SOURCE: Med Oral Patol Oral Cir Bucal. 2015 June 1;20(Supplement1):S8.

* doi:10.4317/medoral.17643911

<http://dx.doi.org/10.4317/medoral.17643911>

Introduction: The relationship between dental and sinus pathology has been widely recognized, both in medical and dental literature, representing approximately 10 to 12 % of the cases of maxillary sinusitis. Dental infections of any cause, such as filtration or iatrogenic apical overfilling in endodontic treatments can cause sinusitis.

Case report: A case of a 78 year old woman, with endodontic overfilling in the mesial root of a 27 10 mm occurs, causing thickening and occupation of the left maxillary sinus. By Caldwell-Luc technique, antral mucosa is removed, the teeth 27 is extracted and an antrum drilling is performed to position the sinus drainage. The sinusal communication is covered by buccal fat pad pedicle flap. Histopathological findings demonstrate the presence of a sinonasal mucosa of edematous stroma with an intense inflammatory infiltrate.

Conclusions: The complications of endodontic treatment regarding the maxillary sinus include extension of periapical infections to the sinus, the introduction of instruments and materials beyond the apices in intimate contact with the sinus and the risks and complications associated with endodontic surgery. When due to the pathology and the size of the causative agent the surgical treatment of maxillary sinus is considered to be the only operative therapy for the case, the radical intervention of Caldwell-Luc is to be practiced. There are other techniques such as endoscopic sinonasal and/or a combination of both.

- Oral Presentation 22

TITLE: Resolution of clinical cases in Dentistry on Patients with Special Needs: technique of Aronson's Puzzle

AUTHORS: Gándara Lorenzo D, Mariño Pérez R, Piñeiro Abalo S, Suárez Cunqueiro MM, Tomás Carmona I.

Department of Stomatology, School of Medicine and Dentistry. University of Santiago de Compostela, Spain.

SOURCE: Med Oral Patol Oral Cir Bucal. 2015 June 1;20(Supplement1):S9.

* doi:10.4317/medoral.17643912

<http://dx.doi.org/10.4317/medoral.17643912>

Background: To assess the student's perception and the effectiveness of a Cooperative Learning technique known as Aronson's Puzzle for solving clinical cases.

Methods: During the academic years 2012/13 and 2013/14, the technique of Aronson's Puzzle was applied in the subject "Dentistry on Patients with Special Needs" belonging to the fifth degree course in Dentistry. A total of 109 students were enrolled in the study. We compared the final qualifications in Puzzle Group (55 students) and in Non-Puzzle Group (54 students). The perception of the students was assessed using a questionnaire with 13 questions.

Results: The academic performance in the subject was expressed with global mean (Standard Deviation, SD) exam score for the Puzzle Group 6.45 (SD= 1.49) and for the Non-Puzzle Group 6.13 (SD= 1.50). There was a significant decrease in the Puzzle Group in the number of students who did not show up for exams (0% vs 13% in the Non-Puzzle Group, $p < 0.006$). The mean value for all items in the questionnaire was 3.80 with the highest response score 4.30 for the item "This type of activity has allowed me to see the complexity of the search for the complete solution of a case". Internal consistency (Cronbach's alpha) for questionnaire was 0.90.

Conclusion: Our results suggest that Puzzle Technique of Aronson contributes to a better understanding of the complexity in solving clinical cases. Further investigations should be conducted to analyze the influence of this Cooperative Learning technique in the improvement of student's academic performance in the Clinical Dentistry.

- Oral Presentation 23

TITLE: Management of dental trauma in schools. A survey of Kindergarden and Elementary school teachers

AUTHORS: García Acuña D, Martínez Lozano D, Cuba González Y, Limeres Posse J, Diniz Freitas M.

Special Needs Unit, School of Medicine and Dentistry. Santiago de Compostela University.

SOURCE: Med Oral Patol Oral Cir Bucal. 2015 June 1;20(Supplement1):S9.

* doi:10.4317/medoral.17643913

<http://dx.doi.org/10.4317/medoral.17643913>

Objective: To analyze the knowledge of Nursery and Primary school teachers on immediate action response in children Traumatic Dental Injury (CTDI) in schools.

Material and Methods: A questionnaire was designed which firstly collected teachers' basic demographic information (age, gender, work experience, etc.), followed by 9 questions concerning immediate action measures used to respond to different types of CTDIs. All teachers participated anonymously and voluntarily at their workplace.