

# Tooth Replacement & Malocclusion Treatment Plan Competency Exam

PCC 102 A/B

<b>Course #, Course Name</b> PCC 102 A/B: Clinical Fixed Prosthodontics and Implants I		<b>Examiner Name</b>	<b>Exam Date</b>
<b>Student Name</b>	<b>Student ID</b>	<b>Examiner Signature</b>	<b>Start Time</b>
<b>Patient EHR # (if applicable)</b>		<b>Final Score</b>	
		<b>Total:</b>	
<b>Exam Name</b> Tooth Replacement & Malocclusion Treatment Plan CE		Passing Score: $\geq 42$	<b>This is an individual, high stakes exam.</b>
		Total Possible: 60	

Examiner name, exam date/start time, student name/ID, patient EHR# above must be completed before the exam can begin.

<b>CODA Competency</b> 2-10, Critical Thinking and Problem-Solving; 2-17, Treating Diverse Patients; 2-24h, Replacement of Teeth; 2-24n, Malocclusion & Space Mgmt	<b>SOD Competency</b> 2- Applies course-based knowledge; 3- Critical thinking and problem-solving; 4- Assessment, diagnosis, treatment planning
<b>Exam Instructions</b>	<b>Learning Objectives</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Must be completed on one of your patients of record with at least one missing tooth or anticipated to have at least one missing tooth, and who would benefit from fixed tooth replacement (i.e., not 3<sup>rd</sup> molars or premolars that were extracted with subsequent orthodontic treatment to close spaces).</li> <li><input type="checkbox"/> Okay if patient is in vertical link. CE can be as operator or assistant as long as impressions, facebow, and mounted casts are student's own work and not transferred from another student.</li> <li><input type="checkbox"/> <b>Examiner MUST be calibrated faculty in your Group Practice</b></li> <li><input type="checkbox"/> Case presentation of Factors 1 to 5 to your faculty must be completed within 15 minutes.</li> <li><input type="checkbox"/> Student should have aXiUm open to the patient's record to review case details.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collect and interpret diagnostic data to treatment plan fixed prostheses.</li> <li><input type="checkbox"/> Discuss risks, benefits, and alternatives of treatment options, including fixed prostheses.</li> <li><input type="checkbox"/> Demonstrate the use of a facebow, make accurate alginate impressions, pour up and mount diagnostic casts.</li> <li><input type="checkbox"/> Assess how occlusion impacts treatment options.</li> </ul>
<b>Outcome if Fail</b>	
The exam is a 'No Pass' if the score is < 70%, or if there are any critical errors, or if the exam is not completed within the allotted time. The student is encouraged to seek guidance from the faculty examiner and/or course director for re-learning, and then must attempt the exam again, when deemed ready, on a <b>different</b> patient as advised by the faculty examiner and their GPL.	

FACTOR 1: CASE SELECTION			
Satisfactory – Passing Grade (10)	Grade (8)	Grade (3)	Critical Error – Not passing Grade (0)
Meets case selection criteria: <ul style="list-style-type: none"> <li>• Student’s pt of record with at least one missing tooth or anticipated to have at least one missing tooth, and would benefit from fixed tooth replacement</li> <li>• Student brings up chart on axiUm</li> <li>• Pt case first time to sit for this CE</li> </ul>	N/A	Not Satisfactory	<ul style="list-style-type: none"> <li>• Does not meet case selection criteria</li> <li>• Attempts to re-take failed CE on same patient</li> </ul> <p><b><u>Any critical error results in failure of the exam.</u></b></p>
Score Awarded:	Comments:		
FACTOR 2: MOUNTED CASTS			
Satisfactory – Passing Grade (10)	Grade (8)	Grade (3)	Critical Error – Not passing Grade (0)
axiUm note documents alginate and facebow appointment No or minor errors: <ul style="list-style-type: none"> <li>• Casts capture vestibules, occlusion of all teeth, and other vital anatomical structures</li> <li>• Casts are mounted properly; teeth are in occlusion</li> <li>• Mounted neatly without excess stone on articulator or casts</li> <li>• Midline and occlusal plane are within anatomic averages</li> </ul>	Minimal minor errors	Multiple minor errors <ul style="list-style-type: none"> <li>• Minor bubbles left in non-vital areas</li> <li>• Minor mounting stone</li> </ul>	<ul style="list-style-type: none"> <li>• Gross deficiencies in capturing important anatomical structures; fractured cast, ground off anatomic structures of casts</li> <li>• Grossly messy: stone left on casts or articulator, excessive mounting stone left</li> <li>• Bubbles left on occlusal surfaces that prevent proper mounting</li> <li>• Casts not in occlusion</li> <li>• Plane of occlusion and midline is “off.” Improper use of facebow and transfer</li> <li>• No documentation in axiUm for alginate and facebow appointment</li> <li>• Impressions, facebow transfer to make mounted casts not the student’s own work.</li> </ul>
Score Awarded:	Comments:		
FACTOR 3: IDENTIFIES PATIENT-SPECIFIC FACTORS THAT IMPACT TREATMENT OPTIONS FOR TOOTH REPLACEMENT			
Satisfactory – Passing Grade (10)	Grade (8)	Grade (3)	Critical Error – Not passing Grade (0)
No or minor errors <ul style="list-style-type: none"> <li>• Medical- any contraindications to treatment options? (e.g. removable prostheses contraindicated in patients with tonic-clonic seizures, extractions contraindicated in patients with IV bisphosphonate use or radiation therapy to that part of the jaw)</li> <li>• Dental- stability of abutment teeth, overall treatment goals, esthetic considerations and timeline</li> <li>• Behavioral- patient’s ability to tolerate treatment visits and comply with appointments and home care, patient’s expectations</li> </ul>	Minimal minor errors	Multiple minor errors	Gross errors in identifying contraindications to treatment options
Score Awarded:	Comments:		

