Dentistry Applied Oral & Behavioral Sciences
PEDIATRIC DENTISTRY
DAOB 321
Age-defined specialty of dentistry that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs.
PEDIATRIC DENTISTRY
A.K.A. PEDO
SHORT FOR
‘PEDODONTICS’

Terminology changed in the mid 80’s
to better define the specialty;
term may be insulting to some Pediatric Dentists

Pediatric Dentist versus Pedodontist

About 9,300 Pediatric Dentists
~8,300 Kids Per Pediatric Dentist!
77.4 Million Kids Under 17 in 2014

Terminology changed in the mid 80’s
to better define the specialty;
term may be insulting to some Pediatric Dentists

Pediatric Dentist versus Pedodontist

Monday, May 2, 16
PRECONCEIVED NOTIONS

- Only see bad kids
- Only see bad kids
- Only see bad kids
- Do pulpotomies all day
- Well, that’s sorta true…

“Doctor Larry will fill the tooth; I’m just going to referee.”
NOT SO HAPPY KIDS
**SPECIAL KIDS**

- **Craniometaphyseal Dysplasia**
  - an extremely rare genetic disorder characterized by distinctive abnormalities of the head and facial area, impairment of certain cranial nerves, and malformations of the long bones of the arms and legs.

- **Crouzon’s**
  - the fibrous joints exhibit craniosynostosis. In addition, facial abnormalities typically include proptosis due to shallow orbits; divergent strabismus; ocular hypertelorism; and hypoplastic maxilla, with relative mandibular prognathism.

- **Facial Cleft**
  - etiology unknown; part of several syndromes
Natal Teeth
IDIOPATHIC
(WE DON’T KNOW WHAT KIND OF KID)

- 12-year-old Hispanic female
- Developmentally delayed
- Precocious puberty
- Undiagnosed immune system deficiency
- Non-compliant family

18 Months Apart

Monday, May 2, 16
Other Fun Stuff

Prevention = Education Plus...
GOALS & LEARNING OBJECTIVES
GOALS OF THE DEPARTMENT

- Prepare you to provide comprehensive dental care for the pediatric patient
  - typical of a general practice
- Create a positive attitude towards pediatric dentistry and the pediatric dental patient
- Develop an attitude toward learning so that you will seek opportunities to further your knowledge and skill in pediatric dentistry
LEARNING OBJECTIVES

- Differentiate between normal and abnormal physical and psychological development
- Guide behavior to allow necessary dental procedures to be completed
- *Develop a data base to support an accurate diagnosis*
- *Diagnose the nature of a child’s oral health problems and plan appropriate therapy*
- Effectively communicate with patients/parents
- Implement an effective preventive program
MORE OBJECTIVES

- Render restorative care for primary and young permanent teeth
- Treat pulpally affected teeth
- Supervise the developing occlusion
- Recognize malocclusions benefiting from preventive or interceptive treatment
- Manage care subsequent to oral trauma
- Manage dental care for the handicapped patient
- Recognize cases beyond your comfort/skill level in need of referral
- Evaluate outcomes of treatment
STUDENT EVALUATION – D2, D3 & D4

- Written examinations of lecture material
- Observation and evaluation of lab performance
- Clinical observation and evaluation of clinical procedures
- Chart review and Portfolio Case Presentations of comprehensive patient
- Assessment of participation in rotations and other affiliated clinics
- Performance examinations via clinical and non-clinical methods
- Participation in elective courses and programs
WHAT TO EXPECT
PEDIATRIC MODULE

Lecture / PrePatient Care Series

Monday, May 2, 16
COURSE REVIEW

- **Summer**
  - Interactive sessions
  - Mondays 1:30-3:00 LHNorth
    - Special Sessions - May 16th & June 13th
    - Split into Groups A&B (9:30-11:00 or 3:00-4:30)
  - Thursdays from 8:00-9:30
  - PrePatient Care Technique Course
    - Thursdays After Lecture
    - Nitrous ‘Lab’

- **Fall/Spring**
  - Screening Rotation

- **Spring**
  - Infant/Baby Clinic
However

Due to the American Academy of Pediatric Dentistry’s Annual Meeting in San Antonio, we will not have our ‘sessions’ nor will we have lab May 26th.

