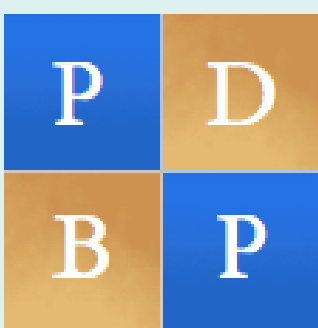


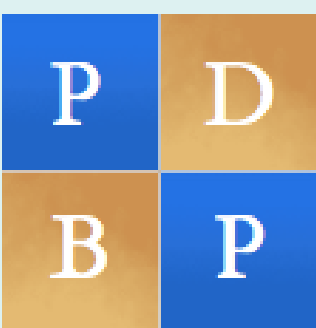
# Oral Clinical Examination Preparation Guide

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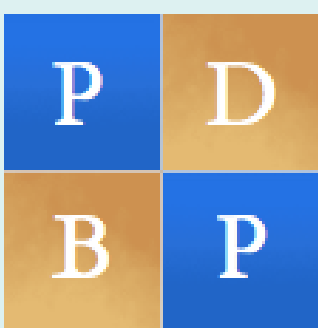
- The Process
- The Advice
- The Strategy
- The Approach

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- The exam itself is **two 1-hour sessions** each given by 2 examiners from the American Board of Pediatric Dentistry Exam Committee
- 2 examiners swap with 2 other examiners for the 2nd hour
- Tested on **8 cases total**
- 4 cases per session are presented, **each case is 15 minutes**
- Cases are selected to test a broad set of skills, so there is no concentration of any type of case

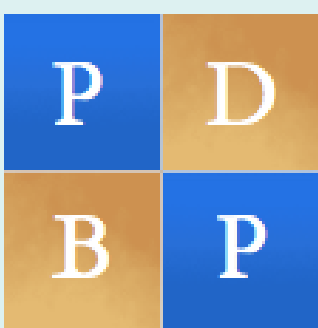
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## Test Day.

- Orientation at hotel
- Take shuttle from hotel to testing center
- Arrive at testing center
- Video orientation at testing center
- Candidate enters room with 2 examiners - 1 hour session with 4 cases begins
- Examiners leave
- Break
- 2 new examiners enter - 1 hour session begins with 4 cases
- Examiners leave
- Candidate leaves and goes to bus back to hotel

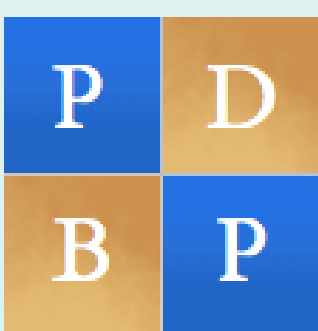
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## Lay Out

- Table, two chairs opposite for examiners, one chair for you
- Computer screen that is visible by both parties - you can ask for the screen to be moved for you
  - don't touch the screen- ASK!
- Water and tissues provided
- Paper and writing utensil provided for your notes - these will be collected at the end of each session

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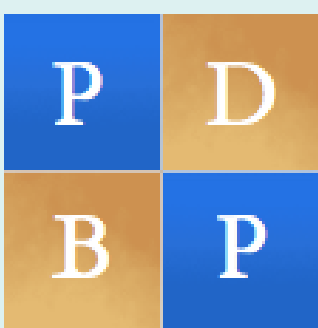


## Case Topic Areas

- Comprehensive Care
- Hospital Dentistry
- Behavior Management
- Management of the Developing Occlusion
- Oral Pathology
- Prevention
- Special Health Care Needs
- Trauma

From ABPD.org

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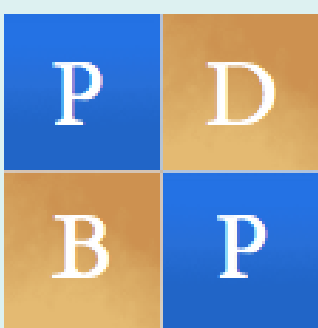


## Case Topics

- Comprehensive Care
- Hospital Dentistry
- Behavior Management
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From ABPD.org

