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**Fall**



2023 National Agenda

Consortium of Operative Dentistry Educators (CODE)

**Regional Meeting Reporting/National Meeting Information**

Prepared by:

Gary L. Stafford DMD – National Director

staffoga@ohsu.edu

The 2023 National Agenda was established after a review of the suggestions following consultation with the Regional CODE Directors on April 25th, 2023. Previous National agendas were reviewed to avoid topic duplication. The inclusion of a previous topic may occur for discussion from the aspect of what has changed, and the response/action taken and/or the outcome.

Thank you to the Regional CODE Directors and the membership for making recommendations to establish the National Agenda. Each Region is encouraged to also have a Regional Agenda.

***Each school attending a Regional Meeting is requested to bring their responses to the National Agenda in written form AND electronic media. This information is vital to the timely publication of the National Annual Report.***

Continue to invite your colleagues, Dental Licensure Board examiners, and your Military and Public Health Service colleagues who head/instruct dental education programs to your Regional meetings. The strength of the organization lies in its membership.

**Each Region should select next year’s meeting site and date/tentative date during your Fall Regional CODE meeting so this information may be published in the Annual National Reportand on the CODE website.**

The Regional meeting reports are to be submitted to the National Director **in publishable format** as an email attachment.

**The required format and sequence will be:**

1. **CODE Regional Meeting Report Form\***
2. **CODE Regional Attendees form\***
3. **Summary of responses to the National Agenda**
4. **Individual school responses to the National Agenda**
5. **The Regional Agenda summary and responses**

**\***(copies may be obtained from the CODE website: [www.operativedentistryeducators.com](http://www.operativedentistryeducators.com) or within this document)

Send an electronic copy of the final regional report via an email attachment to the National Director (staffoga@ohsu.edu) within thirty (30) days of the meetings conclusion.

**National CODE Meeting:**

The meeting will be held Thursday, February 22nd, 2024, from 5:10 – 6:30 pm in the Parkside Room at the Drake Hotel, 140 East Walton Place in Chicago, IL. Any member who would like to present or who has suggestions for speakers should contact their Regional Director or the National Director for more information.

**2024 ADEA Section on Operative Dentistry and Biomaterials Meeting:**

The meeting will be held during the ADEA Annual Session & Exhibition, March 9-12, 2024, in New Orleans, Louisiana.

**National Directory of Operative Dentistry Educators:**

The CODE National Director maintains the National Directory of Operative Dentistry Educators as a resource for other dental professionals. It is critically important that this information be as current as possible.

You may update your university’s directory listing on the CODE website at [www.operativedentistryeducators.com](http://www.operativedentistryeducators.com) or by sending an email directly to the National Director at staffoga@ohsu.edu.

In an effort to keep the National Directory up to date, please have each school in your Region update the following information:

1. *School name and complete mailing address*
2. *Individual names: (F/T Faculty), phone number, and email address of F/T Faculty who teaches operative dentistry.*
	1. This could be an individual who teaches in a comprehensive care program, etc..., if there is no defined operative section of the department.

Your help and cooperation in accomplishing the above tasks help save time and effort in maintaining a complete National Directory and publishing the Annual National Report in a timely fashion.

All my best,



Gary L. Stafford DMD

Consortium of Operative Dentistry Educators (CODE)

National Director

Senior Associate Dean for Academic Systems

Oregon Health & Science University

School of Dentistry

2730 S Moody Ave

Portland, OR 97201

staffoga@ohsu.edu

2024 Regional Meeting Hosts

|  |  |  |
| --- | --- | --- |
| Region/Dates | University/Address | Host Name/Phone/email |
| I – September 21-22, 2023 | University of British ColumbiaFaculty of Dentistry2329 West MallVancouver, BCCanada V6T 1Z1 | Adriana Manso DDS, MSc, PhD604-822-0383amanso@dentistry.ubc.ca  |
| II – TBD | TBD | TBD  |
| III – November 1-3, 2023 | The University of Tennessee Health Science Center (UTHSC) College of Dentistry875 Union AveMemphis, TN 38163 | William R Callahan IIIwcallaha@uthsc.edu Jeffery Scott Nordinjnordin@uthsc.edu  |
| IV – TBD | West Virginia UniversitySchool of Dentistry64 Medical Center DrPO Box 9600Morgantown, WV 26506-9600 | Tammy Chipps304.293.1245tchipps@hsc.wvu.edu |
| V – September 18-19, 2023 | Touro College of Dental Medicine at New York Medical College19 Skyline DrHawthorne, NY 10532 | Golda ErdfarbO: 914.594.2637C: 201.575.2166golda.erdfarb@touro.edu  |
| VI – TBD | Medical University of South CarolinaJames B. Edwards College of Dental Medicine173 Ashley Ave, BSB 548, MSC 507Charleston, SC 29425 | John C Comisi DDSO: 843-792-2912comisi@musc.edu  |