Monday, May 2, 16
STUDENT EVALUATION SPECIFICALLY FOR MY PORTION OF DAOB 321

Examinations
PrePatient Care Exercises
‘DailyInstructorGrades’
Quizzes

Monday, May 2, 16
STUDENT EVALUATION

Written examinations based on the lecture and PrePatient Care materials

Prepatient Care attendance, exercises, self-evaluation and demonstrated proficiency
STUDENT EVALUATION SPECIFICALLY FOR PEDD MODULE

- Written Exams* - Three
  - Cumulative story problems
  - Varied versions
- Sporadic Quizzes - Several
  - Provide feedback
  - Included as a separate evaluation
- DIGs

*I mean assessments...
A WORD ABOUT EXAMS*

- The series is divided into ‘thirds.’
  - Your participation will be evaluated by three examinations.
- Exams will test your knowledge of materials presented primarily during that particular ‘third’ of the course as well as the materials covered for the pre-patient care experiences and DAOB 311.
- The second & third examination will include review materials from the previous examinations.
- Again, material from the pre-patient care experience is included in the test material for this examination.

*excerpt from 2016 Course Manual

Monday, May 2, 16
TESTING FORMAT*

- The testing format will be primarily based on, but not limited to, the style of the National Board Examination.

- Individual faculty members are responsible for designing questions they feel appropriate to the materials they have presented.

*excerpt from 2016 Course Manual
Some questions will be from audiovisual materials presented in lecture as well, so it would benefit all students to attend and participate in regularly scheduled classes.
Slide #1 – Questions 1 - 24
Bartosz is back, again! He weighs 46 pounds. There is a draining abscess associated with tooth #T. He has no systemic diseases that modify basic dental treatment. No facial swelling noted. Based on the images to the right, please answer the following questions.

1. How old is Bartosz?
   a. 9-10 years old
   b. 7-8 years old
   c. 5-6 years old
   d. 3-4 years old

2. Based on the relationship of the posterior teeth to one another, it appears that Bartosz has a _______ occlusal relationship.
   a. mesial step
   b. distal step

3. It appears that tooth #T was previously treated with a(n) ________ procedure.
   a. apexification
   b. partial pulpotomy
   c. pulpotomy
   d. direct pulp cap

4. Based on the radiographic findings of furcal bone loss, internal and external root resorption, the preferred treatment for tooth #T should have been __________
   a. apexification
   b. partial pulpotomy
   c. pulpotomy
   d. direct pulp cap
   e. extraction

5. Bartosz is feeling pain in that quadrant and you recommend removing tooth #T. How many whole carpules of lidocaine 2% with 1:100,000 epinephrine can you safely administer?
   a. 1
   b. 2
   c. 3
   d. 4
MISSED EXAMS WILL BE MADE-UP WITH AN ORAL EXAM

Whatever the reason
No exceptions
MISS A QUIZ?

There will be no opportunity to make up quizzes

I overslept.
The elevator was slow.
I took the wrong bus.
I was at traffic court.
I am special.
All Old Exams and last year’s lectures are available on the DAOB 321 Blackboard site under “PEDD References” - you should already have access.

Most exams have keyed answers Available as a download by request

May be forgeries out there If you have questions to the legitimacy of any PEDD material source, please see me.
STUDENT EVALUATION SPECIFICALLY FOR PEDD MODULE

Examinations
PrePatient Care Exercises
‘DailyInstructorGrades’
Quizzes

Monday, May 2, 16
GRADES

YOUR PERFORMANCE SPECIFICALLY FOR THIS MODULE IS REPORTED TO THE SUBCOMMITTEE ON STUDENT PROMOTIONS
ALL MODULES MUST BE PASSES

Based on percentage
A = 92 – 100
B = 83 – 91
C = 75 – 82

A Final Grade below 75% is considered Failure
Evaluation of your performance for DAOB is as follows –