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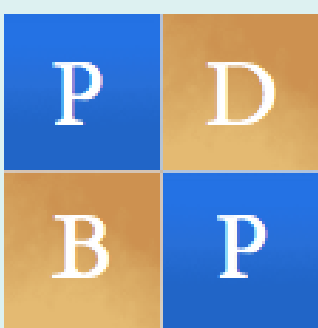


## Case Domains

- Microbiology
- Prevention and Anticipatory Guidance
- Craniofacial Growth
- Restorative and Rehabilitation
- Oral Diagnosis/Pathology
- Special Health Care Needs
- Child Development
- Pulp Therapy/Trauma

From ABPD.org

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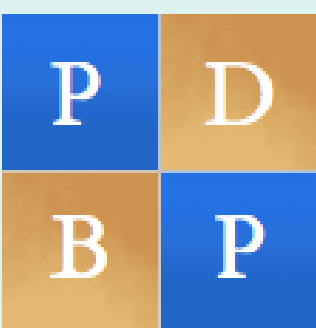




## Case Breakdown

- Introduction of patient by examiners
- Open ended questions asked regarding patient's:
  - medical hx
  - dental hx
  - diagnosis,
  - treatment options
- Give up-to-date “evidenced-based” answers & reference citations
- You CAN ask questions about the patient
- You CAN request that any image or images be re-visited.

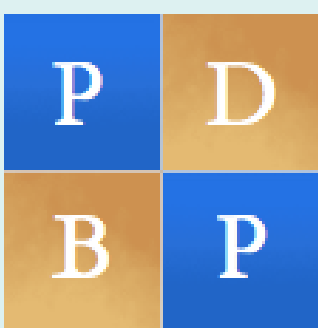
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## Case Scoring

- Candidates receive a score for **each of three Skill Sets** within **each individual case vignette**.
  - **Data Gathering / Diagnosis**
  - **Management / Treatment Planning**
  - **Treatment Variations & Complications**

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## Case Scoring

- Each Skill Set within a case can be scored as:

*1 -wrong or inappropriate understanding.*

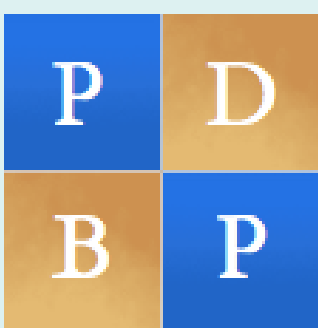
*2 -less than full understanding.*

*3 -skill appropriate within context of case.*

*4 -full and in-depth understanding.*

- A “3” is a minimal acceptable score.
- Examiners independently score each Skill Set.
- Examiners **do not** discuss scores with each other
- Examiners **do not** come to a consensus.

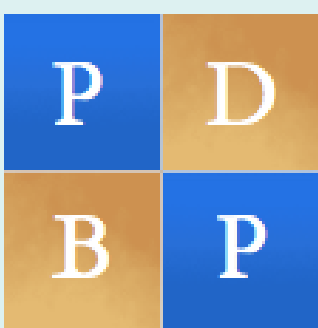
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## Case Scoring

- Exam is out of 48 points total
  - 3 skill sets x 8 cases x 2 examiners/case = **48**
- Final score is PASS OR FAIL
- Total score determines pass or fail result.
- You can fail (< a 3 score) a Skill Set section of a case or even a whole case and still pass.
- Doing well on a set provides a buffer for poor performance on another case or section.

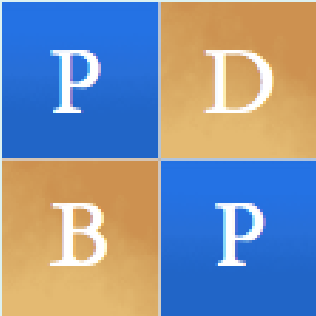
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# Case Structure and Approach

