

# **Commission on Dental Accreditation**

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## **Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Surgery**

# **Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Surgery**

**Commission on Dental Accreditation  
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**Oral and Maxillofacial Surgery:** is the specialty of dentistry which includes the diagnosis, surgical and adjunctive treatment of diseases, injuries and defects involving both the functional and esthetic aspects of the hard and soft tissues of the oral and maxillofacial regions. (Adopted October 1990)

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Commission on Dental Accreditation

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## Document Revision History

<b>Date</b>	<b>Item</b>	<b>Action</b>
February 3, 2012	Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Surgery	Adopted
February 3, 2012	The Joint Commission Equivalency Statement	Adopted
July 1, 2012	Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Surgery	Implemented
July 1, 2012	The Joint Commission Equivalency Statement	Implemented
August 10, 2012	Revised Mission Statement	Adopted and Implemented
January 31, 2013	Revision to Policy on Accreditation of Off-Campus Sites	Adopted and Implemented
January 31, 2013	Revision to Standard 5, Eligibility and Selection	Adopted and Implemented
January 31, 2013	Addition of Standard 2-4	Adopted
January 31, 2013	Revised Compliance with Commission Policies Section (Complaints)	Implemented
July 1, 2013	Addition of Standard 2-4	Implemented
August 9, 2013	Revised Policy on Accreditation of Off-Campus Sites	Adopted and Implemented
August 9, 2013	Revised Policy on Reporting Program Changes in Accredited Programs	Adopted and Implemented
August 9, 2013	Revised Instructions for Completing Self-Study	Adopted and Implemented
January 30, 2014	Revisions to Definition of Terms (Board Certification and Month, and Standards 2-1.3, 4-3 and 4-9)	Adopted
July 1, 2014	Revisions to Definition of Terms (Board Certification and Month, and Standards 2-1.3, 4-3 and 4-9)	Implemented
February 6, 2015	Revision to Standard 1, Institutional Commitment/Program Effectiveness	Adopted and Implemented
February 6, 2015	Revision to Standard 5, Eligibility and Selection	Adopted and Implemented
February 6, 2015	Revision to Standard 1, Affiliations	Adopted
February 6, 2015	Revision to Standard 4-8, Minimum Clinical Requirements Outpatient OMS Experience	Adopted
February 6, 2015	Deletion of Standard 4-8.2	Adopted
July 1, 2015	Revision to Standard 1, Affiliations	Implemented
July 1, 2015	Revision to Standard 4-8, Minimum Clinical Requirements Outpatient OMS Experience	Implemented
July 1, 2015	Deletion of Standard 4-8.2	Implemented

### Document Revision History, continued

<b>Date</b>	<b>Item</b>	<b>Action</b>
August 7, 2015	Relocation of Standard 1-1, Ethics and Professionalism, to Standard 4-Curriculum and Program Duration	Adopted and Implemented
August 7, 2015	Clarification of Standards 1-2, 1-3, 2-2.1 and 2-3	Adopted and Implemented
August 7, 2015	Revised Policy on Reporting Program Changes	Adopted and Implemented
August 7, 2015	Revised Policy on Enrollment Increases in Advanced Dental Specialty Programs	Adopted and Implemented
August 5, 2016	Revised Mission Statement	Adopted
January 1, 2017	Revised Mission Statement	Implemented
February 4, 2016	Addition of Standards 3-6 and 4-19 and Editorial Changes	Adopted
August 4, 2017	Addition of Standards 3-6 and 4-19 and Editorial Changes	Implemented
August 4, 2017	Revised Accreditation Definitions	Adopted and Implemented

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# **Mission Statement of the Commission on Dental Accreditation**

The Commission on Dental Accreditation serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs.

Commission on Dental Accreditation  
Adopted: August 5, 2016

## ACCREDITATION STATUS DEFINITIONS

### 1. PROGRAMS THAT ARE FULLY OPERATIONAL:

Approval (*without reporting requirements*): An accreditation classification granted to an educational program indicating that the program achieves or exceeds the basic requirements for accreditation.

Approval (*with reporting requirements*): An accreditation classification granted to an educational program indicating that specific deficiencies or weaknesses exist in one or more areas of the program. Evidence of compliance with the cited standards or policies must be demonstrated within a timeframe not to exceed eighteen (18) months if the program is between one and two years in length or two years if the program is at least two years in length. If the deficiencies are not corrected within the specified time period, accreditation will be withdrawn, unless the Commission extends the period for achieving compliance for good cause. Identification of new deficiencies during the reporting time period will not result in a modification of the specified deadline for compliance with prior deficiencies.

Circumstances under which an extension for good cause would be granted include, but are not limited to:

- sudden changes in institutional commitment;
- natural disaster which affects affiliated agreements between institutions; faculty support; or facilities;
- changes in institutional accreditation;
- interruption of an educational program due to unforeseen circumstances that take faculty, administrators or students away from the program.

Revised: 8/17; 2/16; 5/12; 1/99; Reaffirmed: 8/13; 8/10, 7/05; Adopted: 1/98

**2. PROGRAMS THAT ARE NOT FULLY OPERATIONAL:** A program which has not enrolled and graduated at least one class of students/residents and does not have students/residents enrolled in each year of the program is defined by the Commission as not fully operational. The accreditation classification granted by the Commission on Dental Accreditation to programs which are not fully operational is “initial accreditation.” When initial accreditation status is granted to a developing education program, it is in effect through the projected enrollment date. However, if enrollment of the first class is delayed for two consecutive years following the projected enrollment date, the program’s accreditation will be discontinued, and the institution must reapply for initial accreditation and update pertinent information on program development. Following this, the Commission will reconsider granting initial accreditation status.

**Initial Accreditation** is the accreditation classification granted to any dental, advanced dental or allied dental education program which is not yet fully operational. This accreditation classification provides evidence to educational institutions, licensing bodies, government or other granting agencies that, at the time of initial evaluation(s), the developing education program has the potential for

meeting the standards set forth in the requirements for an accredited educational program for the specific occupational area. The classification “initial accreditation” is granted based upon one or more site evaluation visit(s).

Revised: 7/08; Reaffirmed: 8/13; 8/10; Adopted: 2/02

**Other Accreditation Actions:**

**Teach-Out:** An action taken by the Commission on Dental Accreditation to notify an accredited program and the communities of interest that the program is in the process of voluntarily terminating its accreditation due to a planned discontinuance or program closure. The Commission monitors the program until students/residents who matriculated into the program prior to the reported discontinuance or closure effective date are no longer enrolled.