- Multidisciplinary written exams
  - Combined PEDD, Periodontics and Restorative
- Performance exams between PEDD, Restorative and Periodontics
  - Two performance exams for PEDD
- PEDD laboratory projects
- DIGs
- Instructor grade
  - PEDD quizzes
- Small Group learning
- The weight of each portion was discussed by Dr. Lamb
Quizzes - PEDD Instructor Grade
Quizzes are generally unannounced and may be given during the beginning of the session - typically 5 to 15 minutes in length. Quizzes cannot be made up for whatever the reason.
Calculation of Instructor Grade (Quizzes)

- Not necessarily purely a function of attendance
- Measure if you have a grasp of previous concepts and thinking processes, and
- On occasion, trivia (which **does** measure attendance.)

The total point value of all quizzes will be used to calculate a percentage value, which will contribute to your overall grade for DAOB 321.

Even a small percent of your total grade doesn’t sound like ‘a lot’ but can mean the difference between two letter grades.
INFORMATION DISTRIBUTION

Blackboard
Handouts
Social Media
http://blackboard.uic.edu
DAOB 321

ELECTRONIC HANDOUTS

Monday, May 2, 16
Welcome to the D2 year.

We hope that you enjoyed your break and we are happy to begin a new course, DAOB 321. The course has many new components based on various disciplines of dental practice. We assure you that you will enjoy the summer and the opportunity to gain additional knowledge leading to your transition to clinical practice.

As in prior courses, Dr. Chang and I will be the co-course directors for the summer DAOB course and any questions or concerns should be directed to both of us.

DAOB 321 discipline / component directors are: Dr. Flick for Pain Control, Dr.’s Lamb, Chang and Semprun-Clavier for General Dentistry, Dr. Organ for Prosthodontics, Dr. Salzmann for Pediatric Dentistry, Dr. Koerber for Ethics and Professionalism, Dr. Raja for Communications, Dr. Brown for Small Group Learning and Dr. Ashrafi for Periodontics. DAOB 321 discipline specific questions should be directed to these individuals.

The summer begins at 8 AM in LHN on Monday, May 2 in LHN. This is the start of your pain control component with Dr. Flick and the OMFS faculty.

For the Tuesday Restorative Dentistry component, there is a huddle sheet to be completed and discussed during the huddle on May 3. It can be prepared in written form or displayed on your i-pad. The topic for the first ID session will be esthetic considerations and beginning anterior tooth-colored restorations - Class III lesions.

Enjoy the remainder of your break.
Welcome to Pediatric Dentistry at UIC! On behalf of the Department of Pediatric Dentistry, I would like to extend a warm welcome to you as we continue the formal relationship between you and the Specialty of Pediatric Dentistry here at UIC. Our faculty and graduate students are eager to introduce you to our specialty.

Pediatric Dentistry is that area of the dental profession that provides both primary and comprehensive preventive and therapeutic oral health care for children from birth through adolescence. This includes care for special patients beyond the age of adolescence who demonstrate mental, physical and/or emotional problems. Pediatric dentistry constitutes a significant portion of the practice of dentistry. Because of the unique aspects of providing dental care for children, the lecture and lab series will build upon the knowledge base and skills you already possess from your courses in Basic Science, Behavioral Science and Restorative Dentistry, and focus our attention on the special needs/requirements of the child patient.

This will be a summer of adaptation for both you the students and the faculty as we celebrate our fifth year in the DMD curriculum, having become a collaborative part of DAOB 321 in 2012. I wish to thank Dr. Chang, Dr. Lamb and Dr. Semprun for their efforts in making this transition ‘painless.’

To quote our former Interim Dean, the trimester will be full of challenges, but opportunities. Monday’s Interactive Didactic Sessions will include two Special Sessions - May 16th & June 13th. The PrePatient Care Technique portion of the course will be taught in Room 319. In an effort to maximize student contact, the Department will enlist the assistance of D4 Teaching Assistants - all recommended by the faculty. Dr. Sahar Alayyess, Dr. Christine Marjanovic, Dr. Melissa Davis, Dr. Seung Ho Yoo, our PostGraduate PEDO Residents and I will rotate through the lab area as a means to assure consistency in the teaching methods. Please, if there is some way we can enrich the learning process, please let us know.

