

2023 Grantee Annual Meeting

How To Build A Dental Curriculum

Hyatt Regency Crystal City
Arlington, VA

A partnership between



Disclosures

RRPD-TAC is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under cooperative agreement #UK6RH32513.

THCPD-TAC is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under cooperative agreement #U3LHP45321-01-00.

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Objectives

Understand

- Understand the CODA requirements for Curriculum development

Learn

- Learn resources available for creating a curriculum

Understand

- Understand the internal and external issue involved

Learn

- Learn various Curriculum building strategies

Discuss

- Discuss ways to enhance current staff clinical/ teaching skills

CODA Standard 2-3

The program must have a written curriculum plan that includes structured clinical experiences and didactic sessions in dentistry and medicine, designed to achieve the written goals and objectives or competencies for resident training.



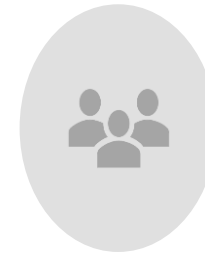
Initial Curriculum Thoughts



Understand what CODA requires- know the minimum required to reach to start a program



Understand what new graduates need



Understand what new graduates want



Understand your program's current teaching capabilities



Research your dental community's teaching capabilities

Understanding What CODA Requires

- Review the all the Standards and not just Standard 2- Educational Program
- Quality Improvement process: Ensure your Curriculum matches CODA Standards and your Program's Goals and Objectives
- TAC Tool Kit- CODA Standard Evidence Tracker

Understand What CODA Requires- Start with CODA's Goals

The goals of these programs should include preparation of the graduate to:

1. Act as a primary care provider for individuals and groups of patients. This includes: providing emergency and multidisciplinary comprehensive oral health care; providing patient focused care that is coordinated by the general practitioner; and directing health promotion and disease prevention activities.
2. Plan and provide multidisciplinary oral health care for a wide variety of patients including patients with special needs.
3. Manage the delivery of oral health care by applying concepts of patient and practice management and quality improvement that are responsive to a dynamic health care environment.
4. Function effectively and efficiently in multiple health care environments within interdisciplinary health care teams.
5. Apply scientific principles to learning and oral health care. This includes using critical thinking, evidence or outcomes-based clinical decision-making, and technology-based information retrieval systems.
6. Utilize the values of professional ethics, lifelong learning, patient centered care, adaptability, and acceptance of cultural diversity in professional practice.
7. Understand the oral health needs of communities and engage in community service

Then Develop Your Program's Goals and Objectives

- Standard 1-8- The program must have written overall program goals and objectives that emphasize:
 - a) general dentistry,
 - b) resident education,
 - c) patient care, and
 - d) community service.
- BE sure to include what make's your CHC unique
- Tie your curriculum to your G&Os

CODA Standard Evidence Tracker

| CODA STANDARDS (2022) EVIDENCE TRACKER | | EVIDENCE | | | |
|--|---|----------------------------|---|---|---|
| <u>STANDARD 1 – INSTITUTIONAL AND PROGRAM EFFECTIVENESS</u> | | 1 | 2 | 3 | 4 |
| Standard 1-1 Each sponsoring or co-sponsoring United States-based educational institution, hospital or health care organization must be accredited by an agency recognized by the United States Department of Education or accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS). | Joint Commission accreditation documentation | | | | |
| | | | | | |
| Standard 1-2 The sponsoring institution must ensure that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program | We have no other sponsoring or co-sponsoring organizations | | | | |
| | | | | | |
| Standard 1-3 The authority and final responsibility for curriculum development and approval, resident selection, faculty selection and administrative matters must rest within the sponsoring institution | Faculty meeting notes | | | | |
| | | | | | |
| Standard 1-4 The financial resources must be sufficient to support the program's stated purpose/mission, goals and objectives. | THC funding approval e-mails for years 2020-2021, 2021-2022 and | Copy of current NDR budget | | | |
| | | | | | |

What Do New Graduates Need?

