
National Academies Forum on TMD: Reflections on Critical Thinking For Student Application to the Patient

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Purpose of the session

Develop a guide developed by the specialist for use by the generalist to manage/mitigate the next person with TMD

Introduction

- Kinds of performance/learning outcomes
- Challenges and options for Learning/
Performance outcomes for TMD
- **Interprofessional practice (IPP) outcomes**
- Summary

Kinds of performance/learning outcomes (domains):

- Knowledge
- Critical thinking
- Technical
 - Ethics

Challenges and options for Learning/Performance outcomes for TMD:

- Difficult area to circumscribe – where are the “edges”?
- Tasks:
 - Recognition Effective Referral Provide Care
- **What is the thought process for the student/GP to apply to the next patient with possible TMD? Here is the patient, what do I do?**
- Educational task: Derive the thought process of the specialist succinctly enough for the student to apply to the next patient.
- The designated thought process becomes the learning outcome, learning guide and assessment instrument.

Interprofessional practice: essential for TMD: Challenges/options.

- “...a systematic lack of consistency in learning outcomes for IPE...”
- Is it enough to get different professionals together?
- What does each member of the health team want every other member to ask for the next patient?
 - Prioritize conditions: What can kill them first?
 - What is the patient’s capacity to subscribe to professional recommendations?
 - What are barriers to care?
 - Which patient problems are drug related?
 - What are nutritional considerations?
 - What oral conditions affect health?

Questions an interprofessional team can ask:

A skillset for the student/practitioner

- Which data are most important and why?
- What if we do nothing – six months/five years?
- What is the patient's capacity to subscribe to professional recommendations?
- What is the patient's risk level and disease progression?
- What are alternatives for diagnosis and treatment?
- What is the evidence?
- What is the selected treatment and why?

Summary:

What is the thought process the student/GP is to apply to the next patient with possible TMD?

Here is the patient, what do I do?

Patient-Based, Student-Led Demonstrations of Thinking and Judgement