Adopted: 2/16

**Discontinued:** An action taken by the Commission on Dental Accreditation to affirm a program’s reported discontinuance effective date or planned closure date and to remove a program from the Commission’s accredited program listing, when a program either 1) voluntarily discontinues its participation in the accreditation program and no longer enrolls students/residents who matriculated prior to the program’s reported discontinuance effective date or 2) is closed by the sponsoring institution.

**Intent to Withdraw:** A formal warning utilized by the Commission on Dental Accreditation to notify an accredited program and the communities of interest that the program’s accreditation will be withdrawn if compliance with accreditation standards or policies cannot be demonstrated by a specified date. The warning is usually for a six-month period, unless the Commission extends for good cause. The Commission advises programs that the intent to withdraw accreditation may have legal implications for the program and suggests that the institution’s legal counsel be consulted regarding how and when to advise applicants and students of the Commission’s accreditation actions. The Commission reserves the right to require a period of non-enrollment for programs that have been issued the Intent to Withdraw warning.

Revised: 2/16; 8/13



**Withdraw:** An action taken by the Commission when a program has been unable to demonstrate compliance with the accreditation standards or policies within the time period specified. A final action to withdraw accreditation is communicated to the program and announced to the communities of interest. A statement summarizing the reasons for the Commission's decision and comments, if any, that the affected program has made with regard to this decision, is available upon request from the Commission office. Upon withdrawal of accreditation by the Commission, the program is no longer recognized by the United States Department of Education. In the event the Commission withdraws accreditation from a program, students currently enrolled in the program at the time accreditation is withdrawn and who successfully complete the program, will be considered graduates of an accredited program. Students who enroll in a program after the accreditation has been withdrawn will not be considered graduates of a Commission accredited program. Such graduates may be ineligible for certification/licensure examinations.

Revised 6/17; Reaffirmed: 8/13; 8/10, 7/07, 7/01; CODA: 12/87:9

**Denial:** An action by the Commission that denies accreditation to a developing program (without enrollment) or to a fully operational program (with enrollment) that has applied for accreditation. Reasons for the denial are provided. Denial of accreditation is considered an adverse action.

Reaffirmed: 8/13; Adopted: 8/11

## Preface

Maintaining and improving the quality of advanced education in the nationally recognized specialty areas of dentistry is a primary aim of the Commission on Dental Accreditation. The Commission is recognized by the public, the profession and the United States Department of Education as the specialized accrediting agency in dentistry.

Accreditation of advanced specialty education programs is a voluntary effort of all parties involved. The process of accreditation ensures residents, specialty boards and the public that accredited training programs are in compliance with published standards.

Accreditation is extended to institutions offering acceptable programs in the following recognized specialty areas of dental practice: dental public health, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics and prosthodontics. Program accreditation will be withdrawn when the training program no longer conforms to the standards as specified in this document, when all first-year positions remain vacant for a period of two years or when a program fails to respond to requests for program information. Exceptions for non-enrollment may be made by the Commission for programs with “approval without reporting requirements” status upon receipt of a formal request from an institution stating reasons why the status of the program should not be withdrawn.

Advanced education in a recognized specialty area of dentistry may be offered on either a certificate-only or certificate and degree-granting basis.

Accreditation actions by the Commission on Dental Accreditation are based upon information gained through written submissions by program directors and evaluations made on site by assigned consultants. The Commission has established review committees in each of the recognized specialties to review site visit and progress reports and make recommendations to the Commission. Review committees are composed of representatives selected by the specialties and their certifying boards. The Commission has the ultimate responsibility for determining a program’s accreditation status. The Commission is also responsible for adjudication of appeals of adverse decisions and has established policies and procedures for appeal. A copy of policies and procedures may be obtained from the Director, Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611.

This document constitutes the standards by which the Commission on Dental Accreditation and its consultants will evaluate advanced programs in each specialty for accreditation purposes. The Commission on Dental Accreditation establishes general standards which are common to all dental specialties, institutions and programs regardless of specialty. Each specialty develops specialty-specific standards for educational programs in its specialty. The general and specialty-specific standards, subsequent to approval by the Commission on Dental Accreditation, set forth the standards

for the educational content, instructional activities, patient care responsibilities, supervision and facilities that should be provided by programs in the particular specialty.

As a learned profession entrusted by the public to provide for its oral health and general well-being, the profession provides care without regard to race, color, religion, gender, national origin, age, disability, sexual orientation, status with respect to public assistance, or marital status.

The profession has a duty to consider patients' preferences, and their social, economic and emotional circumstances when providing care, as well as to attend to patients whose medical, physical and psychological or social situation make it necessary to modify normal dental routines in order to provide dental treatment. These individuals include, but are not limited to, people with developmental disabilities, cognitive impairments, complex medical problems, significant physical limitations, and the vulnerable elderly. The Standards reconfirm and emphasize the importance of educational processes and goals for comprehensive patient care and encourage patient-centered approaches in teaching, research and oral health care delivery.

The profession adheres to ethical principles of honesty, compassion, kindness, respect, integrity, fairness and charity, as exemplified in the ADA Principles of Ethics and Code of Professional Conduct and the ADEA Statement on Professionalism in Dental Education.

General standards are identified by the use of a single numerical listing (e.g., 1). Specialty-specific standards are identified by the use of multiple numerical listings (e.g., 1-1, 1-1.2, 1-2).

## **Definitions of Terms Used in Oral and Maxillofacial Surgery Accreditation Standards**

The terms used in this document (i.e., shall, **must**, should, can and may) were selected carefully and indicate the relative weight that the Commission attaches to each statement. The definitions of these words as used in the Standards are as follows:

**Must** or Shall: Indicates an imperative need and/or duty; an essential or indispensable item; mandatory.

*Intent:* Intent statements are presented to provide clarification to the advanced specialty education programs in oral and maxillofacial surgery in the application of and in connection with compliance with the Accreditation Standards for Advanced Specialty Education Programs in Oral and Maxillofacial Surgery. The statements of intent set forth some of the reasons and purposes for the particular Standards. As such, these statements are not exclusive or exhaustive. Other purposes may apply.

Examples of evidence to demonstrate compliance include: Desirable condition, practice or documentation indicating the freedom or liberty to follow a suggested alternative.