<u>Exam Section</u>	<u>What You’re Given</u>	<u>What You Should Do</u>
<b>Data Gathering and Diagnosis</b>	<ul style="list-style-type: none"><li>•Chief complaint</li><li>•Partial history</li><li>•Images, usually photographs</li></ul>	<ul style="list-style-type: none"><li>•Tell what you see</li><li>•Answer questions posed</li><li>•Ask for missing information (further history or radiographs)</li><li>•Differential diagnosis</li></ul>
<b>Management and Treatment Planning</b>	<ul style="list-style-type: none"><li>•Radiographs you asked for or given</li><li>•Results of tests you indicated</li><li>•Additional history</li></ul>	<ul style="list-style-type: none"><li>•Give standard treatments</li><li>•Don’t forget prevention</li><li>•Don’t forget follow-up</li></ul>
<b>Treatment Variations and Complications</b>	<ul style="list-style-type: none"><li>•Variation of case</li><li>•Follow-up film or image</li><li>•Outcome of your treatment</li></ul>	<ul style="list-style-type: none"><li>•Provide needed information</li><li>•Be concise</li><li>•Go with standard treatment</li></ul>
<b>Additional Section (Fills time and can only <u>help</u> your score)</b>	<ul style="list-style-type: none"><li>•Tangential questions</li></ul>	<ul style="list-style-type: none"><li>•Do your best</li><li>•Don’t be afraid to say “I don’t know”</li></ul>

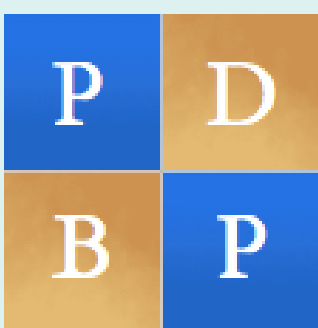
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## Case Structure and Approach

- Case ends **exactly at 15 minutes**
- There is a clock visible to track your time
- Examiners are stoic and not allowed to give feedback
- Examiners try to keep you on track for time - be succinct with your responses
- Quality control is done among cases by the ABPD via standards, guidelines, and calibration

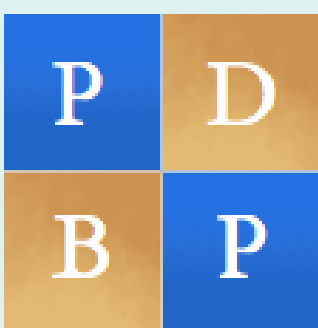
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## Case Types

- Chief Complaints & The Patient History
- Dental Caries & Restorative
- Trauma
- Medical Illness & Special Needs
- Behavior
- Dental Conditions
- Growth & Development / Orthodontics

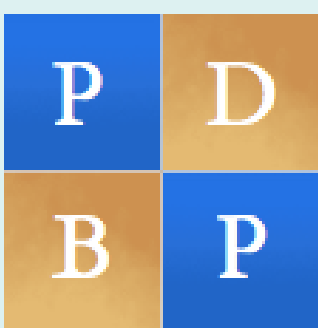
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## Main Considerations

- **Chief Complaint**
  - **ALWAYS ADDRESS THIS!**
  - One of the most common mistakes is forgetting to address the CC
- **Health History**
  - What information were you given and what information are you missing?
  - **TAKE NOTES**
- **Patient Age**
  - How would different ages affect treatment considerations?

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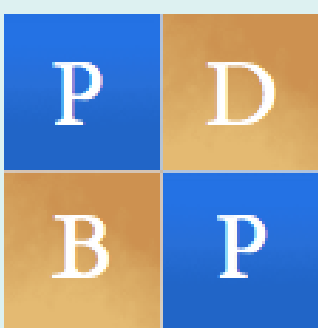




## Health History.

- Example questions:
  - “What else do you want to know?”
  - What information would you like to know from the parent?”
- The Patient History includes the:
  - Social
  - Family
  - Dental history
  - Medical history

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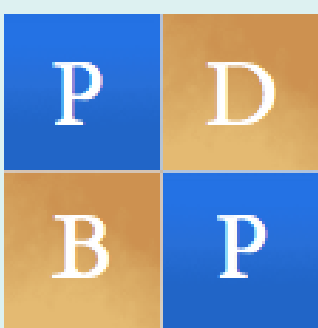
## Health History.

Know essentials of a health history:

### HI-ROAD

- Hospitalizations
- Illnesses (past and current)
- Review of systems
- Operations
- Allergies
- Drugs

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## Health History.