**2023 National Agenda**

1. **Curriculum**
	1. When do you teach students about ergonomics? Do you teach students about ergonomics?
		1. Are any other entities involved, such as occupational therapy or physical therapy?
	2. Do you teach students the use of dental microscopes for restorative procedures?
	3. Do you have selective courses?
		1. If yes, what selective courses does your school offer?
	4. What does your school teach about erosive tooth wear?
	5. What is the usage of haptic feedback simulators in your institution?
		1. Do you have plans for the implementation of haptic feedback simulation?
	6. Complete caries removal vs selective caries removal
	7. When/how is it taught to replace a single missing tooth? What options are taught? What is the curriculum?
	8. Knowing that for many reasons, porcelain/ceramic (including zirconia) crown restorations are replacing PFM (porcelain fused to metal) crowns:
		1. Are single-unit PFM crowns still being taught to pre-doc dental students in your program?
			1. Yes/No
		2. Are single-unit PFM crowns still being provided to patients treated at your program?
			1. Yes/No
	9. If single-unit PFM restorations are still provided:
		1. What is the relative prevalence of single-unit PFM crowns compared to that of porcelain/ceramic crowns provided to patients during the past year (or most proximate annual reporting period)?
		2. What are the specific indications (criteria) your program uses for the provision of a single-unit PFM crown?
	10. If multiple unit PFM (bridges) are provided:
		1. What is the relative prevalence for the provision of multi-unit PFM (bridges) compared to multi-unit porcelain/ceramic bridges for patients treated at your program?
	11. What is your policy regarding using an explorer?
		1. Do you graze the occlusal? Push down? How do you calibrate faculty for this?
	12. Biomaterials: Do you have a separate department teaching this? Or are course directors obligated to teach and incorporate this into their own Operative curriculum?
	13. Is Vital Pulp Therapy being taught at your Dental College?
		1. Why or why not?
2. Is there a consideration of adding Dental Sleep Medicine education at your Dental College?
	1. Why or why not?
3. **Materials and Techniques**
	1. Do you teach resin infiltration?
		1. If yes, how do you teach resin infiltration?
	2. Do you teach biomimetics?
	3. Do you teach the sandwich technique (open/closed)?
	4. Do you teach the snowplow technique?
	5. Does your school have a specific exercise for a cracked tooth?
	6. What SDF protocols do you follow?
		1. Is potassium iodide taught?
	7. Sequencing the handling of perio/endo lesion cases.
	8. When is endodontics taught in relation to operative or fixed?
	9. Is fiber-reinforced composite being taught?
	10. What are your guidelines for mechanically retained or chemically retained build-ups?
	11. Do you place posts in endodontically treated teeth?
		1. If yes, what are the guidelines for the consideration of posts in endodontically treated teeth?
	12. Are schools using newer generation of glass ionomers and other bioactive materials like equia forte?
	13. How are school’s teaching shade matching?
	14. What are some topics/techniques that schools are deleting from the curriculum to make room for new material?
	15. Caries Dye Detector: Do you use it in the clinic?
	16. Bulk Fill composite: Why don’t you teach it?
		1. If something is on the market, do you feel we should give students exposure to the material, and teach them pros and cons?
	17. Cariology: Is it taught in Operative or as a separate course?
		1. Who is responsible for teaching it?
		2. Where in the curriculum is this placed?...before Operative, during the course, and incorporated into it? Or later as a D2 course?
	18. Atraumatic Restorative Treatment (ART): Do you teach this at your school?
4. **Student Assessment**
	1. What are schools doing to measure clinical production (RVUs, etc.)?
	2. How are you evaluating the clinic readiness for the students?
	3. Do you perform daily clinical evaluations of students?
		1. If so, explain the assessment.
	4. Assessment of progress through clinical years and readiness for practice in operative dentistry:  requirements vs competencies vs OSCE?
		1. Does your school have a required number of clinical procedures/experiences that students must complete in order to graduate?
			1. If so, what is the minimum required number of operative procedures/experiences at your school?
		2. If your school requires a minimum number of clinical operative procedures/experiences in order to graduate, how is that number determined?
			1. Has that number changed over the years?
		3. If your school does not require a minimum number of clinical operative procedures/experiences in order to graduate, how is readiness for practice assessed at your school?
		4. Are the competencies completed on live patients?
		5. Are the conservative Class II and conservative Class III prep/restorations still valid competency assessments?
			1. For example – is a small DL barely into dentin on #10 or a small MO on #5 a true assessment of overall Operative Competency?
		6. If a competency is completed on a typodont - should it encompass more surfaces or in general be a more complex restoration?
	5. How many practical exams are done preclinically?
		1. How are schools balancing time for practice time vs testing time?
	6. Do performance exams/assessments provide a pre-prepped tooth or is the student preparation checked before restoring?
5. **Administration**
	1. Do you currently have, or plan to have, an operative degree?
	2. Validity and usefulness of student course evaluations.
		1. Do your students complete course evaluations for all of your courses?  If yes, please generally describe the format/process and share the average response rate.
			1. If no, please share how students provide feedback on instructors and the curriculum.
		2. If your school includes student course evaluations, please share how/what those student evaluations are used for.
		3. If your school includes student course evaluations, please share how those student evaluations have affected (positive/negative) the operative curriculum.
		4. Do you consider the student evaluations valid or have they devolved into an “airing of grievances” (Seinfeld – Festivus; December 1997).
	3. Teaching skills:  didactic vs small group discussion vs pre-clinical vs clinical
		1. Although most faculty members possess expertise in the field they teach, they usually don't possess formal expertise in the field of teaching.  Are there any mechanisms in place at your school to train and develop teaching skills?
		2. Teaching in different arenas (ie. didactic vs small group discussion vs pre-clinical vs clinical) is contextually different, and often requires different approaches and skillsets.
			1. Does your school acknowledge the difference between these contexts, and if so, how?
			2. Does your school provide any resources to prepare faculty to teach in these different arenas?
		3. Does your school have a program for peer-evaluation of teaching (ie. faculty observing and evaluating faculty teaching)?
			1. If so, please describe how your program works and what it is utilized for.
		4. Do you feel the allotted time (credit hours) for the didactic portion relegated for Operative is sufficient?
		5. How are the clinical skills of your faculty assessed?
	4. Pathways to licensure and its effect on the curriculum:  high-stakes exam (CDCA/WREB/CITA) vs DL-OSCE (from the ADA) vs PGY-1 (one year of residency) vs portfolio vs?
		1. What pathway(s) to licensure do your students pursue?
		2. For the pathway(s) to licensure listed above, please share your opinion on its strengths and weaknesses.
		3. Does the pathway(s) to licensure listed above affect what/how you teach operative dentistry (ie, if that pathway(s) did not exist, would your students' operative dentistry experience be exactly the same?)?
		4. Please share the effect that pathway(s) to licensure have on the operative curriculum and experience.
		5. Do you feel pressured to teach to the licensing exam criteria?
		6. Do you select a typodont for use at your school based upon the typodont the licensing board uses?
	5. If you are keeping a 50% capacity class size or after-hours section, how are those faculty being compensated as opposed to how they were being compensated with their pre-COVID obligations?
6. **CaMBRA Questions:**