Blackboard will be used as a major resource for distributing lecture and test information. You will notice that all of last year’s lectures and all examinations from 2001 onward are currently loaded on this site. The updated lectures will replace the 2015 version as they are presented in class - there is always a last minute change to the information. The keyed examination will not be removed. Please note that the keys are not always accurate - as typos, questions thrown out, more than one answer was correct, and so on may not be reflected in the posting.

You will notice that I have included all of the pediatric-related presentations from your DAOB 311 course. You will be responsible for their content as the examinations test knowledge which has a basis in the concepts and content discussed last fall. All of the pediatric dental modules in DAOB 321 this summer will be cumulative - fall information is included.

Please check the announcement page periodically for last minute announcements and updates to the class (or the Twitter account PEDD334).

Attached are two documents - the first giving an overview of the Pediatric Dentistry Module for DAOB 321 and the second a set of ‘useful information.’ Please review - you never know when the information may come in handy.

It’s going to be a busy summer and one that is enjoyable, I hope, as well.

Dr. S  lbs@uic.edu

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**PEDD IDSessions’ Schedule**

Attached Files: Schedule (902.064 KB)

The schedule may be modified to accommodate presenters’ schedules.

Dr. S  lbs@uic.edu

NOTE: This is the updated schedule, as of May 2, 2016.
When you scroll down
From DAOB 311
You will be responsible for this material as well
Monday, May 2, 16

Success: Week #4 05/23/2016 Oral Manifestations of Systemic Disease - Part 2 edited.

Week #4 5/23/16-5/27/16

Wednesday - Fixed Prosthodontics: PFM Crowns
2015. Restoration of Teeth with PFM Crowns BB.pdf

Week #4 05/23/2016 Oral Manifestations of Systemic Disease - Part 2
Attached Files: SystemicDisease (20.494 MB)

Week #4 05/26/2016 Dental Anomalies
Attached Files: DentalAnomalies (20.331 MB)

Week #4 5/29/15 Etiology and Pathogenesis of Periodontitis-histological Correlates of Radiographic and Clinical Changes
Attached Files: The Pathogenesis of Periodontitis 2015.ppt (15.942 MB)
donotreply_scanner@uic.edu_20120531_152455.pdf (4.508 MB)

Reading Assignments:
Review PowerPoint

Tuesday - practice performance exam
Availability: Item is not available.
Attached Files: Class II PE preview 2014.ppt (8.562 MB)
Grade calculation PE #1 resin slot and rest 2014.doc (69.5 KB)
The handout with performance exam instructions is attached - also attached is the template to show how grades will be calculated,

Week 4 Tuesday 5/26/15 Desensitizers and Polishing
Attached Files: Desensitizers 2015.pdf (41.471 MB)
Polishing Materials 2015.pdf (3.856 MB)
PAPER VERSUS PIXEL
“HANDOUTS”

- In ancient times, we provided hard-copy outlines or handouts related to the sessions for your convenience.

- While this was a noble effort, it was not possible to do so effectively, efficiently and at a reasonable cost to the Department or the College, plus a negative impact on the environment.

- Now you all have laptop/tablets.

- With the use of the internet, specifically Blackboard, we will post all materials the lecturers feel important for your review.

- Periodically, supplemental handouts may be distributed in class as well as specific articles.

- Your feedback to us regarding this type of system is considered very important to your learning environment and our teaching efforts - don’t be shy.
ABOUT TODAY’S PAPER HANDOUTS

- Development of the Primary Dentition
- Development of the Permanent Dentition
- Common Prescriptions & Dosage Regimen
  - Fluoride
  - AHA Prevention of Bacterial Endocarditis
  - Analgesics
  - Local Anesthesia
- and of course, Quiz #1
SIX YEARS OLD
(and hardly used...)
Quick announcements
Post-class clarification requests
Your suggestions are welcome
“ClinicallySound”
Pediatric Dentistry Infancy Through Adolescence, 5th Edition

Now in full color, this text uses a unique age-specific organization to discuss all aspects of pediatric dentistry from infancy through adolescence. Each age-specific section covers the physical, cognitive, emotional, and social changes that children experience, as well as the epidemiology of dental disease at that age. Other chapters explore the examination, treatment planning, radiographic concerns, prevention, trauma, restorative dentistry, pulp therapy, orthodontics, and behavior management of each age range.