Should: Indicates a method to achieve the standards.

May or Could: Indicates freedom or liberty to follow a suggested alternative.

Graduates of specialty education programs provide unique services to the public. While there is some commonality with services provided by specialists and general dentists, as well as commonalities among the specialties, the educational standards developed to prepare graduates of specialty programs for independent practice should not be viewed as a continuum from general dentistry. Each specialty defines the educational experience best suited to prepare its graduates to provide that unique specialty service.

**Competencies:** Statements in the specialty standards describing the knowledge, skills and values expected of graduates of specialty programs.

**Competent:** Having the knowledge, skills and values required of the graduates to begin independent, unsupervised specialty practice.

**In-depth:** Characterized by thorough knowledge of concepts and theories for the purpose of critical analysis and synthesis.

**Understanding:** Knowledge and recognition of the principles and procedures involved in a particular concept or activity.

Other Terms:

Institution (or organizational unit of an institution): a dental, medical or public health school, patient care facility, or other entity that engages in advanced specialty education.

Sponsoring institution: primary responsibility for advanced specialty education programs.

Affiliated institution: support responsibility for advanced specialty education programs.

A degree-granting program a planned sequence of advanced courses leading to a master's or doctoral degree granted by a recognized and accredited educational institution.

A certificate program is a planned sequence of advanced courses that leads to a certificate of completion in a specialty recognized by the American Dental Association.

Resident: The individual enrolled in an accredited advanced specialty education program.

International Dental School: A dental school located outside the United States and Canada.

Evidence-based dentistry: Evidence-based dentistry is an approach to oral health care that requires the judicious integration of systematic assessments of clinically relevant scientific evidence, relating to the patient's oral and medical condition and history, with the dentist's clinical expertise and the patient's treatment needs and preferences.

Formative Assessment\*: guiding future learning, providing reassurance, promoting reflection, and shaping values; providing benchmarks to orient the learner who is approaching a relatively unstructured body of knowledge; and reinforcing students' intrinsic motivation to learn and inspire them to set higher standards for themselves.

Summative Assessment\*: making an overall judgment about competence, fitness to practice, or qualification for advancement to higher levels of responsibility; and providing professional self-regulation and accountability.

\*Epstein, R.M. (2007) *Assessment in Medical Education*. The New England Journal of Medicine, 387-96.

## Oral and Maxillofacial Surgery Terms:

Oral and maxillofacial surgery teaching service: that service in which the resident plays the primary role in the admission, management and/or discharge of patients.

General anesthesia: is a controlled state of unconsciousness, accompanied by partial or complete loss of protective reflexes, including inability to maintain an airway independently and respond purposefully to physical stimulation or verbal command, produced by a pharmacologic or non-pharmacologic method, or combination thereof.

Deep sedation: is a controlled state of depressed consciousness, accompanied by partial loss of protective reflexes, including the inability to continually maintain an airway independently and/or to respond purposefully to verbal command, and is produced by a pharmacologic or non-pharmacologic method, or a combination thereof.

Board Certified: as defined by the American Board of Oral and Maxillofacial Surgery.

Month: a period of no less than four weeks.

## STANDARD 1 - INSTITUTIONAL COMMITMENT/PROGRAM EFFECTIVENESS

The program **must** develop clearly stated goals and objectives appropriate to advanced specialty education, addressing education, patient care, research and service. Planning for, evaluation of and improvement of educational quality for the program **must** be broad-based, systematic, continuous and designed to promote achievement of program goals related to education, patient care, research and service.

The program **must** document its effectiveness using a formal and ongoing outcomes assessment process to include measures of advanced education resident achievement.

- 1-1 The program must document success of graduates in obtaining American Board of Oral and Maxillofacial Surgery certification.**
- 1-2 The program must document participation in a national, standardized and psychometrically validated in-service examination.**

Example of Evidence to demonstrate compliance may include:

### OMSITE

***Intent:** The Commission on Dental Accreditation expects each program to define its own goals and objectives for preparing individuals for the practice of oral and maxillofacial surgery and that one of the program goals is to comprehensively prepare competent individuals to initially practice oral and maxillofacial surgery. The outcomes process includes steps to: (a) develop clear, measurable goals and objectives consistent with the program's purpose/mission; (b) develop procedures for evaluating the extent to which the goals and objectives are met; (c) collect and maintain data in an ongoing and systematic manner; (d) analyze the data collected and share the results with appropriate audiences; (e) identify and implement corrective actions to strengthen the program; and (f) review the assessment plan, revise as appropriate, and continue the cyclical process.*

The financial resources **must** be sufficient to support the program's stated goals and objectives.

***Intent:** The institution should have the financial resources required to develop and sustain the program on a continuing basis. The program should have the ability to employ an adequate number of full-time faculty, purchase and maintain equipment, procure supplies, reference material and teaching aids as reflected in annual budget appropriations. Financial allocations should ensure that the program will be in a competitive position to recruit and retain qualified faculty and residents. Annual appropriations should provide for innovations and changes necessary to reflect current concepts of education in the advanced specialty discipline. The Commission will assess the adequacy of financial support on the basis of current appropriations and the stability of sources of funding for the program.*

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.

Examples of evidence to demonstrate compliance may include:

- Written agreement(s)
- Contract(s)/Agreement(s) between the institution/program and sponsor(s) related to facilities, funding, and faculty financial support

Advanced specialty education programs **must** be sponsored by institutions, which are properly chartered, and licensed to operate and offer instruction leading to degrees, diplomas or certificates with recognized education validity. Hospitals that sponsor advanced specialty education programs **must** be accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS). Educational institutions that sponsor advanced specialty education programs **must** be accredited by an agency recognized by the United States Department of Education. The bylaws, rules and regulations of hospitals that sponsor or provide a substantial portion of advanced specialty education programs **must** ensure that dentists are eligible for medical staff membership and privileges including the right to vote, hold office, serve on medical staff committees and admit, manage and discharge patients.

United States military programs not sponsored or co-sponsored by military medical treatment facilities, United States-based educational institutions, hospitals or health care organizations 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) **must** demonstrate successful achievement of Service-specific organizational inspection criteria.

The authority and final responsibility for curriculum development and approval, resident selection, faculty selection and administrative matters **must** rest within the sponsoring institution. The institution/program **must** have a formal system of quality assurance for programs that provide patient care.

