What’s inside a tooth

A tooth, you would think, is a pretty simple structure. But take a look inside and you will be amazed at what you find, says Diana Dumitriu

Looking inside a tooth and you will see that pulpal space is not a simple hollow space and root canals are not straight tubules, but rather complicated anatomical structures with intricate communications and ramifications.

The thing I love the most about endodontics is that it is a great game of imagination. Most often, the only images we have are radiographs – CBCT images are still not widely available so we have two-dimensional images of complex three-dimensional objects. It is advised to take at least two radiographs from different angles before any root canal treatment is carried out, but you will still be only getting mere hints of the configuration of pulpal space. The rest is your imagination based on knowledge and experience.

Having mentioned my love of endodontics, I enrolled in a master’s degree at Warwick University – after all, what is life without a master degree? This is a new programme only in its first year, with strong European roots. Along with the first assignment, we have been taught how to clear teeth according to professor Castellucci’s protocol. That is, how to make natural extracted teeth transparent after staining the pulpal space with India ink or methylene blue. Not only have we been taught to clear the teeth, we have also benefited from a photography lessons from a professional photographer, which really boosted my photography skills. The results are the photos with this article.

Endodontic failures

Missed anatomy is the main cause of endodontic failure. Often, the entire root canal or a significant part of it is not instrumented, disinfected and filled, thus enabling microbes to thrive in the endodontic space and consequently form an abscess of the periapical area leading to endodontic failure. A canal may be left untreated because the dentist fails to recognise its presence. Understanding that the root-canal system is complex is essential.

One point that is perhaps worth noting is the upper first molar, the tooth with the most anatomical complexity.

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At the apex. Often it is located on a side where the pulp ends and the periodontal space begins, is very rarely located at the radiographic apex. Often it is located on a side and is up to three mm from the anatomical tip of the root (see the lower molar both mesial and distal root). Hence some root fillings may appear short on radiographs with a pull of sealant somewhere on the side of the root.

To complicate the situation even more, we have to be aware of the presence of accessory canals, which are branches of the main pulp canal or chamber that communicates with the exterior of the root. Among accessory canals are the furcal canals (on behalf of which interradicular radiolucency on incisive teeth can be accounted).

Lateral canals are located on the coronal third or middle part of the root. They cannot be accessed or instrumented as most often are horizontal from the main root canal. With a thorough irrigation protocol they can still be debrided and due to the hydrodynamics of the root filling material, appear filled on post-operative radiographs.

From the start, anatomy of the tooth has perhaps the greatest importance in predicting the success of endodontic therapy, of course, we all want good, predictable results for our patients, so carefully evaluating pulpal space anatomy is of paramount importance. This factor dictates the choices of therapeutic method for mechanical preparation, irrigation to filling.

I have to admit that before starting the master's degree course at Warwick, I thought success in endodontics was found in rotary files. And like many others, I was hoping to find a file that would miraculously carry out all the treatment. Unfortunately, there is no such thing. Perhaps the greatest miracle of all is realising there are no miracles, at least not in the medical world. It is all about understanding biological and evidence-based concepts, in order to take the best decisions for your cases.

Understanding endodontic anatomy has helped me tremendously. From the start, the access cavity has to be extended so that it can provide straight-line access to the root canal. I think about all the curvatures and figure how much and where I need to extend, bearing in mind that every canal has a degree of curvature.

Diana Dumitriu graduated in 2000 from Bucharest Dental School and has worked in private practice, also in Bucharest. From 2001 to 2008. In January 2008, she started practicing in the UK. She has a special interest in endodontics and is currently enrolled in the MSc course in endodontics at Warwick University and working at Chald NHS Dental Practice in Somerset.
Back to school

Ali Baloch tells Dental Tribune how the MSc in Endodontics at Warwick University has been one of the most positive steps in his career to date

I was a cold November morn-
ing in Falkirk, one of those depressing days when things weren’t likely to go my way. I had been doing long hours for a week so I was feeling drained, and to make things even worse, I was suffering with a fever too.

Just as I was anticipating things getting worse, the phone rang. This turned out to be one of the best moments of my week. It was Dr John Hall from Warwick Dentistry, part of the University of Warwick, who wanted to dis-
cuss the application that I had submitted to apply for a place on Warwick Dentistry’s new MSc in Endodontics programme.

After a telephone interview with Dr Hall where we discussed my background, current skills and knowledge in more detail, Dr Hall then advised me that I had been selected for the course!

