



Committee on Temporomandibular Disorders

Conference on TMDs

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Nearly 20 Percent of the General Population Has an Orofacial Disorder That Is Severe Enough to Have Special Diagnosis and Treatment Needs

Orofacial Disorders With Special Diagnostic and Treatment Needs	Prevalence
Temporomandibular disorders (myofascial pain, disk disorder, muscle spasm, contracture, osteoarthritis, arthralgia)	5–7 percent
Oral and craniofacial pain disorders (burning mouth, neuropathic, atypical pain, migraine and neurovascular pain, benign headache)	2–3 percent
Orofacial sleep disorders (sleep apnea, snoring)	3–4 percent
Orofacial neurosensory and chemosensory disorders (taste, paresthesias)	0.1 percent
Oromotor disorders (dystonias, dyskinesias, bruxism)	4 percent
Oral lesions (herpes, aphthous, precancer, cancer)	3–5 percent
Oral mucosal disease (lichen planus, candida)	1–2 percent
Salivary disorders and xerostomia	2 percent
Oral systemic disorders (oral and systemic manifestations of autoimmune disease, cancer, AIDS, heart disease and oral disease)	2–3 percent

Friction J. J Calif Dent Assoc. 2014;42:523-535.

A pair of hands, one from the left and one from the right, are gently holding a small, realistic globe of the Earth. The globe shows blue oceans and white cloud patterns. The background is a deep black space filled with numerous small, white stars of varying brightness. The text is overlaid on this image.

TMD Educational Experience(s):

Where have we been?

Where are we?

Where are we going?

Perspectives on Temporomandibular Disorders

Survey of community physicians and dentists (JADA. 1973;86:128-36.)

Conclusions

- Most teaching was very fragmented
- Major component of occlusion courses
- Minor component of behavioral courses
- Few separate courses

Greene CS. J Dent Ed. 1973;37:16-19.

- *ADA President's Conference on TMD, 1982*
- *The First Educational Conference to Develop the Curriculum in Temporomandibular Disorders and Orofacial Pain, 1990*
- *The Second Educational Conference to Develop the Curriculum in Temporomandibular Disorders and Orofacial Pain, 1992*
- *National Institutes of Health Technology and Assessment Conference Statement, 1996*
- *The Third Educational Conference to Develop the Curriculum in Temporomandibular Disorders and Orofacial Pain, 2000*

“The requirement of competence in diagnosing TMD is pervasive, as is the requirement for diagnosing all other oral hard and soft tissue pathosis, infections and systemic diseases, as well as behavioral variables that may lead to disease.”