The position of the program in the administrative structure **must** be consistent with that of other parallel programs within the institution and the program director **must** have the authority, responsibility and privileges necessary to manage the program.

**1-3 The principal institutions that sponsor accredited oral and maxillofacial surgery programs should be dental schools, hospitals and medical schools.**

**1-4 There must be adequate bed availability to provide for the required number of patient admissions and appropriate independent care by the oral and maxillofacial surgery service.**



**1-5 Oral and maxillofacial surgeons who are members of the teaching staff participating in an accredited educational program must be eligible to practice the full scope of the specialty in accordance with their training, experience and demonstrated competence.**

Examples of evidence to demonstrate compliance may include:

- Details of bylaws and credentialing process that document that oral and maxillofacial surgeons are allowed to practice those aspects of the specialty for which they have documented evidence of training and experience
- List of procedures performed that show scope, and/or hospital privileges list

**1-6 The educational mission must not be compromised by a reliance on residents to fulfill institutional service, teaching or research obligations. Resources and time must be provided for the proper achievement of educational obligations.**

*Intent: All resident activities have redeeming educational value. Some teaching experience is part of a residents training, but the degree to which it is done should not abuse its educational value to the resident.*

Examples of evidence to demonstrate compliance may include:

- Clinic assignment schedule

## AFFILIATIONS

The primary sponsor of the educational program **must** accept full responsibility for the quality of education provided in all affiliated institutions.

Documentary evidence of agreements, approved by the sponsoring and relevant affiliated institutions, **must** be available. The following items **must** be covered in such inter-institutional agreements:

- a. Designation of a single program director;
- b. The teaching staff;
- c. The educational objectives of the program;
- d. The period of assignment of residents; and
- e. Each institution's financial commitment

***Intent:** An “institution (or organizational unit of an institution)” is defined as a dental, medical or public health school, patient care facility, or other entity (e.g., OMS practice facility) that engages in advanced specialty education. The items that are covered in inter-institutional agreements do not have to be contained in a single document. They may be included in multiple agreements, both formal and informal (e.g., addenda and letters of mutual understanding).*

**1-7 Rotations to an affiliated institution which sponsors its own accredited oral and maxillofacial surgery residency program must not exceed 6 months in duration.**

**1-8 Any program that rotates a resident to an affiliated institution which also sponsors its own separately accredited oral and maxillofacial surgery residency program must submit each year a supplement to its Annual Survey. The supplement must identify the affiliated institution by name and the oral and maxillofacial surgery cases on which the rotating resident was surgeon or first assistant to an attending surgeon. This report must be signed by the program director of the sponsoring institution and the chief of oral and maxillofacial surgery at the affiliated institution.**

**1-9 All standards in this document must apply to training provided in affiliated institutions.**

If the program utilizes off-campus sites for clinical experiences or didactic instruction, please review the Commission’s Policy on Accreditation of Off-Campus Sites found in the Evaluation and Operational Policies and Procedures manual (EOPP).

## STANDARD 2 - PROGRAM DIRECTOR AND TEACHING STAFF

The program **must** be administered by one director who is board certified in the respective specialty of the program. (All program directors appointed after January 1, 1997, who have not previously served as program directors, **must** be board certified.)

***Intent:** The director of an advanced specialty education program is to be certified by an ADA-recognized certifying board in the specialty. Board certification is to be active. The board certification requirement of Standard 2 is also applicable to an interim/acting program director. A program with a director who is not board certified but who has previous experience as an interim/acting program director in a Commission-accredited program prior to 1997 is not considered in compliance with Standard 2.*

Examples of evidence to demonstrate compliance may include:

For board certified directors: Copy of board certification certificate; letter from board attesting to current/active board certification

(For non-board certified directors who served prior to January 1, 1997: Current CV identifying previous directorship in a Commission on Dental Accreditation- or Commission on Dental Accreditation of Canada-accredited advanced specialty program in the respective discipline; letter from the previous employing institution verifying service)

The program director **must** be appointed to the sponsoring institution and have sufficient authority and time to achieve the educational goals of the program and assess the program's effectiveness in meeting its goals.

Documentation of all program activities **must** be ensured by the program director and available for review.

**2-1 Program Director: The program must be directed by a single responsible individual who is a full time faculty member as defined by the institution.**

***Intent:** Other activities do not dilute a program director's ability to discharge his/her primary obligations to the educational program.*

**The responsibilities of the program director must include:**

**2-1.1 Development of the goals and objectives of the program and definition of a systematic method of assessing these goals by appropriate outcomes measures.**

**2-1.2 Ensuring the provision of adequate physical facilities for the educational process.**

**2-1.3 Participation in selection and supervision of the teaching staff. Perform periodic, at least annual, written evaluations of the teaching staff. This must include documentation of evaluation of the members of the teaching staff by the residents at least annually.**

*Intent: In some situations, the evaluation of the teaching staff may be performed by the chairman of the department of oral and maxillofacial surgery in conjunction with the program director.*

**2-1.4 Responsibility for adequate educational resource materials for education of the residents, including access to an adequate health science library and electronic reference sources.**

**2-1.5 Responsibility for selection of residents and ensuring that all appointed residents meet the minimum eligibility requirements, unless the program is sponsored by a federal service utilizing a centralized resident selection process.**

**2-1.6 Maintenance of appropriate records of the program, including resident and patient statistics, institutional agreements, and resident records.**

Examples of evidence to demonstrate compliance may include:

- Copies of faculty meeting minutes
- Sign-in sheets
- Monthly records of outpatient visits by category
- Resident surgical logs/other electronic record databases
- Evaluations of teaching staff

**2-2 Teaching Staff: The teaching staff must be of adequate size and must provide for the following:**

**2-2.1 Provide direct supervision in all patient care settings appropriate to a resident's competence and level of training.**

*Intent: Faculty is present and available in clinics, emergency rooms and operating rooms for appropriate level supervision during critical parts of procedures.*

Examples of evidence to demonstrate compliance may include:

- Faculty coverage for clinic, operating room and call schedules
- Patient records

**2-2.2 In addition to the full time program director, the teaching staff must have at least one full time equivalent oral and maxillofacial surgeon as defined by the institution per each authorized senior resident position. One of the teaching staff who is not the program director must be at least half-time faculty as defined by the institution.**