Know essentials of a health history:

### **Review of systems:**

- Constitutional symptoms (i.e. fever, weight loss, vital signs)
- Eyes
- Ears, nose, mouth, throat
- Cardiovascular
- Respiratory
- Gastrointestinal
- Genitourinary
- Musculoskeletal
- Integumentary
- Neurological
- Psychiatric
- Endocrine
- Hematologic/Lymphatic
- Allergic/Immunologic

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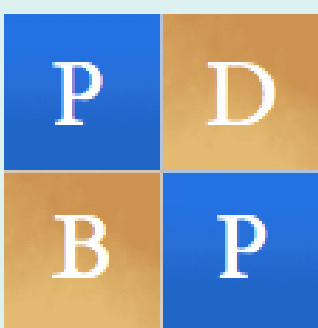
## Health History

### Example: History of Asthma

You tell examiners you'd ask...

- Frequency of episodes
- Nature of episodes
- Hospitalization
- Triggers of episodes
- Medications
- Use of medications
- Last episode

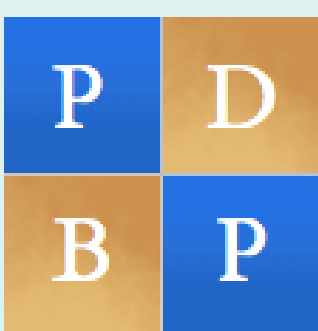
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## Health History.

- Examiners may want to know that you know the elements of the health history, and if you say them once, you might not need to repeat them again for other cases.
- Be ready to elaborate on elements of the history based on case type, such as trauma:
- Where did it happen, when, how, immunizations up-to-date, prior trauma, any treatments, etc.

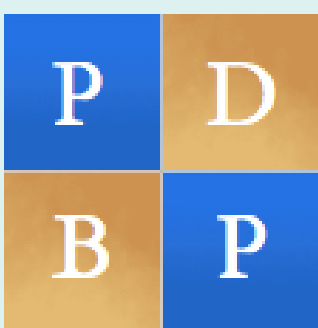
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## Dental Caries Case

- Think completely from diagnosis to current treatment to prevention through treatment to recall
- Think developmentally
  - can be ECC, is it early or late mixed dentition or adolescent
- Always apply AAPD CAT or its equivalent (i.e., state explicitly you would do a CAT)
- Caries cases often go off tangentially to other topics like space maintenance, pulp therapy, sedation or general anesthesia.

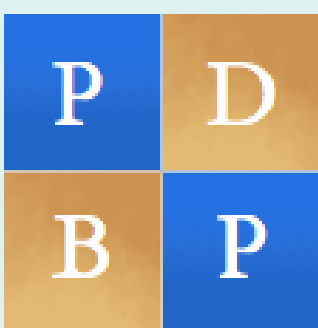
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## Dental Caries Case

- Get a preventive history:
  - OH, F, diet
- Exercise “anticipatory guidance” that is age-appropriate
- Think both short and long-term in relation to recommended treatments.

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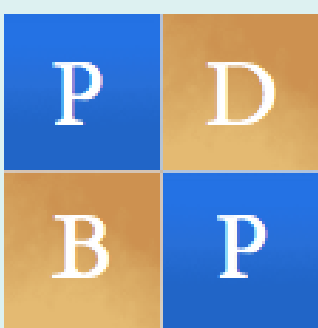


## Local Anesthesia

### Know:

- Types of local (amide and esters)
- Maximum dosages
- Signs of overdose
- Use with sedation
- Long-and short-acting local anesthetics
- Know percentages of LA and epi as well as amounts per carpule

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## Trauma Cases

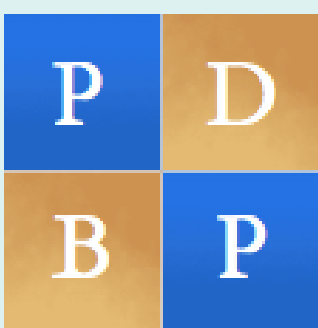
You will usually get a brief description of injury for each case

Know your algorithms for all combinations of:  
primary v. permanent  
mature v. immature  
alveolar v. pulpal  
recent v. older injury