- Some need everything (In my opinion)
- Improved diagnostic abilities
- Improved Treatment Planning abilities
- Better understanding of the disease process (when to use minimal restorative techniques)
- Improved endodontic skills
- Improved surgery skills

What Do Residents Want?



Molar endodontic cases



Implants



Comprehensive crown and Bridge

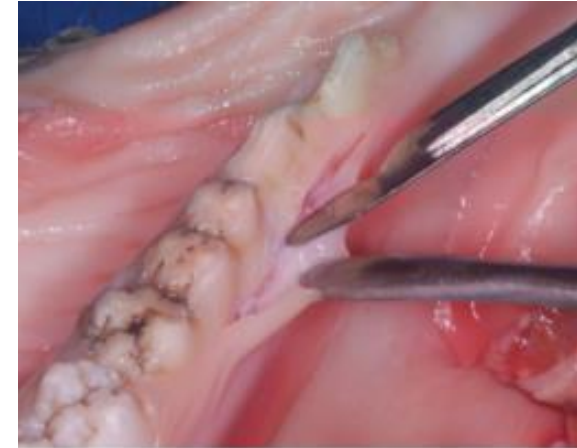


High tech:

3D printing
Digital impressions
Etc.

Organize Your Curriculum

- Didactic
- Clinical
- Lab
 - ✓ Pig jaw lab- periodontal surgery *
 - ✓ Implant lab
 - ✓ Endodontic lab
- Start with what your Faculty (CHC and outside) have already prepared
- Then target areas of need and search for resources



* Pig Mandible as a Valuable Tool to Improve Periodontal Surgery Techniques Mariana S. Ragghianti et al

Remember To Teach What You Do Best

Medical/ behavior health/ dental
integration

Community Health

Health promotion

Quality/ risk management

In-Person vs Virtual Didactic Sessions

Preferences and accessibility of faculty

Resident conduct issues

Tracking attendance

Changing Outside Faculty schedules and effects on clinical schedules

Timing of Courses in the Curriculum

- Decide which courses should be front-ended in the Curriculum for optimal patient care
- Start courses with multiple sessions sooner
- Effects of weather on traveling of Faculty and Residents
- Availability of Faculty

Include CHC Required CE



Identify and track
resident participation



Risk management



Cultural Competency



Other

Calibration of Resident Clinical Skills Curriculum

Design a Clinic orientation into your Curriculum Plan

Dentiform models for restorative and endodontic procedures

Extracted teeth for endodontic access opening

EDR and chart notes training

Risk Management training

Radiograph diagnostic calibration test

Treatment Planning training session

Hard to Deliver Procedures In Spite of Our Patients' Needs

- Periodontal surgical procedures- Patient acceptance
- Crown and Bridge- cost of lab work
- Implant crowns- hard to find
- Dentures- Faculty reluctance and training
- Molar **endodontics**- Faculty training
- Complex Tx- cost of treatment
- Complex oral surgery- Faculty training
- Consider creating a fund to help defray patient costs for needed procedures (but not from THC grant)

Shared Curriculum

- Agreements to share curriculums with other residency programs (including THC's)
- Agreements with dental schools
- Study Clubs- Fixed and Removable Prosthodontics
- Costs