CODA authorized enrollment per year (n)	Required Program Director F.T.E.	Required minimum F.T.E. of second faculty member	Required cumulative additional F.T.E. of faculty who are not program director	Required Total faculty F.T.E. for program
1	1	0.5	0.5	2
2	1	0.5	1.5	3
3	1	0.5	2.5	4
n	1	0.5	n - 0.5	n + 1

**2-2.3 Eligible oral and maxillofacial surgery members of the teaching staff, with greater than a .5 FTE commitment appointed after January 1, 2000, who have not previously served as teaching staff, must be diplomates of the American Board of Oral and Maxillofacial Surgery or in the process of becoming board certified. Foreign trained faculty must be comparably qualified.**

**2-3 Scholarly Activity of Faculty: There must be evidence of scholarly activity among the oral and maxillofacial surgery faculty.**

Examples of Evidence to demonstrate compliance may include:

- a. Participation in clinical and/or basic research particularly in projects funded following peer review;
- b. Publication of the results of innovative thought, data gathering research projects, and thorough reviews of controversial issues in peer-reviewed scientific media; and
- c. Presentation at scientific meetings and/or continuing education courses at the local, regional, or national level.

**2-4** The program **must** show evidence of an ongoing faculty development process.

***Intent:** Ongoing faculty development is a requirement to improve teaching and learning, to foster curricular change, to enhance retention and job satisfaction of faculty, and to maintain the vitality of academic dentistry as the wellspring of a learned profession.*

**Examples of evidence to demonstrate compliance may include:**

Participation in development activities related to teaching, learning, and assessment  
Attendance at regional and national meetings that address contemporary issues in education and patient care  
Mentored experiences for new faculty  
Scholarly productivity  
Presentations at regional and national meetings  
Examples of curriculum innovation  
Maintenance of existing and development of new and/or emerging clinical skills  
Documented understanding of relevant aspects of teaching methodology  
Curriculum design and development  
Curriculum evaluation  
Student/Resident assessment  
Cultural Competency  
Ability to work with students/residents of varying ages and backgrounds  
Use of technology in didactic and clinical components of the curriculum  
Evidence of participation in continuing education activities

### STANDARD 3 – FACILITIES AND RESOURCES

Institutional facilities and resources **must** be adequate to provide the educational experiences and opportunities required to fulfill the needs of the educational program as specified in these Standards. Equipment and supplies for use in managing medical emergencies **must** be readily accessible and functional.

***Intent:** The facilities and resources (e.g.; support/secretarial staff, allied personnel and/or technical staff) should permit the attainment of program goals and objectives. To ensure health and safety for patients, residents, faculty and staff, the physical facilities and equipment should effectively accommodate the clinic and/or laboratory schedule.*

The program **must** document its compliance with the institution’s policy and applicable regulations of local, state and federal agencies, including but not limited to radiation hygiene and protection, ionizing radiation, hazardous materials, and bloodborne and infectious diseases. Policies **must** be provided to all residents, faculty and appropriate support staff and continuously monitored for compliance. Additionally, policies on bloodborne and infectious diseases **must** be made available to applicants for admission and patients.

***Intent:** The program may document compliance by including the applicable program policies. The program demonstrates how the policies are provided to the residents, faculty and appropriate support staff and who is responsible for monitoring compliance. Applicable policy states how it is made available to applicants for admission and patients should a request to review the policy be made.*

Residents, faculty and appropriate support staff **must** be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella and hepatitis B, prior to contact with patients and/or infectious objects or materials, in an effort to minimize the risk to patients and dental personnel.

***Intent:** The program should have written policy that encourages (e.g., delineates the advantages of) immunization for residents, faculty and appropriate support staff.*

All residents, faculty and support staff involved in the direct provision of patient care **must** be continuously recognized/certified in basic life support procedures, including cardiopulmonary resuscitation.

***Intent:** Continuously recognized/certified in basic life support procedures means the appropriate individuals are currently recognized/certified.*

The use of private office facilities as a means of providing clinical experiences in advanced specialty education is only approved when the specialty has included language that defines the use of such facilities in its specialty-specific standards.

- 3-1 Clinical facilities must be properly equipped for performance of all ambulatory oral and maxillofacial surgery procedures, including administration of general anesthesia and sedation for ambulatory patients.**
- 3-2 There must be a space properly equipped for monitoring patients' recovery from ambulatory surgery, general anesthesia and sedation.**
- 3-3 An adequate and accessible dental laboratory facility must be available to the residents to utilize for patient care.**
- 3-4 Adequate onsite computer resources with internet access must be available to the residents.**
- 3-5 Adequate on call facilities must be provided to residents when fulfilling in-house call responsibilities.**
- 3-6 Adequate and accessible diagnostic imaging facilities must be available to residents to utilize for patient care.**



## STANDARD 4 - CURRICULUM AND PROGRAM DURATION

The advanced specialty education program **must** be designed to provide special knowledge and skills beyond the D.D.S. or D.M.D. training and be oriented to the accepted standards of specialty practice as set forth in specific standards contained in this document.

***Intent:** The intent is to ensure that the didactic rigor and extent of clinical experience exceeds pre-doctoral, entry level dental training or continuing education requirements and the material and experience satisfies standards for the specialty.*

Advanced specialty education programs **must** include instruction or learning experiences in evidence-based practice. Evidence-based dentistry is an approach to oral health care that requires the judicious integration of systematic assessments of clinically relevant scientific evidence, relating to the patient's oral and medical condition and history, with the dentist's clinical expertise and the patient's treatment needs and preferences.

Examples of Evidence to demonstrate compliance may include:

- Formal instruction (a module/lecture materials or course syllabi) in evidence-based practice
- Didactic Program course syllabi, course content outlines, or lecture materials that integrate aspects of evidence-based practice
- Literature review seminar(s)
- Multidisciplinary Grand Rounds to illustrate evidence-based practice
- Projects/portfolios that include critical reviews of the literature using evidence-based practice principles (or "searching publication databases and appraisal of the evidence")
- Assignments that include publication database searches and literature appraisal for best evidence to answer patient-focused clinical questions.

The level of specialty area instruction in certificate and degree-granting programs **must** be comparable.

