



UNIVERSITY OF THE WITWATERSRAND SCHOOL OF ORAL HEALTH SCIENCES

Dental Learning Package IV.6

***How do we help Mark?
(Treatment alternatives)***

Session 1	27.07.07	2pm	DGA / CHSE
Session 2	24.08.14	2pm	CHSE
Session 3 (Plenary)	31.08.07	DGA	
Test	21.09.07	DGA	

INTRODUCTION

This DLP has been designed to allow you to consider treatment alternatives using an actual patient being treated in our clinics

RESOURCE MATERIALS

Prescribed texts / manuals / lecture notes from all your clinical disciplines

Personal communication: consult any of your tutors in the various departments.

ASSESSMENT

1. Assessment of facilitators by students: in the plenary session
2. Affective Assessment of students by facilitators: throughout the DLP
3. Cognitive Assessment of learning outcomes: TEST.

Session 1

Follow the normal routine for PBL, ie: elect chair, scribe & timekeeper

Scenario:

Mark is a patient in the School of Dentistry, University of the Witwatersrand. He is 17 years old, an only child, who came for the appointment with his mother. Both parents are professionals, and the family lives in an upper class suburb.

Mark has congenitally missing teeth, and has been receiving treatment at our School since 1993.

A diastema between the 11 & 21 was closed orthodontically, and a partial upper denture was constructed in chrome cobalt to replace missing 12 & 22. The deciduous lower anterior teeth were extracted at age 12, and a partial lower chrome cobalt denture was constructed. However Mark never managed to adapt, and has been unable to wear the lower denture.

Mark and his mother are now concerned about his appearance, and also the difficulty in chewing. He is now in matric, and although he is performing well at school, has become rather withdrawn socially.

They are keen to have treatment that will be more definitive, as he is now fully grown, and may not be on his parent's medical aid for much longer.

Marks mother says that she wants the "best" for him, and that money is no objection.

- (i) Examine the photographs, models and radiographs
- (ii) Form a diagnosis and consider what treatment alternatives are available
- (iii) Consider which alternatives may be most appropriate for Mark, and the time-frame for these
- (iv) .Discuss the benefits, risks, advantages and disadvantages of the various treatment modalities

Now draw up alternate treatment plans for the following hypothetical cases:

1. The patient is poor, attends a rural clinic, having no access to specialist care, or a Dental School.
2. The patient attends a family practice. The father has a moderate income, mother is a housewife, and there are 4 more children in the family.

Session 2

1. All learning issues will be covered during the report back.
Members of the group will report back on their research findings.

Each group member should provide copies of their report to the rest of the group, so they can prepare for the TEST based on this DLP.
2. The learning issues will be elaborated during group discussion.
Please note that this session should **not** be a “reading back” of the research material, 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 objectives.
3. The group will then make plans for preparing a presentation for the plenary session.

Session 3

Plenary Session

- Students will fill in facilitator evaluation forms.
- Groups will give presentations to the class.
- Students are advised to take notes of anything not covered in their own group.
- Discussions will follow.
- All students should be prepared to contribute / participate during the plenary.
- Facilitator assessment continues during this session.

Test:

Friday, 21st September, 2007 in the DGA, 2-3pm.



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***How do we help Mark?
(Treatment alternatives)***

FACILITATOR GUIDE

Briefing	23.07.07	1pm	Room12, 8 th floor
Session 1	27.07.07	2pm	DGA / CHSE
Session 2	24.08.14	2pm	CHSE
Session 3 (Plenary)	31.08.07	2pm	DGA
Debrief	31.08.07	4pm	DGA
Test	21.09.07	2pm	DGA

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RESOURCE MATERIALS

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ASSESSMENT

1. Assessment of facilitators by students: in the plenary session
2. Affective Assessment of students by facilitators: throughout the DLP
3. Cognitive Assessment of learning outcomes: TEST.

Session 1

Introductions

As these are senior dental students, introductions are no more necessary.

Clearing

At the beginning of any and each small group session, go round the group, and each person (including the facilitator), should tell the group what is presently occupying their head space. Only after unloading current preoccupations, can a group member truly focus on the task of the group.

Preliminaries

Elect officials, set ground rules (norms).

The Problem

Read trigger individually, or preferably, as a group.

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- (iv) Discuss the benefits, risks, advantages and disadvantages of the various treatment modalities.

Now draw up alternate treatment plans for the following hypothetical cases:

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Clarification

Ask the group whether there are any words or concepts, which need to be clarified for a 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

The students can now try to group some of the words to develop learning objectives.

Finalising of Issues

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

Session 2

Report back (small groups)

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2. The learning issues will be elaborated during group discussion.

Please note that this session should **not** be a “reading back” of the research material, 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 objectives.
3. The group will then make plans for preparing a presentation for the plenary session.

NB. Remember to fill in assessment forms as each student presents.

Session 3

Plenary Session (whole class)

- Students will fill in facilitator evaluation forms.
- Groups will give presentations to the class.
- Students are advised to take notes of anything not covered in their own group.
- Discussions will follow.
- All students should be prepared to contribute / participate during the plenary.
- Assessment of students by facilitators continues during this session.

Debriefing

Facilitators will meet immediately after the plenary to discuss the DLP.

Test

Friday, 21st September, 2007 in the DGA, 2-3pm