

UCLA School of Dentistry, Section of Pediatric Dentistry

UCLA AEGD/GPR Residency Program Partnership

Course Title: UCLA AEGD/GPR Residency Program Partnership

Course Enrollment:

UCLA Westwood AEGD Residents & Preceptors
UCLA Venice AEGD Residents
UCLA GPR Residents (WW, Sepulveda VA, and West LA VA)

Course Chair/Co-Chair

Francisco Ramos-Gomez, DDS, MS, MPH
Email: frg@dentistry.ucla.edu

Course Description

This course aligns with SPICE PD Goal A which is to establish an integrated oral and primary healthcare clinical training program for UCLA Community Health and Advocacy training in Pediatric Dentistry (CHAT-PD), Advanced Education General Dentistry (AEGD), pediatric medicine, and nursing programs.

Course Competency

This course introduces the AEGD and GPR residents to the basics of children's oral health with a focus on risk-based diagnosis and treatment planning.

Course Objectives

- Introduction to infant oral health, perform caries disease assessment and introduction to minimally invasive dentistry
- Understand the unique oral health needs of the pediatric patient including caries diagnosis for the pediatric dental patient
- Introduction to pulp therapy and trauma management in primary dentition
- Introduction to space management
- Understand and utilize behavior management concepts for treating children
- Introduction to infant oral health and perform caries disease assessment
- Articulate and perform a six-step caries risk assessment

Part A: Pre-requisites

Residents are required to read and review a list of required course material prior to the start of the course.

- 1) Read and review the "[Oral Health During Pregnancy and Early Childhood: Evidence-Based Guidelines for Health Professionals](#)" (*optional*)
- 2) Complete the [online Smiles for Life course](#); selected modules 2 (Child oral health) and 6 (caries risk assessment, fluoride varnish and counseling) only
- 3) [Link to Important Readings & IOCP Clinic Documents](#)
- 4) Colgate Webinar on "[The Art of Perinatal and Infant Oral Health](#)" By Dr. Ramos-Gomez

Rev: 11/2020

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number (DHHS-HRSA 1D88HP39034-01-00)

Part B: Didactics

This is the didactic portion of the course: through a combination of classroom lecture and discussion, this course introduces AEGD residents to pediatric dental concepts.

Part C: Hands on Clinical Training and Experience **(PENDING COVID-19 PROTOCOLS)**

Through a hands-on clinical training AEGD/GPR residents will apply the concepts of caries risk assessment and perform the clinical portions of a caries management by risk assessment (CAMBRA- 6 step protocol). Part C of this course will be accomplished in close collaboration between the AEGD residents and the pediatric dental residents for inter professional collaboration and resident to resident peer learning. AEGD residents will gain the confidence in performing a six step caries risk assessment and an oral exam on pediatric patients.

Instructional Method(s) used in this course (Check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Online Reading |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Literature Review | <input type="checkbox"/> Grand Rounds |
| <input type="checkbox"/> Resident Presentation | <input checked="" type="checkbox"/> Problem-based Learning/Case Studies |
| <input type="checkbox"/> Simulation Lab | <input checked="" type="checkbox"/> Clinical Rotations |
| <input type="checkbox"/> Laboratory | Other: _____ |

GME Competencies addressed by this course (Check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Patient Care | <input checked="" type="checkbox"/> Interpersonal & Communication Skills |
| <input type="checkbox"/> Medical Knowledge | <input checked="" type="checkbox"/> Professionalism |
| <input type="checkbox"/> Practice-based learning and improvement | <input type="checkbox"/> Systems-based practice |