This agenda can be thought of as a continuation of a conversation regarding caries management education and clinical implementation at our schools, and it should be of special interest to operative dentistry educators:

**Caries Detection, Diagnosis, and Treatment in dental schools:**

* 1. What sources, guidelines, evidence, and/or references serve as the foundation of your caries detection, diagnosis, and treatment training?
		1. And is this consistent between pre-clinic/didactic and clinical experiences for students?
	2. How (and by whom) is caries detection and diagnosis taught in your dental school?
		1. In the pre-clinic/simulation and didactic courses?
		2. In the student clinics?
	3. How (and by whom) is caries treatment planning and management taught in your dental school?
		1. In the pre-clinic/simulation and didactic courses?
		2. In the student clinics?

**Regional Meeting Report Form**

Region:

Host University, Address, and Dates of the **2023 Regional Meeting**:

|  |  |  |
| --- | --- | --- |
| Host University | Address | Dates of Meeting |
|  |  |  |

Chairperson and Contact Information for the **2023 Regional Meeting**:

|  |  |  |
| --- | --- | --- |
| Chairperson | University/Address | Phone/email |
|  |  |  |

List of Attendees: (Please complete the CODE Regional Meeting Attendees Form on the following page)

Contact Person, Host University, and Dates of the **2024 Regional Meeting**:

|  |  |  |
| --- | --- | --- |
| Contact NamePhone/email | Host University/Address | Dates of Meeting |
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**Regional Meeting Attendee’s Form**

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| **Name** | **University** | **Phone** | **email** |
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**Regional Meeting Attendee’s Form**

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**Suggested Questions for the 2024 National Agenda**

**Regional Nominee for Presenting at the 2024 CODE Annual Meeting which is held in conjunction with the Academy of Operative Dentistry’s Annual Meeting (Please Include Topic)**

|  |  |  |
| --- | --- | --- |
| **Name** | **Topic** | **Contact Info** |
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| --- |
| Please return all completed enclosures to:Gary L. Stafford DMDConsortium of Operative Dentistry Educators (CODE)National DirectorSenior Associate Dean for Academic SystemsOregon Health & Science UniversitySchool of Dentistry2730 S Moody AvePortland, OR 97201staffoga@ohsu.eduDeadline for return: 30 days post-meetingPlease send the requested documents via email with attachments |