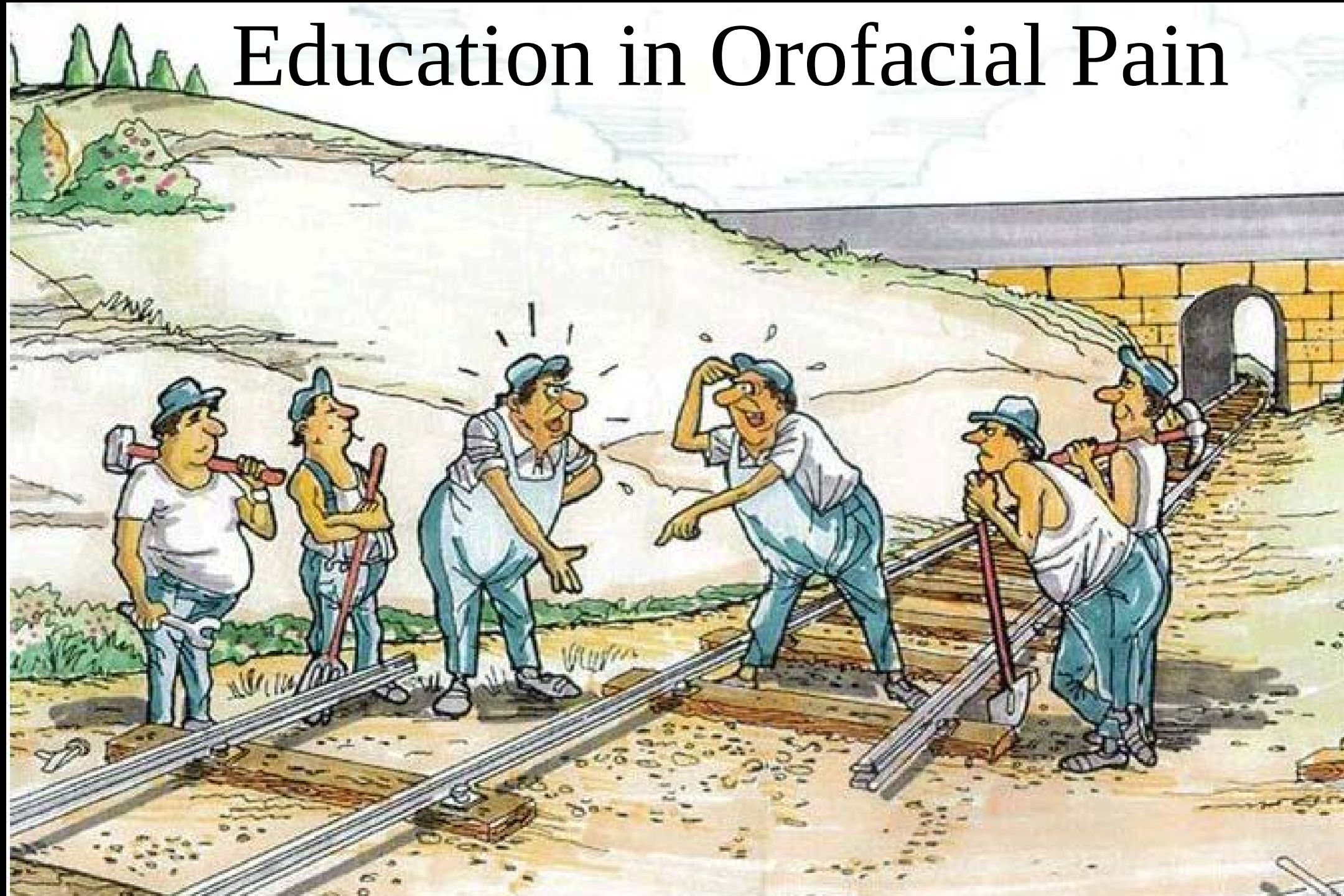
Wathen WF. JADA. 1990;120:251-252.

American Association of Dental Schools

Predoctoral curriculum guidelines in temporomandibular disorders and orofacial pain

Journal of Dental Education 1992;56(9):646-649.

Education in Orofacial Pain



Currently there are 12 accredited programs.

Accreditation Standards For

Advanced Dental Education Programs in Orofacial Pain

University of California at Los Angeles School of Dentistry

Herman Ostorw School of Dentistry of USC

University of Kentucky College of Dentistry

Navy Medicine Professional Development Center

Tufts University School of Dental Medicine

University of Michigan Health System

University of Minnesota School of Dentistry

Rutgers School of Dental Medicine

University of Buffalo School of Dental Medicine

University of Rochester Eastman Institute for Oral Health

University of North Carolina at Chapel Hill School of Dentistry

August 5, 2016

Accreditation Standards for Advanced General

Approved

Dentistry Education Programs in Orofacial Pain

American Dental Association Commission on Dental Accreditation

Predoctoral curriculum guidelines

Minimal focus on temporomandibular
disorders / orofacial pain

Cause for concern???

What if.....???

- a scientifically-based protocol for patient assessment could be provided to all dental professionals?
- more complete and accurate diagnosis(es) could be determined?
- more predictable treatment outcomes could be achieved?
- a mechanism for standardized data collection for clinical research could be established?
- a validated educational model could be implemented?

Orofacial Pain Educational Experiences

Desirable qualities

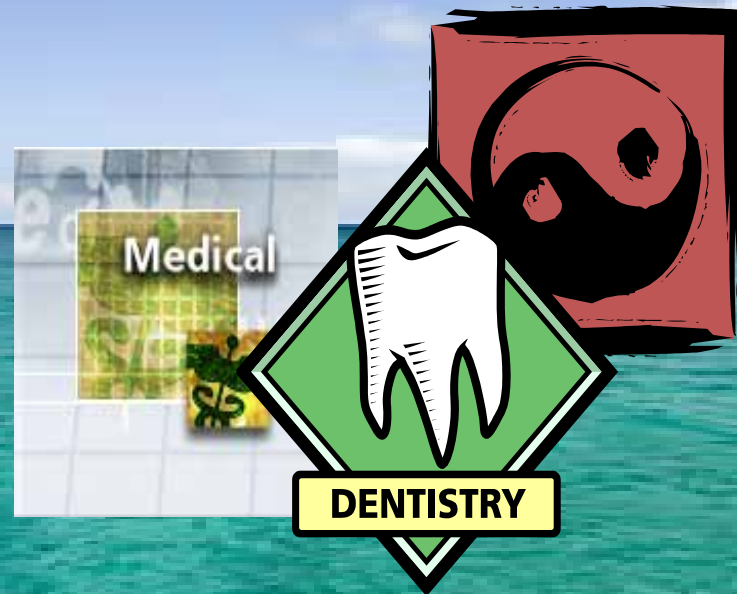
- Prepare “future ready” oral health care professionals
- Multi/Interdisciplinary/interprofessional
- Didactic and clinical exposure (evidence-based)
- Potential for research
- Outcomes-based

