



**UNIVERSITY OF THE WITWATERSRAND  
SCHOOL OF ORAL HEALTH SCIENCES**

**Dental Learning Package IV.2**

***The Patient with Special Needs***

**Contents**

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- Session 1            20.09.07        2.00 – 4.00            CHSE
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- Plenary Session    18.10.07        2.00 – 4.00            DGA

Facilitators: Dr Mistry\*/ Dr Dave Bankowitz\* / Prof Green\*

## **Introduction**

This DLP is designed to start broadening your concepts governing treatment of your patients, and start modifying your approach to suit different kinds of patients with special needs. The knowledge gained from this DLP will form the basis for your more detailed studies of these classes of patients in the different CORE COMPONENTS.

## **Resource Materials**

Mitchell D. A & Mitchell L: Oxford Handbook of Clinical Dentistry – Latest edition

McDonald RE and Avery D (2000): Dentistry for the Child and Adolescent; 7<sup>th</sup> Edition, Mosby, Inc.

SOHS - Manual of Paediatric Dentistry

Wilkins Esther M: Clinical Practice of the Dental Hygienist Chapter VI. 8<sup>th</sup> Ed. Williams & Wilkins

Barnes (1944): Gerodontology; Oxford Publications

Journals in the FHS library:  
Special Care in Dentistry

## **Session 1**

### **Activation of prior knowledge**

You are now senior dental students in the School of Oral Health Sciences. You have had training in the basic sciences, basic medical sciences, general medicine and surgery, and some clinical experience in delivering treatment. Until now you have been following exactly the techniques presented in your lectures and manuals. It is now time to begin to realise, that one size does not fit all, and people have special needs at different times of their lives, or in different states of health, as well as different socio-economic or cultural situations.

The challenge of this DLP is for you to develop a mind map of those special life situations which may require that you adapt your approach to treatment. Once you have your mind map, research the guiding principles according to which you will modify your way of treating people in the various categories, and discuss how the approach and treatment will vary for each group, and why.

### ***Suggested approach***

1. Analyse the problem carefully.
2. What issues need to be considered here? (brainstorm)
3. Organise the types of Special Patient in a mind map
4. Suggest some special principles guiding treatment for each type
5. Define the learning objectives
6. Decide how the group will tackle researching and presenting these issues

Please bring with you a copy of the report of your research for each member of the group, to enable them to prepare for the TEST to follow the plenary.

## **Session 2**

### **Elaboration of knowledge**

Report on your research findings. Please note that this session should ***not*** be a “reading back” of the research material. Prepare a report on your research, with copies for each member of the group. Your presentation should be a summary and explanation of your written report. Make sure that you have a thorough understanding of your topic, so you can answer any questions. Active discussion should take place. One way to encourage this is for the reporter to give a brief overview of the topic, and then engage the rest of the group via questions and provide assistance in understanding of the learning objective.

Each student’s report back should not be too long, so that enough time is available for discussion. Each reporter should obtain feedback from the facilitator and the other students.

You should also allocate time to discuss the form and content of the presentation for the plenary. Plan a meeting to prepare your material for presentation. Each group will present! Marks will be allocated for good presentation and discussion.

## **Session 3**

### **Plenary Session**

#### *Presentation*

All groups will give a presentation to the whole class. All students should be prepared to contribute / participate during the plenary. Facilitator assessment continues during this session.

#### *Facilitator Assessment*

You are given the opportunity to give feedback on your facilitators anonymously. This will assist us in improving any matters of facilitation, which may need attention.

#### *Test*

A 1 hour test will be scheduled to follow this DLP. The date will be arranged by consultation.



# UNIVERSITY OF THE WITWATERSRAND

## SCHOOL OF ORAL HEALTH SCIENCES

Dental Learning Package IV.2

### *The Patient with Special Needs*

#### FACILITATOR GUIDE

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Objectives

<b>Briefing</b>	<b>14.09.07</b>	<b>10.00</b>	<b>Room 12, 8<sup>th</sup> floor</b>
Session 1	20.09.07	2 – 4	CHSE
Session 2	04.10.07	2 – 4	CHSE
Plenary Session	18.10.07	2 – 4	DGA
<b>Debriefing</b>	<b>18.10.07</b>	<b>4 – 4.30</b>	<b>DGA</b>

## **Introduction**

This DLP was designed to start broadening students' concepts governing treatment of patients, and to make them aware, that we need to modify our approach to suit different kinds of patients with special needs. The knowledge gained from this DLP will form the basis for more detailed studies of these classes of "special patients" in the different CORE COMPONENTS.

