



King Saud University
The Saudi Dental Journal

www.ksu.edu.sa
www.sciencedirect.com



ORIGINAL ARTICLE

Complexity of comprehensive care treatments in undergraduate dental programs: The benefits of observing and assisting experienced faculty members

Moataz Elgezawi^a, Khalid Hassan^b, Adel Alaghl^b, Ahmad M. Al-Thobity^c,
Basel Al-Mutairi^d, Thamir Al-Houtan^d, Shazia Sadaf^{e,*}

^a Department of Restorative Dental Sciences, College of Dentistry, Imam Abdul Rahman Al Faisal University, Dammam, Saudi Arabia

^b Department of Preventive Dental Sciences, Division of Periodontics, College of Dentistry, Imam Abdul Rahman Al Faisal University, Dammam, Saudi Arabia

^c Department of Substitutive Dental Sciences, College of Dentistry, Imam Abdul Rahman Al Faisal University, Dammam, Saudi Arabia

^d Internship Program, College of Dentistry, Imam Abdul Rahman Al Faisal University, Dammam, Saudi Arabia

^e Department of Dental Education, College of Dentistry, Imam Abdul Rahman Al Faisal University, Dammam, Saudi Arabia

Received 19 January 2017; revised 11 July 2017; accepted 20 July 2017

KEYWORDS

Comprehensive dentistry;
Case report;
Occlusal and oral rehabilitation;
Interdisciplinary management;
Undergraduate student

Abstract *Objective:* To improve the confidence of the final year dental students in completing occlusal and oral rehabilitation of patients, with complexities beyond their scope, based on full analysis of the biomechanical and esthetic considerations of each case.

Material & methods: Two comprehensive patient situations presenting with special difficulties including extensive, reduced vertical dimension of occlusion, limited interocclusal space and maxillary alveolar bone for implant insertion necessitating bone augmentation and a sinus lift surgery was managed by two students at our institute. Procedures like surgical crown lengthening, sinus lifting, and bone augmentation were performed by senior faculty with the respective two students' assisting as well as following up at the healing phase and reporting progress of healing and

* Corresponding author at: Department of Dental Education, College of Dentistry, Imam Abdul Rahman Al Faisal University, P.O. Box 1982, Dammam 31441, Saudi Arabia.

E-mail addresses: malgizawi@uod.edu.sa (M. Elgezawi), kshassan@uod.edu.sa (K. Hassan), aalagl@uod.edu.sa (A. Alaghl), althobity@uod.edu.sa (A.M. Al-Thobity), basel.almutairi@hotmail.com (B. Al-Mutairi), thamir.alhoutan@gmail.com (T. Al-Houtan), ssahmad@uod.edu.sa (S. Sadaf).

Peer review under responsibility of King Saud University.



Production and hosting by Elsevier

<http://dx.doi.org/10.1016/j.sdentj.2017.07.005>

1013-9052 © 2017 Production and hosting by Elsevier B.V. on behalf of King Saud University.

This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Please cite this article in press as: Elgezawi, M. et al., Complexity of comprehensive care treatments in undergraduate dental programs: The benefits of observing and assisting experienced faculty members. The Saudi Dental Journal (2017), <http://dx.doi.org/10.1016/j.sdentj.2017.07.005>

any possible complications to the supervisor. Students' reported significant improvement in decision making skills; time management; interpersonal skills, management of cases in an evidence –based interdisciplinary approach as well as increase in their confidence in managing complex cases independently. Follow up with both cases showed optimum outcome and patients' satisfaction.

Results: Students' reported significant improvement in decision making skills; time management; interpersonal skills, management of cases in an evidence –based interdisciplinary approach as well as increase in their confidence in managing complex cases independently. Follow up with both cases showed optimum outcome and patients' satisfaction.

Conclusions: Exposing students to manage complex oral rehabilitation including procedures like sinus lifting and bone augmentation, through an evidence-based interdisciplinary approach during the undergraduate comprehensive clinical dentistry course enhances their confidence and clinical acumen as an independent practitioner.

© 2017 Production and hosting by Elsevier B.V. on behalf of King Saud University. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

The Comprehensive Clinical Dentistry (CCD) course at the College of Dentistry (COD), Imam Abdul Rahman Al Faisal University, was created to expand the different professional skills and clinical experiences of undergraduate students. The patient situations presented in the CCD course target sixth-year students to diagnose and treatment plan patient situations with diverse oral and dental health problems. Students are required to make a formal power point presentation and then discuss and defend their treatment plans (an ideal plan and alternative plans) using an evidence-based multidisciplinary patient-centered approach. Many dental schools around the world include a similar type of course with a greater number of credit hours than other courses in their undergraduate dental curriculum (Johnson, 1999; CODA, 2012).

At COD the comprehensive care treatment planning places the patient at the center of all dental treatment considerations after factoring in the status of their medical and dental health conditions. Once a final treatment plan has been approved each CCD student is responsible for presenting their comprehensive assessment and recommended treatment plan to the patient along with alternative treatment options (Nulty et al., 2010). Improvement in students' confidence and a reduction in overconfidence both have been cited as positive outcomes of experience and feedback during clinical courses with close supervision (Kruger and Dunning, 1999).

The CCD course provides students with sufficient time to execute the most suitable treatment plan for each particular patient in an effort to assure optimum quality oral and dental health care leading to patient's welfare and satisfaction. This is in line with the new Accreditation Standards for Dental Education Programs by the Commission on Dental Accreditation (CODA) standards (CODA, 2012).

By the end of CCD course students acquire a greater understanding of multidisciplinary treatment planning and patient management. Each student is required to complete three comprehensive cases categorized according to their degree of difficulty into one of three categories: simple, moderate, or advanced. For the purpose of augmenting the clinical experiences of students, some clinical procedures beyond the scope of a general dental practitioner are performed by senior clinical faculty members with the assistance of the dental student to give them an exposure in planning a comprehensive treatment

plan for patients presenting with varying degree of complexities in the oral health condition. The CCD course director must approve all cases and proposed treatment plans, as well as any subsequent changes or modifications. The CCD clinical faculty monitors the progress of the planned treatments, discusses, evaluates and records the performance of each student in formative and summative assessment schemes outlined in the course specification, which are shared with the students at the beginning of the course.

The attached reports represent two of the advanced complex cases managed by two undergraduate students during the CCD course. The presented cases constitute biomechanical, esthetic as well as time management challenges to an undergraduate student in the CCD course. All the clinical procedures that were beyond the scope of general dentistry practice, such as a sinus lift and surgical implant placement, were performed by senior clinical faculty members, while the students served as assistants, provided follow up care, and reported the patient's progress to their respective clinical instructors. The two students, participating in the management of these cases, were "A" grade students certified for their exceptional clinical skills, competencies and commitment towards patient care in previous clinical courses. Their participation in the management of these two cases was an opportunity for them, as competent students, to treat cases beyond the general dental practice in close supervision with senior staff members.

Feedback from all students, including the two students who participated in the management of the two cases, was solicited through an online Student Satisfaction Survey. This was conducted to determine the effectiveness of exposing students to complex cases beyond the scope of general dental practice as well as to improve the course requirements based on student's feedback.

2. Clinical report

2.1. Case 1

A 35-year old male patient came to the dental clinic with a chief complaint of "I want to fix my broken posterior teeth." The patient lost his teeth 10 years ago and did not provide specific information on their loss. Medical and dental histories

Download English Version:

<https://daneshyari.com/en/article/8586378>

Download Persian Version:

<https://daneshyari.com/article/8586378>

[Daneshyari.com](https://daneshyari.com)