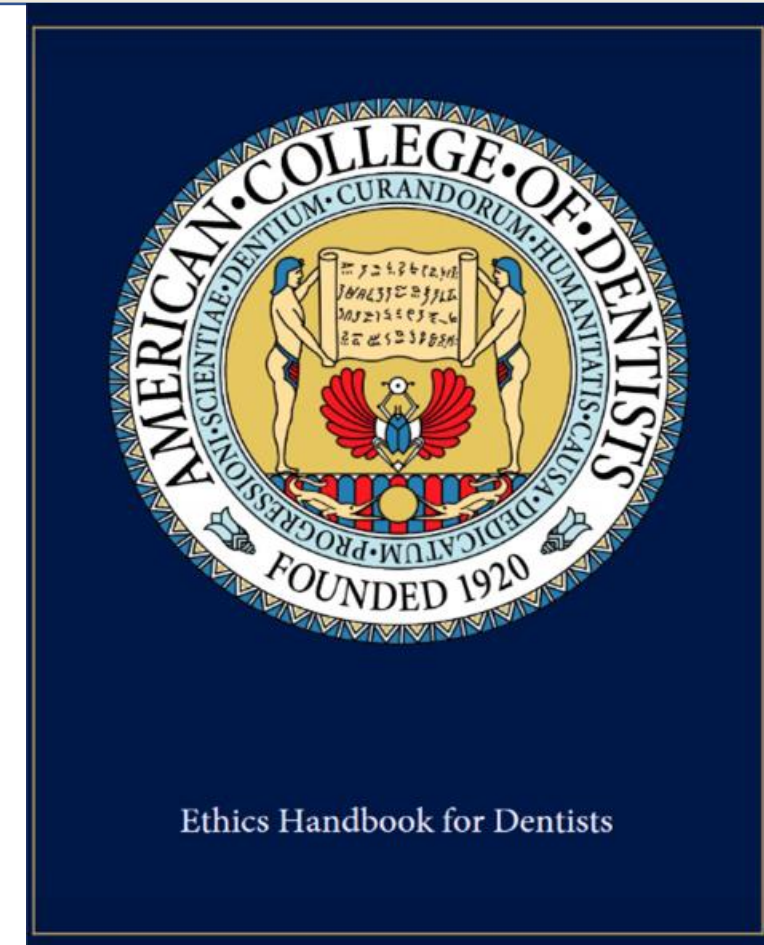


Samples of Potential Curriculum Resources

- NNOHA [Welcome - NNOHA \(dialogedu.com\)](http://dialogedu.com)
- Zufall [Continuing Dental Education \(CDE\) Program – Zufall Health](#)
- Schein Dental [Webinars & Videos - Henry Schein Dental](#)
- CareQuest [Resource Library | CareQuest Institute for Oral Health](#)
- ADA [ADA CE Online Course Category: Practice Management](#)

Ethics & Professionalism Course

- **Standard 1-10** The program must ensure that residents are able to demonstrate the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, and practice management.
- American College of Dentists [American College of Dentists \(acd.org\)](http://acd.org) courses



CODA Standard 2-1

The program must provide didactic and clinical training to ensure upon completion of training, the resident is able to:

- a) Act as a primary oral health care provider to include:
 - 1) providing emergency and multidisciplinary comprehensive oral health care;
 - 2) obtaining informed consent;
 - 3) functioning effectively within interdisciplinary health care teams, including consultation and referral;
 - 4) providing patient-focused care that is coordinated by the general practitioner; and
 - 5) directing health promotion and disease prevention activities.
- b) Assess, diagnose and plan for the provision of multidisciplinary oral health care for a wide variety of patients including patients with special needs.
- c) Manage the delivery of patient-focused oral health care.

Patients With Special Needs

- Track the Patients with special needs your residents see:
Those patients whose medical, physical, psychological, cognitive or social situations make it necessary to modify normal dental routines in order to provide dental treatment for that individual. These individuals include, but are not limited to, people with developmental disabilities, cognitive impairment, complex medical conditions, significant physical limitations, and/or other vulnerable populations.
- Include courses in the Curriculum that address these patients' needs

CODA Standard 2-2

The program must have written goals and objectives or competencies for resident training and provide didactic and clinical training to ensure that upon completion of training the resident is able to provide the following at an advanced level of skill and/or case complexity beyond that accomplished in pre-doctoral training::

- a) operative dentistry;
- b) restoration of the edentulous space; c) periodontal therapy;
- d) endodontic therapy;
- e) oral surgery;
- f) evaluation and treatment of dental emergencies; and
- g) pain and anxiety control utilizing behavioral and/or pharmacological techniques.