***Intent:** The intent is to ensure that the residents of these programs receive the same educational requirements as set forth in these Standards.*

If an institution and/or program enrolls part-time residents, the institution **must** have guidelines regarding enrollment of part-time residents. Part-time residents **must** start and complete the program within a single institution, except when the program is discontinued. The director of an accredited program who enrolls residents on a part-time basis **must** ensure that: (1) the educational experiences, including the clinical experiences and responsibilities, are the same as required by full-time residents; and (2) there are an equivalent number of months spent in the program.

**4-1 An advanced specialty education program in oral and maxillofacial surgery must encompass a minimum duration of 48 months of full-time study.**

**4-2 Each resident must devote a minimum of 30 months to clinical oral and maxillofacial surgery.**

*Intent: While enrolled in an oral and maxillofacial surgery program, full-time rotations on the oral and maxillofacial surgery service while doing a non-oral and maxillofacial surgery residency year or full-time service on oral and maxillofacial surgery during vacation times during medical school may be counted toward this requirement.*

Examples of evidence to demonstrate compliance may include:

- Complete schedule of resident activity

**4-2.1 Twelve months of the time spent on the oral and maxillofacial surgery service must be at a senior level of responsibility, 6 months of which must be in the final year.**

*Intent: Senior level responsibility means residents serving as first assistant to attending surgeon on major cases.*

**4-2.2 Rotations to affiliated institutions outside the United States and Canada must not be used to fulfill the core 30 month clinical oral and maxillofacial surgery training experience. Surgical procedures performed during foreign rotations must not count toward fulfillment of the 175 major surgical procedures.**

**4-2.3 Rotations to a private practice must not be used to fulfill the core 30 month clinical oral and maxillofacial surgery training experience.**

*Intent: Resident serves as first assistant for the majority of surgical procedures performed during this rotation. They are to be present for most pre- and post-operative patient visits.*

**4-3 The residency program in oral and maxillofacial surgery must include education and training in the basic and clinical sciences, which is integrated into the training program. A distinct and specific curriculum must be provided in anesthesia, clinical medicine and surgery.**

**The integrated clinical science curriculum must include off-service rotations, lectures and seminars given during the oral and maxillofacial surgery training program by oral and maxillofacial surgery residents and attending staff.**

*Intent:* Course work and training taken as requirements for the medical degree and the general surgery residency year provided within integrated MD or DO/oral and maxillofacial surgery training programs may also qualify to satisfy some of the clinical science curriculum requirements.

**When assigned to a required rotation on another service (general surgery, medicine, anesthesiology, and two months of additional off-service elective), the oral and maxillofacial surgery resident must devote full-time to the service and participate fully in all the teaching activities of the service, including regular on-call responsibilities.**

*Intent:* Beyond the required 13 month rotations, residents may take call on the oral and maxillofacial surgery service when on additional rotations (oral pathology, etc.).

Examples of evidence to demonstrate compliance may include:

- Lecture schedules
- Curriculum; behavioral objectives
- Attendance sign-in sheets
- Policy of anesthesia department related to on-call participation by residents if residents are not permitted to be on-call
- Rotation schedules

#### **4-3.1 Anesthesia Service:**

**The assignment must be for a minimum of 5 months, should be consecutive and one of these months should be dedicated to pediatric anesthesia. The resident must function as an anesthesia resident with commensurate level of responsibility.**

*Intent:* The pediatric portion could include PICU, NICU, pediatric anesthesia service, or ambulatory pediatric anesthesia. Oral and maxillofacial surgery residents rotating on the anesthesia service have levels of responsibility identical to those of the anesthesia residents, and abide by the anesthesia department's assignments and schedules. Part of this time can be during medical school as long as oral and maxillofacial surgery trainee functions at the anesthesia resident level.

Examples of evidence to demonstrate compliance may include:

- Resident on-call rotation schedules
- Anesthesia records

#### **4-3.2 Medical Service:**

**A minimum of 2 months of clinical medical experience must be provided.**

*Intent: This experience should be at the medical student/PGY-1 level or higher, and may include rotation on medical specialty services.*

Examples of evidence to demonstrate compliance may include:

- Resident rotation schedules

#### **4-3.3 Surgical Service:**

**A minimum of 4 months of clinical surgical experience must be provided. This experience should be achieved by rotation to the general surgery service and the resident must function as a surgery resident with commensurate level of responsibility.**

*Intent: The intent is to provide residents with adequate training in pre- and post-operative care, as well as experience in intra-operative techniques. This should include management of critically ill patients. Oral and maxillofacial surgery residents operate at a PGY-1 level of responsibilities or higher, and are on the regular night call schedule.*

Examples of evidence to demonstrate compliance may include:

- Resident rotation schedules

#### **4-3.4 Other Rotations:**

**Two additional months of clinical surgical or medical education must be assigned. These must be exclusive of all oral and maxillofacial surgery service assignments.**

Examples of evidence to demonstrate compliance may include:

- Resident rotation schedules

- 4-4 Weekly departmental seminars and conferences, directed by participating members of the teaching staff, must be conducted to augment the biomedical science and clinical program. They must be scheduled and structured to provide instruction in the broad scope of oral and maxillofacial surgery and related sciences and must include retrospective audits, clinicopathological conferences, tumor conferences and guest lectures. The majority of teaching sessions must be presented by the institutional teaching staff and may include remote access educational opportunities. The residents must also prepare and present departmental conferences under the guidance of the faculty.**

Examples of evidence to demonstrate compliance may include:

- Seminar schedules for at least one year
- Resident log of lectures attended
- Course outlines
- Sign-in sheets

## **BASIC SCIENCES**

- 4-5 Instruction must be provided in the basic biomedical sciences at an advanced level beyond that of the predoctoral dental curriculum. These sciences must include anatomy (including growth and development), physiology, pharmacology, microbiology and pathology. This instruction may be provided through formal courses, seminars, conferences or rotations to other services of the hospital.**

*Intent: This instruction may be met through the completion of the requirements for the M.D./D.O. or any other advanced degrees.*

- 4-5.1 Instruction in anatomy must include surgical approaches used in various oral and maxillofacial surgery procedures.**

Examples of evidence to demonstrate compliance may include:

- Resident log of lectures attended
- Course outlines
- Goals and objectives of biomedical sciences curriculum
- Sign-in sheets
- Schedule showing curriculum in the mandated areas for a typical year

## PHYSICAL DIAGNOSIS

- 4-6** A formally structured didactic and clinical course in physical diagnosis must be provided by individuals privileged to perform histories and physical examinations. Resident competency in physical diagnosis must be documented by qualified members of the teaching staff. This instruction must be initiated in the first year of the program to ensure that residents have the opportunity to apply this training throughout the program on adult and pediatric patients.