I was on cloud nine and could not believe that I was going to be part of one of the most presti-
gious institutions in the UK. This didn’t just mean another degree; I didn’t just mean another degree; I didn’t mean that I was going to be

The course induction

The first few days gave us an in-
duction. This involved taking the tour of the University. I was im-
pressed by the facilities of War-
wick Dentistry, which included a library, IT facilities and support, student societies and accommo-
dation to name a few.

Over the next few weeks, we went through the course syll-
abus, which included guides and explanations of the contents of each year. Year one would con-
sist of five modules and four assignments. Each module had theory sessions and a hands-
on class.

The theory side of the course consisted of two parts – general reading and individual reading. The general reading consisted of research papers on selected topics, followed by group discus-
sions. The individual reading element involved assigning spe-
cific papers to students for read-
ing, followed by presentation and analysis to my fellow students.

Hands-on Sessions

As a clinician, the hands-on content of the programme was what I was most interested in. To my satisfaction, I found that each module had a hands-on section spread over a full day. These sessions involved working with state-of-the-art equip-
ment, including microscopes. This brought a new meaning to my perceptions of endodont-
s, and I realised that micro-
scopes make up an important part of a root-canal treatment armamentarium.

During these sessions, we were introduced to different fil-
ing, ultrasonic and obturation techniques. Some of these sessions were led by well-known endodontists, who came from all over the world to teach us on a variety of modern concepts that are used in endodontics today.

The best aspect of these hands-on classes was the per-
sonalised supervision provided by the teaching faculty. I was by no means disappointed with the sessions and feel that this MSc strikes the perfect balance between practical sessions and theoretical knowledge.

Problem-based learning

This concept of teaching was interesting and extremely effec-
tive. This meant that all the clini-
cal scenarios that students came across in their clinics and at the hands-on sessions were high-
lighted and discussed in detail. Prof Steier and Mr Fedele would explain this under the light of existing literature and their own experience, further adding to our knowledge as students.

Writing Assignments

During the first year, students have to complete a total of four assignments. These range from a variety of practical to theoretical tasks. These assignments were useful as they were all purpose-

Regional Training Centre

I believe that watching Prof Steier and Mr Fedele perform endodon-
tic treatments was the most valu-
able part of the course. This ele-
ment consisted of five days, and included a variety of simple and more complex endodontic treat-
ments at the regional training centre at Wimpole Street, Lon-
don. The regional training centre is equipped with the lat-
est technology for carrying out advanced procedures and teaching students. Every treat-
ment session was followed by a

tm. to have been given the opportu-
nity to study for the MSc in En-
dodontics at Warwick Dentistry. I am immensely satisfied with the amount of learning that I have received, and it has certainly helped me to be more confident in my field. I now feel that I have a greater command of the field of endodontics, which in turn helps me to treat my patients in a more effective manner.

About the author

Dr Attaan Ali Baloch, BDS (Hons) gradu-
ad in Oral and Maxillofacial sur-
er at Aberdeen Royal Infirmary and Southend University Hospitals where he undertook training. He is now prac-
ticing in Falkirk, Scotland as a Dental with special interest in Endodontics.

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A useful tool
Dr Paul Jones explains how CBCT can play an important part in endodontics

When our associate took a class on Cone Beam CT, I said to myself, why would an endodontist need a CBCT? A few months later, I had what I called my “aha moment”. I saw a CBCT taken by an oral surgeon on a patient I had seen twice, but had been unable to locate which upper posterior tooth was causing her pain. It was clear from the CBCT (Fig 2) that the upper second molar had a large periapical lesion that was obscured by the zygoma and the sinus on my periapical images (Fig 1). I was hooked. Now it was clear why CBCT would be useful in my endodontic practice. The more I use CBCT, the more valuable it has become. Here are some indications for using it in an endodontic office.

Diagnosis and treatment planning
Inconclusive diagnosis like my first case, most of us occasionally struggle with locating the tooth causing the patient’s symptoms. No tooth is any more tender to percussion, palpation or mastication than any other. Nothing shows on the X-ray. The patient often can’t even tell if the problem is upper or lower. If the pathology has progressed enough to cause apical periodontitis, it should show on the CBCT. In the past, I sent that patient away and had them wait for the problem to localise. Using CBCT, I can usually find and treat the problem earlier.

Low et al showed that 34 per cent of lesions detected with cone beam tomography were missed with periapical radiography in maxillary premolars and molars.

Suspected fractures
The second most frustrating diagnosis endodontists face is the

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Fig 1: P/A which tooth?
Fig 2: CBCT upper second molar
Fig 3: P/A upper cuspid
Fig 4: CBCT fractured root upper cuspid (arrow)
Fig 5: P/A lower molar
Fig 6: CBCT shows first molar is cause of pain and swelling