Know timing:  
Cvek  
splints  
follow-up radiographs  
tetanus

These are algorithm-driven and no place for your personal approach

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## Trauma Cases

You will usually get a brief description of injury for each case

**Know your algorithms for all combinations of:**

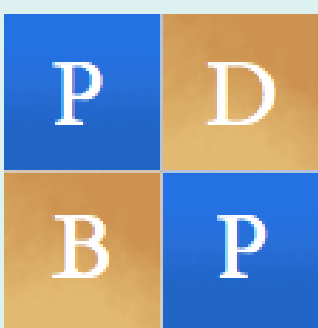
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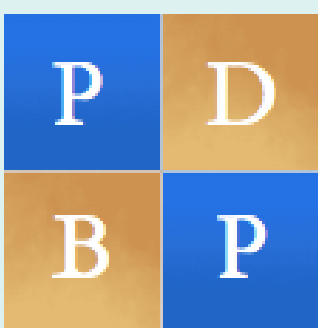
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## Trauma Cases

- Ask “Where, When, What, How, and Why” if not given to you as part of history
- Ask about tetanus status
- Ask about pain, mobility, prior treatment if not given
- Know antibiotic use in trauma
- Know cranial nerve exam
- Ask about loss of consciousness, vomiting, signs of concussion and neural involvement
- Trauma Assessment Form from AAPD
- Rule out child abuse

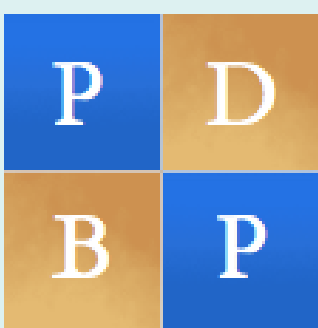
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## Trauma Cases

- Describe clinical images you see according to Ellis or WHO classification
- Describe extraoral AND intraoral:
  - tooth
  - alveolar
  - soft tissue
  - jaws
  - lips
- Look at all teeth – don't focus on just the obvious
- If unsure, say, “It looks like..., but I would like another radiograph...”

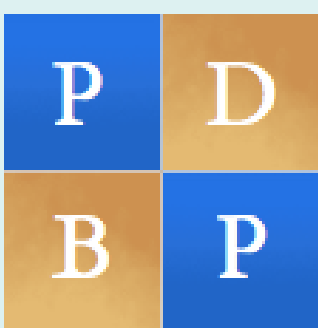
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## Trauma Cases

- Be systematic in reviewing radiographs:
  - root fracture
  - PDL
  - root development
  - abscess
  - prior treatment
- Not uncommon to get a follow-up radiograph or clinical image denoting some change as part of the case
- You can ask to go back to an earlier image within any case

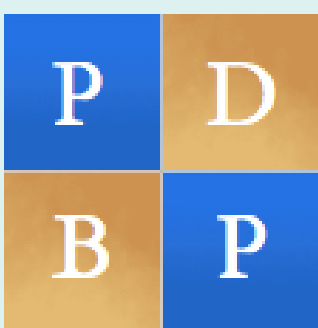
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## Special Health Care Need Cases

- Know the medical model for common childhood illness:
  - definition,
  - cause,
  - progress of disease,
  - treatment,
  - prognosis
  - and oral implications
- Know differentials for oral lesions (eg, oral ulcers)
- These usually are not esoteric diseases, but rather common and/or serious illnesses with oral implications

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## Special Health Care Need Cases

- Images will probably be helpful in focusing the disease
- Know (at least)
  - leukemia
  - hemophilia
  - Ehlers Danlos
  - kidney disease
  - seizures
  - cancer
  - muscular dystrophy
  - pituitary diseases
  - sickle cell disease
  - and viral exanthemsfor the medical model and oral manifestations

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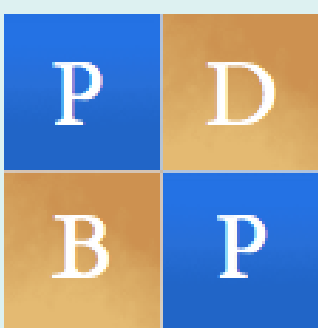
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## Special Health Care Need Cases

- Know basic lab tests norms for blood and serum
- Know basic vital signs by age
- Know Glasgow Coma Scale
- Cranial Nerve Exam
- Know dosages/regimens for various common dental drugs:
  - local anesthetics
  - antibiotics
  - post-operative pain medications
  - nausea drugs
  - others you might use

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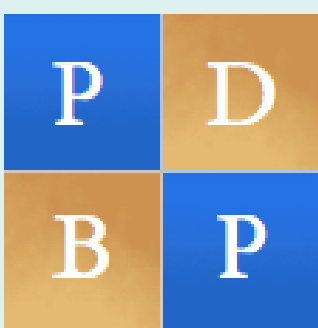