Orofacial Pain Educational Experiences

Vision for the future

- Undergraduate accreditation standards
- Additional postgraduate accredited programs
- Continuing education (evidence-based)
- In-service training (interprofessional)
- Enhanced public awareness
- Regional centers of excellence

Dentistry: What's on the horizon

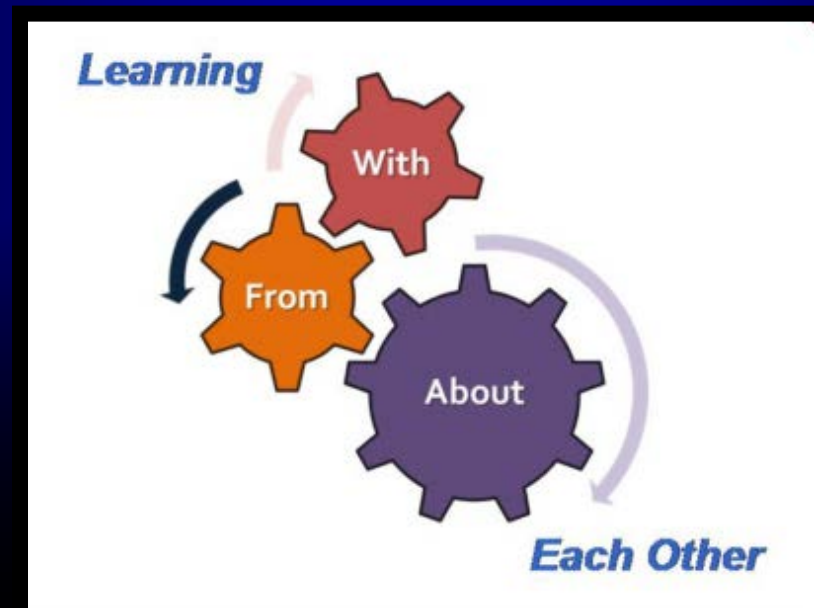


Today's dentist must be a physician of the masticatory system....and beyond!!!

Dr. Peter E. Dawson

Interprofessional Education and Collaborative Care (IPE / IPCC)

A collaborative approach to develop healthcare students as future interprofessional team members and a recommendation suggested by the Institute of Medicine.



TMD / Orofacial Pain / Dental Sleep Medicine

Ideal Constructs for IPE / IPCC

Multitpronged program to educate oral health professionals, other health care professionals, CODA, consumers, and third parties about the importance of the team approach in managing patients with acute, recurrent, or chronic and orofacial pain.



SOD 4th year and Xavier University College of Pharmacy

- organizing / communicating information with patients, families, and healthcare team members in a form that is understandable
- listening actively, and encouraging ideas and opinions of other team members
- giving timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others



TMD / Orofacial Pain and IPE / IPCC

**Welcome to an
Interprofessional Education
Experience for
Dental and Physical Therapy
Students**

LSU Health
NEW ORLEANS
School of Dentistry

**1100 Florida Ave.
Auditorium C**

LSU Health
NEW ORLEANS
School of Allied Health Professions

**October 4, 2016
12:00 – 3:00 pm**





Session 1 | Clinical Application of Head, Neck, and Airway Anatomy with Dissection

Session 2 | Temporomandibular Disorders (TMD): An Evidence-Based Approach to Diagnosis and Management

Session 3 | Dentistry's Role in the Diagnosis and Management of Sleep Disorders

Session 4 | The Many Faces of Orofacial Pain: Beyond TMD

Session 5 | Patient Case Presentations and Review: An Interactive and Participatory Session



"It takes us all: it takes us individually and
How many dentists does it take to shape
it takes us collectively, keeping the
the future of dentistry?
patient's needs foremost, maintaining a
clinician/ scientist perspective."



Thank you!

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