*Intent:* A medical student/resident level course in physical diagnosis, or a faculty led, formally structured and comprehensive physical diagnosis course that includes didactic and practical instruction. The complete history and physical examination includes a psychiatric assessment, when appropriate.

Examples of evidence to demonstrate compliance may include:

- Course outlines
- Course syllabi
- Course schedules
- Credentialing letter from course director that resident has mastered skills

- 4-6.1** Patients admitted to oral and maxillofacial surgery service must have a complete history and physical examination. The majority of these examinations must be performed by an oral and maxillofacial surgery resident.

## CLINICAL ORAL AND MAXILLOFACIAL SURGERY

- 4-7** The program must provide a complete, progressively graduated sequence of outpatient, inpatient and emergency room experiences. The residents' exposure to major and minor surgical procedures must be integrated throughout the duration of the program.

In addition to providing the teaching and supervision of the resident activities described above, there must be patients of sufficient number and variety to give residents exposure to and competence in the full scope of oral and maxillofacial surgery. The program director must demonstrate that the objectives of the standards have been met and must ensure that all residents receive comparable clinical experience.

Examples of evidence to demonstrate compliance may include:

- Records kept by program director that show comparability of surgical experiences in the various aspects of oral and maxillofacial surgery across years and among residents.
- Oral and Maxillofacial Surgery Benchmarks

## MINIMUM CLINICAL REQUIREMENTS

### OUTPATIENT ORAL AND MAXILLOFACIAL SURGERY EXPERIENCE

- 4-8** The program must ensure a progressive and continuous outpatient surgical experience, including preoperative and postoperative evaluation, as well as adequate training in a broad range of oral and maxillofacial surgery procedures involving adult and pediatric patients. This experience must include the management of dentoalveolar surgery, the placement of implant devices, traumatic injuries and pathologic conditions, augmentations and other hard and soft tissue surgery, including surgery of the mucogingival tissues. Faculty cases may contribute to this experience, but they must have resident involvement.

*Intent: Residents are to participate in outpatient care activities.*

Examples of evidence to demonstrate compliance may include:

- Resident rotation schedules
- Outpatient clinic schedules
- Outpatient surgery case log
- Dentoalveolar-related didactic course materials

- 4-8.1** Dental implant training must include didactic and clinical experience in comprehensive preoperative, intraoperative and post-operative management of the implant patient.

**The preoperative aspects of the comprehensive management of the implant patient must include interdisciplinary consultation, diagnosis, treatment planning, biomechanics, biomaterials and biological basis.**

**The intraoperative aspects of training must include surgical preparation and surgical placement including hard and soft tissue grafts.**

**The post-operative aspects of training must include the evaluation and management of implant tissues and complications associated with the placement of implants.**

Examples of evidence to demonstrate compliance may include:

- Implant-related didactic course materials
- Patient records, indicating interaction with restorative dentists

## **GENERAL ANESTHESIA AND DEEP SEDATION**

**4-9 The off-service rotation in anesthesia must be supplemented by longitudinal and progressive experience throughout the training program in all aspects of pain and anxiety control. The outpatient surgery experience must ensure adequate training to competence in general anesthesia/deep sedation for oral and maxillofacial surgery procedures, including competence in airway management, on adult and pediatric patients.**

**4-9.1 The cumulative anesthetic experience of each graduating resident must include administration of general anesthesia/deep sedation to a minimum of 300 patients. A minimum of 150 of these cases must be ambulatory anesthetics for oral and maxillofacial surgery. A minimum of 50 of the 300 patients must be pediatric (18 years of age or younger).**

*Intent: The experience includes time on the anesthesia rotation as well as anesthetics administered while on the oral and maxillofacial surgery service. A pediatric anesthesia patient is defined as 18 years of age or younger.*

Examples of evidence to demonstrate compliance may include:

- Resident's anesthetic log.
- Clinical tracking system.
- Anesthesia records.

**4-9.2 In addition to general anesthesia/deep sedation, the residents must obtain extensive training and experience in all sedation techniques.**

Examples of evidence to demonstrate compliance may include:

- Detailed curriculum plans
- Patient charts
- Simulation experience



**4-9.3 The clinical program must be supported in part by a core comprehensive didactic program on general anesthesia, deep sedation and other methods of pain and anxiety control. The didactic program must include lectures and seminars emphasizing:**

- a. Patient evaluation,**
- b. Risk assessment,**
- c. Anesthesia and sedation techniques,**
- d. Monitoring, and**
- e. The diagnosis and management of complications.**

**4-9.4 Advanced Cardiac Life Support (ACLS) must be obtained in the first year of residency and must be maintained throughout residency training.**

**4-9.5 Residents must be certified in Pediatric Advanced Life Support (PALS) prior to the completion of training.**

Examples of evidence to demonstrate compliance may include:

- ACLS certification records and cards
- PALS certification records and cards

## **ADMISSIONS**

**4-10 Inpatient surgical experience must ensure adequate training in a broad range of inpatient oral and maxillofacial surgery care, including admission and management of patients.**

## **MAJOR SURGERY**

**4-11 For each authorized final year resident position, residents must perform 175 major oral and maxillofacial surgery procedures on adults and children, documented by at least a formal operative note. For the above 175 procedures there must be at least 20 procedures in each category of surgery. The categories of major surgery are defined as: 1) trauma 2) pathology 3) orthognathic surgery 4) reconstructive and cosmetic surgery. Sufficient variety in each category, as specified below, must be provided. Surgery performed by oral and maxillofacial surgery residents while rotating on or assisting with other services must not be counted toward this requirement.**

***Intent:** The intent is to ensure a balanced exposure to comprehensive patient care for all major surgical categories. In order for a major surgical case to be counted toward meeting this requirement, the resident serves as an operating surgeon or first assistant to an oral and maxillofacial surgery teaching staff member. The program documents that the residents have played a significant role (diagnosis, perioperative care and subsequent follow-up) in the management of the patient.*

Examples of evidence to demonstrate compliance may include:

- Department and institution general operating room statistics and logs
- Patient Medical Records
- Schedules showing that resident was present in pre- and post-operative visits
- Progress notes or resident logs showing resident was present during pre- and post-operative visits
- Resident logbook of all procedures with which resident had active participation