Pain and Anxiety Control Utilizing Behavioral and/or Pharmacological Techniques

- Local Anesthetic techniques
- Nitrous Oxide minimal sedation
- Behavioral management techniques
- Single medication sedation
- Sedation Didactic course

CODA Standard 2-4

The program must provide training to ensure that upon completion of the program, the resident is able to manage the following:

- a) medical emergencies;
- b) implants;
- c) oral mucosal diseases

CODA Standard 2-5 Rotations/ Experiences

Each assigned rotation or experience must have:

- Written objectives that are developed in cooperation with the department chairperson, service chief, or facility director to which the residents are assigned;
- Resident supervision by designated individuals who are familiar with the objectives of the rotation or experience; and
- Evaluations performed by the designated supervisor

CODA Standard 2-6

The program must provide formal instruction in physical evaluation and medical assessment, including:

- a) taking, recording, and interpreting a complete medical history;
- b) understanding the indications of and interpretations of laboratory studies and other techniques used in the diagnosis of oral and systemic diseases;
- c) understanding the relationship between oral health care and systemic diseases; and
- d) interpreting the physical evaluation performed by a physician with an understanding of how it impacts on proposed dental treatment.

CODA Standard 2-7- Practice Management



Dental Practice
Management groups



DSOs and Corporate
Practice



Community Health

Other CODA Curriculum Requirements

- Treatment Planning Sessions: **Standard 2-8** Formal patient care conferences must be scheduled at least twelve (12) times a year.
- Case presentations
- Literature Reviews: **Standard 2-9** Residents must be given assignments that require critical review of relevant scientific literature.
- Shared sessions with other THC residencies
- Faculty supervision
- Resident PowerPoint presentations

Academic Resources

- Endodontics- Colleagues in Excellence [ENDODONTICS: Colleagues for Excellence - American Assoc of Endodontists \(aae.org\)](http://www.aae.org)
- American Academy of Pediatric Dentistry [AAPD | Home](http://www.aapd.org)
- PubMed [PubMed \(nih.gov\)](http://pubmed.ncbi.nlm.nih.gov)
- Pathways to Dentistry [Pathways to Dentistry: Academia | American Dental Association \(ada.org\)](http://www.ada.org)
- Dental school library access

Clinical Minimums and Procedure Ranges



CODA sets no minimum procedure counts

Clinical minimums for each individual resident should be determined by their assessed competency