## **Objectives**

- Develop a mind map illustrating the different groups of patients with special needs
- Investigate in depth the special needs and their implications for the management of each group

## **Resource Materials**

Mitchell D. A & Mitchell L: Oxford Handbook of Clinical Dentistry – Latest edition

McDonald RE and Avery D (2000): Dentistry for the Child and Adolescent; 7<sup>th</sup> Edition, Mosby, Inc.

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## **Session 1**

### **Activation of prior knowledge**

The format of this DLP will follow that of the previous ones.

### **Introductions**

As these are senior dental students, and know each other well, introductions are not necessary. However at the beginning of any and all small group sessions it is necessary to do clearing. PLEASE DO NOT SKIP ON THIS.

### **Preliminaries**

Elect officials, set ground rules (norms).

### **The Problem**

Read trigger individually or as a group.

“You are senior dental students in the School of Oral Health Sciences. You have had training in the basic sciences, and some clinical experience in delivering treatment. Until now you have been following exactly the techniques presented in your lectures and manuals. It is now time to begin to realise, that one size does not fit all, and people have special needs at different times of their lives, or in different states of health, socio-economic or cultural situations.

The challenge of this DLP is for you to develop a list of those special life situations which may require that you adapt your approach to treatment. Once you have your list, research the guiding principles according to which you will modify your way of treating people in the various categories, and discuss how the approach and treatment will vary for each group.”

### **Clarification**

Ask the group whether there are any words or concepts which need to be clarified for full understanding of the problem.

### **Buzz Groups**

Put the students into pairs or triads, and let them discuss the problem.

### **Brainstorm**

This is a group activity.

The goal here is to record key words representing the main concepts in a non-threatening way. All suggestions must be treated seriously. The scribe records the main key words from the group (one or two words only). You may sometimes need to prompt them into the issues that need to be considered.

### **Organise**

- Mind map the categories of special patients
- Suggest some guiding principles for each category

### **Finalising of Issues**

Some of the issues can be identified as topics that can be discussed immediately. Others will be identified as learning issues which will require the gathering of more information before they can be meaningfully discussed at the next session. Everyone must agree on these issues.

### **Allocating Tasks**

Issues may be tackled singly or in pairs.

Make sure, that all issues are allocated, and everyone has a job.

## **Session 2**

### **Elaboration of knowledge**

#### **Reports on research findings** (fill in assessment slips!!!)

Please note that this session should ***not*** be a “reading back” of the research material. Students must have prepared a report on their research, with copies for each member of the group. The presentation should be a summary and explanation of the written report. Students should have a thorough understanding of their topic, so they can answer questions from the group. Active discussion should take place. One way to encourage this is for the reporter to give a brief overview of the topic, and then engage the rest of the group via questions and provide assistance in understanding of the learning objective.

Each student’s report back should not be too long, so that enough time is available for discussion and feedback on the presentation from the reporter and the group.

Students should also allocate time to discuss the form and content of the presentation and the Group Report. They may plan a meeting to prepare the material for presentation at the plenary session. You can offer to attend this meeting, and give assistance with these tasks.

**Remember to give feedback on their performance during the whole of the DLP. This session presents a particularly good opportunity for you and the group to make**



**suggestions to each presenter at the end of their presentation, on how they could improve.**

### **Session 3**

#### **Plenary Session**

All groups will be give a presentation to the whole class. All students should be prepared to contribute / participate during the plenary. Facilitators should continue to assessment the students' contribution during this session. Students can earn extra marks for good presentation or engaging in discussion.

**Please complete and hand in the assessment forms to the chair.**

**DO NOT FORGET THE DEBRIEFING MEETING FOR ALL THE FACILITATORS THAT IS TO FOLLOW.**