Pediatric Dental Boards Prep

## Behavior Guidance Cases

- These cases will probably be characterized as ECC cases gone awry at diagnosis or at first treatment attempt
- Local anesthetic considerations will likely appear in the scenario
- Be able to describe your approach with parents, such as consent issues in a coherent and systematic (but concise) way

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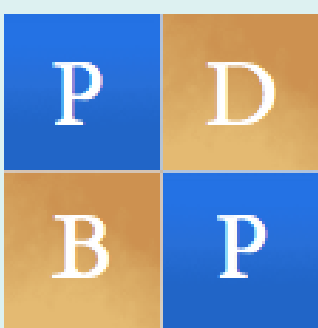


Pediatric Dental Boards Prep

## **Behavior Guidance Cases**

- Know the AAPD Behavior Guidelines!
- Be able to describe your hierarchy of behavior management techniques
- Know indications and contraindications of each technique
- Know sedation guidelines
- Know papoose indications and contraindications

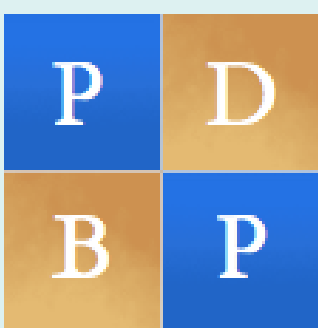
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Pediatric Dental Boards Prep  
**Behavior Guidance Cases**

- Logical and systematic approaches to a child's behavior
- Use clinical evidence
- Have a plan A, plan B, plan C, etc.
- Be able to come up with ideal treatment as well as practical treatment

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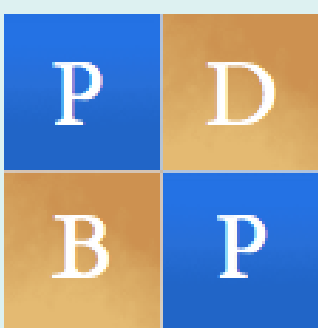


Pediatric Dental Boards Prep

## Dental Condition Cases

- These can be anything from infectious disease to inherited enamel and dentin disorders
- **Examples: dentin dysplasia, dentinogenesis imperfecta, amelogenesis imperfecta**
- Apply the medical model for each condition so that you have the basics; know your drugs

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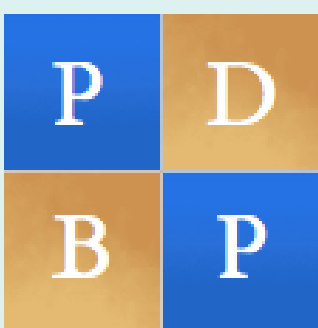


Pediatric Dental Boards Prep

## Dental Condition Cases

- Know appearance
- Know differentials (~3)
- Know causative agent(s)
- Know course of illness
- Know past and current treatment(s)
- Know parental advice to give
- Know follow-up care

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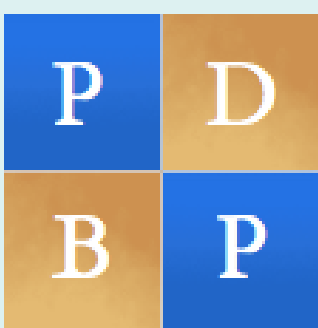


Pediatric Dental Boards Prep

## Dental Condition Cases

- Know current management of craniofacial conditions particularly cleft lip and palate
- Know the classifications of conditions
- Think treatment goals in these frames:
  - immediate,
  - short-term
  - long-term

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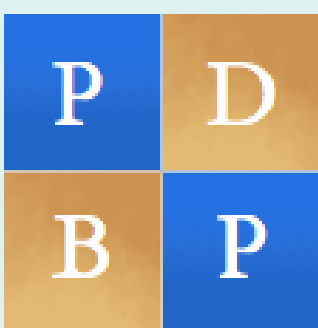
Pediatric Dental Boards Prep

## Dental Condition Cases

### Be familiar with these:

- Implant use in children
- Long-term consequences of medical conditions on teeth
- Contemporary dental care
- Contemporary disease terminology
- What a pediatric dentist does compared to other specialists

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Pediatric Dental Boards Prep

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