CODA Standards addressed by this course (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Biomedical sciences | <input type="checkbox"/> Management of a contemporary dental practice |
| <input checked="" type="checkbox"/> Behavior guidance | <input type="checkbox"/> Patients with special health care needs |
| <input type="checkbox"/> Growth and development | <input type="checkbox"/> Hospital dentistry |
| <input type="checkbox"/> Oral facial injury and emergency care | <input checked="" type="checkbox"/> Pulp therapy |
| <input checked="" type="checkbox"/> Oral diagnosis, oral pathology, & oral medicine | <input type="checkbox"/> Pediatric Medicine |
| <input checked="" type="checkbox"/> Prevention and health promotion | <input type="checkbox"/> Advocacy |
| <input type="checkbox"/> Comprehensive dental care | <input type="checkbox"/> Teaching |

Evaluation Criteria/Methods

- Residents will be evaluated based on attendance and active participation in discussions, lectures and treatment/case study session.
- Pre and posttests will be used to assess knowledge gained
- Newly acquired clinical skills will be tested via peer to peer and faculty observational assessments and resident self-assessments for confidence
- Year-end SPICE oral health program participation online survey

Rev: 11/2020

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number (DHHS-HRSA 1D88HP39034-01-00)

Course Schedule Part B

Session Date	Overarching Goal Instructor	Learning Outcomes	Teaching Methods
2/16/2023	1. Introduction to infant oral health, perform caries disease assessment, and minimally invasive dentistry Dr. Francisco Ramos-Gomez	<ul style="list-style-type: none"> Understand how to utilize CAMBRA and Self-Management Goals List the 6 steps of the Infant Oral Health Care Visit. 	Lectures Online Webinar Reading Assignments
2/23/2023	2. Introduction to caries diagnosis for the pediatric dental patient PGY2 or PGY1 Peds Resident	<ul style="list-style-type: none"> Appropriately diagnose caries and pulpal pathology in the primary dentition List indicators for amalgam, composite, glass ionomer, sealants, and stainless steel crowns in the primary dentition 	Lectures Reading Assignments Assessments: Quiz (TBA)
3/2/2023	3. Introduction to Space Management PGY2 or PGY1 Peds Resident	<ul style="list-style-type: none"> Identify space management concepts in the primary dentition Diagnose the need for space management and identify appropriate space maintainers for the various clinical scenarios 	Lectures Reading Assignments Assessments: Quiz (TBA)
3/9/2023	4. Introduction to Pulp Therapy PGY2 or PGY1 Peds Resident	<ul style="list-style-type: none"> Utilize appropriate pulp therapy techniques based on pulpal diagnosis List the steps for indirect pulp therapy and pulpotomy for the primary dentition List the steps for stainless steel crown preparation for the primary dentition Utilize crimping and contouring techniques for the primary molar stainless steel crowns 	Lectures Reading Assignments Assessments: Quiz (TBA)
3/16/2023	5. Behavior Management PGY2 or PGY1 Peds Resident	<ul style="list-style-type: none"> List and appropriately utilize behavior management techniques 	Lectures Online Webinar Reading Assignments
3/23/2023	6. Reflection session – post course evaluation Dr. David Chin	<ul style="list-style-type: none"> Participate in pediatric case study discussions 	Case Studies

Course Schedule
Part C (PENDING COVID-19 PROTOCOLS)

Session & Length	Overarching Goal Instructor	Learning Outcomes	Teaching Methods
2 hours 3 week elective clinical rotation (dates TBA, pending Covid-19 protocols)	Articulate and Perform a 6 step caries risk assessment Dr. Ramos-Gomez & Pediatric Dental Residents/Preceptors	<ul style="list-style-type: none"> • Assess a child’s risk for developing ECC • Perform a caries risk assessment, proper oral exam, and fluoride varnish on patients • 1. Caries risk assessment • 2. Knee-to-knee positioning • 3. Toothbrush prophylaxis • 4. Clinical oral screening of the patient • 5. Fluoride varnish application • 6. Self-management goals 	Hands-on supervised clinical training Assessments: Peer to peer and faculty observational assessment and resident self-assessment

Learning Resources & Readings

Must be read prior to each session. All are available at <https://www.uclachatpd.org/aegdgp.html>.