Unique organization begins with an introduction to the basic information and topics pertinent to children of all ages, then divides up the rest of the text by age group to cover the specific changes the child experiences physically, cognitively, emotionally, and socially. In most cases, particular dental issues are discussed only once, at the point in a child’s development at which they are most appropriate.

Section on children from conception to age three covers conditions such as cleft palate, disturbances in calcification, unusual numbers of teeth, oral habits, caries, and the development of maloclusions that start during these years.

Chapter on aesthetic restorative dentistry for the adolescent looks at material selection, tooth color and form, diastemas, discolored teeth, bleaching and more.

Chapter on sport dentistry and mouth protection covers how to evaluate child/adolescent athletes, the different types of mouth protection available, and professional activities in sports dentistry.

Chapter on the diagnosis of oral lesions and developmental anomalies uses tables and extensive illustrations to depict developmental anomalies, white soft tissue lesions and enlargements, dark soft tissue lesions, ulcerative lesions, radiolucent lesions of bone, mixed radiolucent and radiopaque lesions of bone.
Dentistry for the Child and Adolescent, 9th Edition

By Ralph E. McDonald, DDS, MS, LLD; and David R. Avery, DDS, MSD

One of the most successful textbooks in pediatric dentistry, DENTISTRY FOR THE CHILD AND ADOLESCENT, covers all areas relevant to the specialty of pediatric dentistry and general dentistry for children. Comprehensive discussions on examination, development, morphology, eruption of the teeth and dental caries are provided. A chapter on nutritional considerations begins with fetal development and infancy and advances through childhood and adolescence. DENTISTRY FOR THE CHILD AND ADOLESCENT discusses the dental health implications of problems such as anorexia nervosa and covers the psychological approach to behavior guidance. Additionally, a chapter on pharmacologic management follows the anesthesia guidelines established by a joint committee of the American Academy of Pediatric Dentistry and the American Academy of Pediatrics

~$127
USEFUL WEBSITE

www.aapd.org
http://www.aapd.org/media/policies.asp
PREPATIENT CARE TECHNIQUE COURSE

“Lab”
Part of DAOB 321
Evaluations:
Projects
Performance Examinations
DIGS

Monday, May 2, 16
YOUR EVALUATION OF US

• Year-end survey managed by central administration
• In-class discussion regarding sessions and labs
• Informal meeting between students and faculty

What is Salzmann up to now?
ATTENDANCE

Attendance at sessions, laboratory sessions and examinations follow the guidelines presented to students in the College’s Student Handbook.
ETIQUETTE

- Use some common sense when entering and leaving the class
  - If you’re late, please use the back of the classroom entrances, avoiding interrupting the presenter
  - Please be as ‘undistracting’ as possible
ETIQUETTE

- If you're not interested in participating in class, don't come
- Please don't sit in the back and read the paper
- Keep conversations between one another to a minimum
- If you and those around you are doing the crossword puzzles or sudoku, at least pretend like you are interested in the lecturer
- All of the above are quite distracting for those of us trying to present
  - And an embarrassment to the College if it is a Guest Presenter
ETIQUETTE

- Turn your cell phone’s ringer to silent
- Refrain from texting everyone in the classroom and beyond
- Refrain from Twittering, checking Facebook, Instagram and all other electronic forms of communication
  - Again, it is quite distracting
If you take a handout for someone who cannot attend, at least relinquish some of your hoard to those individuals who actually made it to class.
QUICK REVIEW OF THE UPCOMING SUMMER AND PEDD
ANY QUESTIONS?
THANKS

Dr. Salzmann’s Office
PEDD Clinic 231
‘In the back’
Monday through Friday

lbs@uic.edu