<b>FACTOR 4: OCCLUSAL ASSESSMENT</b>			
Satisfactory – Passing Grade (10)	Grade (8)	Grade (3)	Critical Error – Not passing Grade (0)
No or minor errors <ul style="list-style-type: none"> <li>Evaluation of teeth in MIP: Angle Classification</li> <li>Evaluation of protrusion: anterior guidance with or without interferences identified</li> <li>Evaluation of lateral excursive movements: canine or group function, working- and non-working-side interferences identified</li> <li>Impact of these findings on treatment options identified</li> <li>Crowding, tipping, and drifting identified</li> <li>Abfractions and attrition identified</li> </ul>	Minimal minor errors	Multiple minor errors	<ul style="list-style-type: none"> <li>Gross errors in evaluating occlusion</li> <li>Cannot independently evaluate occlusion as laid out in “satisfactory” column</li> </ul>
<b>Score Awarded:</b>	<b>Comments:</b>		

<b>FACTOR 5: IDENTIFIES TREATMENT OPTIONS FOR TOOTH REPLACEMENT, INCLUDING RISKS AND BENEFITS OF EACH</b>			
Satisfactory – Passing Grade (10)	Grade (8)	Grade (3)	Critical Error – Not passing Grade (0)
No or minor errors <ul style="list-style-type: none"> <li>All reasonable options considered and included in the Treatment Plan grid (below)</li> <li>Patient goals, patient-specific dental and medical findings, evidence/literature taken into account to identify the recommended option(s) for the patient</li> <li>No treatment included as a treatment option, with appropriate risks and benefits identified</li> <li>Demonstrates ethical decision-making</li> </ul>	Minimal minor errors	Multiple minor errors	Gross errors in treatment options identification
<b>Score Awarded:</b>	<b>Comments:</b>		

<b>TREATMENT PLAN GRID</b>		
Treatment Options	Risks	Benefits
1:		
2:		
3:		
4:		
5:		

<b>Factor 1</b>	___ / 10
<b>Factor 2</b>	___ / 10
<b>Factor 3</b>	___ / 10
<b>Factor 4</b>	___ / 10
<b>Factor 5</b>	___ / 10
<b>TOTAL SCORE:</b>	___ / 50

FACTOR A: CRITICAL THINKING							
5	4	3	2	1	0	Score	Comments
Identifies clinical problem; critically interprets available evidence and understands nuance; coherently analyzes and defends clinical choices; synthesizes clinical findings with evidence to provide a persuasive argument for the best option(s); has insight into his/her own reasoning and decision-making.	Identifies clinical problem; gathers and critiques valid evidence; makes inferences about how evidence will relate to patient outcomes; describes the implications of various choices based on evidence; identifies best options based on the above.	Identifies clinical problem; gathers and discusses valid evidence and rejects inferior evidence; describes his/her reasoning process superficially; elaborates some options based on findings the above.	Identifies clinical problem; gathers basic clinical information and scientific evidence to aid in decision-making.	Identifies problem or question of interest, but is unable to reason further.	Learner cannot identify the problem of interest, is unable to gather information that would aid in decision-making, and bases decisions on opinions OR anecdotes rather than evidence.		
FACTOR B: SELF-ASSESSMENT							
5		3		0		Score	Comments
Accurately assesses MOST strengths and areas for improvement in clinical performance, including patient management, infection control, and professionalism.		Accurately assesses SOME strengths and areas for improvement in clinical performance, including patient management, infection control, and professionalism.		Grossly inaccurate in ability to assess strengths and areas for improvement in clinical performance, including patient management, infection control, and professionalism.			
<b>FACTORS A &amp; B TOTAL SCORE</b>						___/10	

**SUMMARY OF SCORES/SUM OF SCORES:**

Factors 1-5	Factors A & B	TOTAL SCORE
___/50	___/10	___/60
Pass ≥ 42		

Any critical errors? Yes / No
Exam completed on time (presentation of Factors 1-5 within 15 minutes)? Yes / No
<i>Any critical error or exam not completed in time will result in automatic failure of the exam.</i>

Outcome (circle one)	
PASS	FAIL