Determine what procedures your program requires

Suggestion- Set official minimum of 2 per required procedure

Once in operation- set an expected range of procedures

Develop mechanism to track procedure counts for each resident

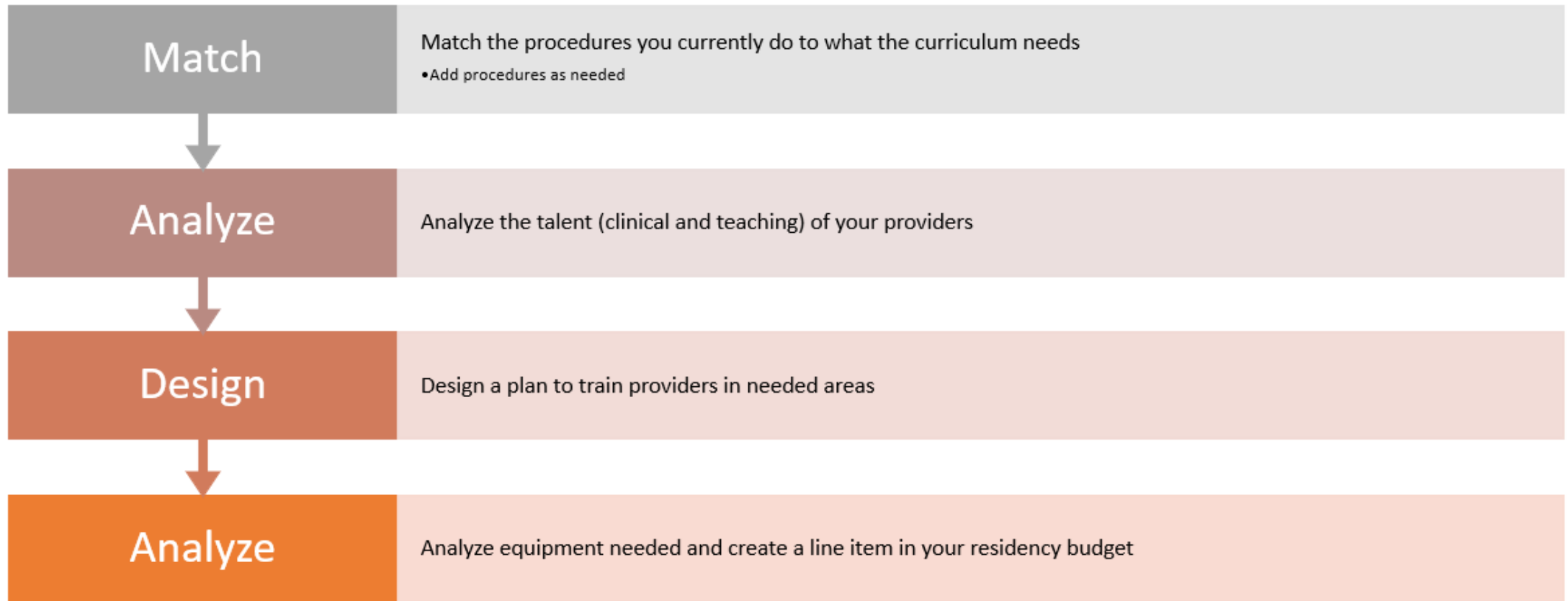
Publish on Website

CODA Standard 3-4- Faculty

All sites where educational activity occurs must be staffed by faculty who are qualified by education and/or clinical experience in the curriculum areas for which they are responsible and have collective competence in all areas of dentistry included in the program.

- Bio-sketches on all Faculty
- Privileging documentation for CHC Faculty

Developing In-House Faculty To Meet the Curriculum



Developing Outside Faculty

Local dental schools

Local dental society

Corporate dental practices

Didactic vs clinical training interests

Paid vs volunteer

Treat them well!!!

Tracking the Faculty Development Needs

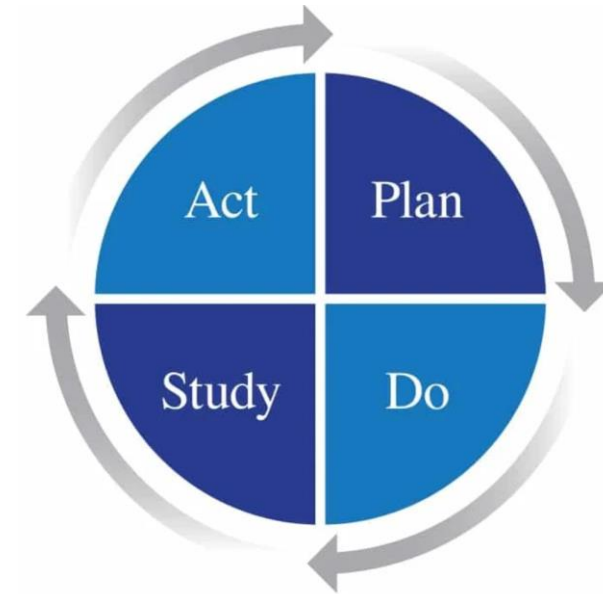
- Track annual CE of in-house Faculty
- Evaluation of Faculty by Residents
- Evaluation of Program by Faculty
- Competency evaluations of residents

Offering Additional CE To In-House Faculty

- Include line item in Residency budget for targeted Faculty CE
- Use these funds to encourage training in areas needed for the curriculum
- Require certain teaching tasks to any Faculty using those funds
- Examples:
 - Clinical training in molar endodontics
 - Clinical training in implants
 - TMJ training

Annual Review of the Curriculum

- Track CODA Standard changes
- Seek Faculty opinions
- Review data from Competencies and Evaluations for success and failures
- Research the evolving dental environment
- Create a Faculty meeting agenda item with written meeting minutes that demonstrate PDSA review cycle



Packaging Your Curriculum for the Residents and CODA

- Organize by Clinical and Didactic categories
- Match with CODA Standards
- Match with Competencies and Goals & Objectives
- Create a professional looking Document!!!
- CODA will look for Course Outlines

QUESTIONS