to the need for retreatment if required, frequency of maintenance visits, need for periodontal surgery and the restorative treatment plan.

8 - Student has updated patient's charting, including noting any changes in the medical history since treatment was started. An O'Leary plaque score has been accurately recorded. Student has recharted patient's probing depths, furcation involvements, mobility index and areas of recession. However, minor errors noted in 1, but not more than 2, of the above criteria. No supragingival calculus detected. However, 1-2 areas of subgingival calculus noted. Student has a good understanding of the patient's periodontal condition. Student has recorded the need for further treatment as required, including but not limited to the need for retreatment if required, frequency of maintenance visits, need for periodontal surgery and the restorative treatment plan.

6 - Student has updated patient's charting, including noting any changes in the medical history since treatment was started. An O'Leary plaque score has been recorded, but minor errors noted in the number of areas with plaque accumulation. Student has recharted patient's probing depths, furcation involvements, mobility index and areas of recession. Probing depth errors of ≤ 1 mm noted in 1-2 areas. 1 area of supragingival calculus detected and 1-2 area of subgingival calculus noted. Student has an average understanding of the patient's periodontal condition. Student has recorded the need for further treatment as required, including but not limited to the need for retreatment if required, frequency of maintenance visits, need for periodontal surgery and the restorative treatment plan. However, errors noted in recognizing the need for retreatment and/or periodontal surgery.

4 - Student has incompletely updated patient's charting. An O'Leary plaque score has been recorded, with significant errors noted in the number of areas with plaque accumulation. Student has recharted patient's probing depths, furcation involvements, mobility index and areas of recession. Probing depth errors of 1-2 mm noted in 2 or more areas. 2 areas of supragingival calculus detected and 1-2 areas of subgingival calculus noted. Student has a less than average understanding of the patient's periodontal condition. Student has not completely recorded the need for further treatment as required. Significant errors noted in recognizing the need for retreatment, frequency of maintenance visits and the need for periodontal surgery. The restorative treatment plan has not been formulated.

2 - Student has incompletely updated patient's charting. An O'Leary plaque score has been recorded, with significant errors noted in the number of areas with plaque accumulation. Student

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has recharted patient's probing depths. However, no mention has been made of furcation involvements, mobility index and areas of recession. In addition probing depth errors of >2 mm noted 1-2 areas. > 2 areas of supragingival calculus detected and >2 areas of subgingival calculus noted. Student has a poor understanding of the patient's periodontal condition. Student has not completely recorded the need for further treatment as required. Significant errors noted in recognizing the need for retreatment, frequency of maintenance visits and the need for periodontal surgery. The restorative treatment plan has not been formulated.

0 - Student has incompletely updated patient's charting. An O'Leary plaque score has not been recorded. Student has recharted patient's probing depths. However, no mention has been made of furcation involvements, mobility index and areas of recession. Probing depth errors of >2 mm noted in more than 2 areas. > 2 areas of supragingival calculus detected and >2 area of subgingival calculus noted. Student has a poor understanding of the patient's periodontal condition. Student has not recorded the need for further treatment as required. Student has failed to recognize the need for retreatment, frequency of maintenance visits and the need for periodontal surgery. The restorative treatment plan has not been formulated.

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TREATMENT PLAN

10 - Student has presented a clear pre-treatment plan write up. The treatment plan has been carried out as planned. It included, but was not limited to, oral hygiene instructions (OW), number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it also took into account the patient's restorative needs. Provision was made for the possibility of an acute situation for the specific patient being treated.

8 - Student has presented a good pre-treatment plan write up. The treatment plan has been carried out satisfactorily. It included, but was not limited to, oral hygiene instructions, number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it also took into account the patient's restorative needs. However, minor errors noted in the sequencing of the treatment. Provision was made for the possibility of an acute situation for the specific patient being treated.

6 - Student has presented an average pre-treatment plan write up. The treatment rendered to the patient was average in terms of quality and sequencing. It included, but was not limited to, number of quadrants of scaling and root planing required, time interval before reevaluation will be done, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. However, no mention was made of OHI. Provision was not made for the possibility of an acute situation for the specific patient being treated. In addition, it did not completely take into account the patient's restorative needs.

4 - Student has presented a less than average pre-treatment plan write up. It included only the number of quadrants of scaling and root planing required. The time interval before reevaluation and the possibility of periodontal surgery was not indicated. In addition, the need for OW was not stressed. In addition, it did not take into account the patient's restorative needs. The treatment plan also did not take into account the possibility of any acute situations that were specific to the patient being treated.

2 - Student has presented a poor pre-treatment plan write up. It only included very limited information regarding number of quadrants of scaling and root planing required. No mention was made of the time interval before reevaluation, possibility of periodontal surgery if required and the frequency of supportive periodontal therapy. In addition, it does not take into account the patient's restorative needs. The treatment plan also did not take into account the possibility of any acute situations that were specific to the patient being treated.

0 - Student has presented a very poor pre-treatment plan write up. The treatment plan did not correlate with the patient's existing periodontal condition. It did not include information regarding OHI, number of quadrants of scaling and root planing required, time interval before reevaluation, possibility of periodontal surgery if required and the frequency of supportive

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periodontal therapy. The treatment plan overall shows a lack of understanding by the student in regards to the patient's periodontal and restorative needs.

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PROFESSIONALISM

5 - Student is present at the appointment on time. The patient has been seated. The patient's chart is up to date and the radiographs have been mounted on the view box. The operator is neat and organized. The student's dress code is in compliance with the established regulations. Student maintains a respectful attitude towards both the patient and the instructor. Student has explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

4 - Student is present at the appointment on time. The patient has been seated. The patient's chart is up to date and the radiographs have been mounted on the view box. The operator is neat and organized. The student's dress code is in compliance with the established regulations. Student maintains a respectful attitude towards both the patient and the instructor. Student has explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment. **However minor discrepancies noted in 1 of the above-mentioned criteria.**

3 - Student is ≤ 5 minutes late for the appointment. The patient has been seated. The patient's chart is not completely up to date and the radiographs have not been mounted on the view box. The operator is neat, but disorganized. The student's dress code is not in complete compliance with the established regulations. Student maintains a slightly less than respectful attitude towards both the patient and the instructor. Student has not completely explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

2 - Student is ≥ 5 minutes late for the appointment. The patient has been seated. The patient's chart is not up to date and the radiographs have not been mounted on the view box. The operator is disorganized. The student's dress code is not in completely compliance with the established regulations. Student maintains a less than respectful, attitude towards both the patient and the instructor. Student has not completely explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

1 - Student is ≥ 10 minutes late for the appointment. The patient has not been seated. The patient's chart is not up to date and the radiographs have not been mounted on the view box. The operator is poorly organized. The student's dress code is not in completely compliance with the established regulations. Student maintains a bad attitude towards both the patient and the instructor. Student has not explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.

0 - Student is ≥ 10 minutes late for the appointment. The patient has not been seated. The patient's chart is not up to date and the radiographs have not been mounted on the view box. The operator is very poorly organized. The student's dress code is not in completely compliance with the established regulations. Student maintains a bad attitude towards both the patient and the instructor. Student has not explained to the patient all the relevant information regarding the procedure(s) to be accomplished during the appointment.