PART B

Session 1: Dr. Ramos

- Refer to prerequisite readings in PART A (page 1 of this course syllabus)
- AAPD, last revised 2018. “Guideline on Fluoride Therapy”
Available at: http://www.aapd.org/media/policies_guidelines/g_fluoridetherapy.pdf
- IHI A Guide to Measuring the Triple Aim: Population Health, Experience of Care & Per Capita Cost:
Available at: <http://www.ihl.org/resources/Pages/IHIWhitePapers/AGuideToMeasuringTripleAim.aspx>
(must create free account to download)
- “Into the Future: Keeping Healthy Teeth Caries Free”: Pediatric CAMBRA Protocols. Ramos-Gomez & Ng 2011. CDA Journal 39(10): 723---733.
Available at: <https://www.uclachatpd.org/aegdgp.html>

Session 2: PGY2 Peds Resident

- **IMPORTANT:** ICCMS website at: <https://www.iccms-web.com/login>
 - Go to Resources (upper right corner on navigation bar), click on e-learning
 - Create free online user account
 - Look for: Core Training “elearning programme” (pick the one for clinicians, practice)
 - Complete: Core Training Element 1, Core Training Element 2, and Core Training Elements 3 & 4 (total online training time about 100 mins)
- Guidelines on Pediatric Restorative Dentistry. Pediatric Dentistry Reference Manual, 2019 Pg. 232-243
Available at: http://www.aapd.org/media/Policies_Guidelines/G_Restorative.pdf
- “Evidence-based clinical recommendations for the use of pit-and-fissure sealants.” Beauchamp et al. 2008. JADA 139(2): 257-268.
Available at: [https://jada.ada.org/article/S0002-8177\(14\)61434-3/abstract](https://jada.ada.org/article/S0002-8177(14)61434-3/abstract)

Session 3:

- Management of Premature Primary Tooth Loss in the Child Patient. Law 2013. CDA Journal 41(8): 612-617.
Available at: https://www.cda.org/Portals/0/journal/journal_082013.pdf
- Pediatric Dentistry: Infancy through Adolescence. Chapter 26, "Space Maintenance in Primary Dentition", 6th edition, pages 379-385.
Scanned chapter available at: <https://www.uclachatpd.org/aegdgp.html>

Session 4: Dr Tran

- Guidelines on Pulp Therapy for Primary and Immature Permanent Teeth. Pediatric Dentistry Reference Manual, 2014. Pg. 245-252.
Available at: http://www.aapd.org/media/policies_guidelines/g_pulp.pdf
- Review of Pulp Therapy for Primary and Immature Permanent Teeth. Ritwik 2013. CDA 41(8):585-595.
Available at: https://www.cda.org/Portals/0/journal/journal_082013.pdf

Session 5:

- "Guideline on Behavior Guidance for the Pediatric Dental Patient", AAPD, last revised 2015.
Available online at: http://www.aapd.org/media/policies_guidelines/g_behavguide.pdf
- "The impact of Changing Parenting Styles on the Advancement of Pediatric Oral Health", Clarice Law, CDA Journal, vol. 35. No. 3, 2007.
Available at: https://www.cda.org/Portals/0/journal/journal_032007.pdf
- Pediatric Dentistry: Infancy through Adolescence. Chapter 24, "Behavior guidance for the pediatric patient", 6th edition, pages 352-367
Scanned chapter available at: <https://www.uclachatpd.org/aegdgp.html>

Session 6: Dr. Chin

- Faculty will provide case studies for group discussion

PART C

- Six Step Protocol for a Successful Infant Oral Care Visit. Ramos---Gomez & Ng 2009. Committee on Adolescents, PDT Available at:
https://www.uclaiocp.org/uploads/1/5/7/0/15703160/six_step_protocol_for_a_successful_infant_oral_care_visit.pdf