**4-12 In the trauma category, in addition to mandibular fractures, the surgical management and treatment of maxillary, nasal and orbito-zygomatico-maxillary complex injuries must be included.**

**4-12.1 Trauma management includes, but is not limited to, tracheotomies, open and closed reductions of fractures of the mandible, maxilla, zygomatico-maxillary, nose, naso-frontal-orbital-ethmoidal and midface region and repair of facial, oral, soft tissue injuries and injuries to specialized structures.**

**4-13 In the pathology category, experience must include management of temporomandibular joint pathology and at least three other types of procedures.**

**4-13.1 Pathology management includes, but is not limited to, major maxillary sinus procedures, treatment of temporomandibular joint pathology, salivary gland/duct surgery, management of head and neck infections, (incision and drainage procedures), and surgical management of benign and malignant neoplasms and cysts.**

**4-14 In the orthognathic category, procedures must include correction of deformities in the mandible and the middle third of the facial skeleton.**

**4-14.1 Orthognathic surgery includes the surgical correction of functional and cosmetic orofacial and craniofacial deformities of the mandible, maxilla, zygoma and other facial bones as well as the treatment of obstructive sleep apnea. Surgical procedures in this category include, but are not limited to,**

**ramus and body procedures, subapical segmental osteotomies, Le Fort I, II and III procedures and craniofacial operations. Comprehensive care must include consultation and treatment by an orthodontic specialist when indicated; and a sleep medicine team should be included when indicated.**

*Intent: Evidence of resident pre- and post-operative care and intra-operative participation in the treatment of the orthognathic patient and the sleep apnea patient.*

Examples of evidence to demonstrate compliance may include:

- Evidence of collaborative care (with orthodontist and/or sleep medicine team)
- Oral and maxillofacial surgery record with orthodontic and/or sleep medicine involvement

**4-15 In the reconstructive and cosmetic category, both bone grafting and soft tissue grafting procedures must be included. Residents must learn the harvesting of bone and soft tissue grafts during the course of training.**

*Intent: Distant bone graft sites may include but are not limited to calvarium, rib, ilium, fibula and tibia. Harvesting of soft tissue grafts may be from intraoral or distant sites. Distant soft tissue grafts include but are not limited to cartilage, skin, fat, nerve & fascia.*

Examples of evidence to demonstrate compliance may include:

- Patient records revealing evidence of hard - and soft-tissue harvesting and grafting to maxillofacial region, including donor sites distant from oral cavity

**4-15.1 Reconstructive surgery includes, but is not limited to, vestibuloplasties, augmentation procedures, temporomandibular joint reconstruction, management of hard and soft tissue maxillofacial defects, insertion of craniofacial implants, facial cleft repair, peripheral nerve reconstruction and other reconstructive surgery.**

*Intent: It is expected that in this category there will be both reconstructive and cosmetic procedures performed by residents.*

**4-15.2 Cosmetic surgery should include but is not limited to three of the following types of procedures: rhinoplasty, blepharoplasty, rhytidectomy, genioplasty, lipectomy, otoplasty, and scar revision.**

Examples of evidence to demonstrate compliance may include:

- Patient records revealing resident experience in reconstructive and cosmetic surgery

**4-16 Accurate and complete records of the amount and variety of clinical activity of the oral and maxillofacial surgery teaching service must be maintained. These records must include a detailed account of the number and variety of procedures performed by each resident. Records of patients managed by residents must evidence thoroughness of diagnosis, treatment planning and treatment.**

**4-16.1 Residents must keep a current log of their operative cases.**

**4-17 Emergency Care Experience: Residents must be provided with emergency care experience, including diagnosing, rendering emergency treatment and assuming major responsibility for the care of oral and maxillofacial injuries. The management of acute illnesses and injuries, including management of oral and maxillofacial lacerations and fractures, must be included in this experience. A resident must be available to the emergency service at all times.**

**4-17.1 Residents must be verified in Advanced Trauma Life Support (ATLS) prior to completing the program.**

**4-18 The program must provide instruction in the compilation of accurate and complete patient records.**

Examples of evidence to demonstrate compliance may include:

- Seminar or lecture schedule on patient record keeping

**4-19 The program must provide training in interpretation of diagnostic imaging.**

### **Ethics and Professionalism**

**4-20 Graduates must receive instruction in the application of the principle of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, and practice management.**

*Intent: Graduates should know how to draw on a range of resources such as professional codes, regulatory law, and ethical theories to guide judgment and action for issues that are complex, novel, ethically arguable, divisive, or of public concern.*

**4-21 The program must include participation in practice and risk management seminars and instruction in coding and nomenclature.**

*Intent: Parameters of Care should be taught either in a seminar setting, individually or shown to be utilized throughout the program, i.e. Morbidity & Mortality Conferences.*

Examples of evidence to demonstrate compliance may include:

- Seminar or lecture schedules on practice and risk management
- Familiarity with AAOMS Parameters of Care

## STANDARD 5 - ADVANCED EDUCATION RESIDENTS ELIGIBILITY AND SELECTION

Eligible applicants to advanced specialty education programs accredited by the Commission on Dental Accreditation **must** be graduates from:

- a. Predoctoral dental programs in the U.S. accredited by the Commission on Dental Accreditation; or
- b. Predoctoral dental programs in Canada accredited by the Commission on Dental Accreditation of Canada; or
- c. International dental schools that provide equivalent educational background and standing as determined by the program.

Specific written criteria, policies and procedures **must** be followed when admitting residents.

***Intent:** Written non-discriminatory policies are to be followed in selecting residents. These policies should make clear the methods and criteria used in recruiting and selecting residents and how applicants are informed of their status throughout the selection process.*

Admission of residents with advanced standing **must** be based on the same standards of achievement required by residents regularly enrolled in the program. Residents with advanced standing **must** receive an appropriate curriculum that results in the same standards of competence required by residents regularly enrolled in the program.

***Intent:** Advanced standing refers to applicants that may be considered for admission to a training program whose curriculum has been modified after taking into account the applicant's past experience. Examples include transfer from a similar program at another institution, completion of training at a non-CODA accredited program, or documented practice experience in the given discipline. Acceptance of advanced standing residents will not result in an increase of the program's approved number of enrollees. Applicants for advanced standing are expected to fulfill all of the admission requirements mandated for residents in the conventional program and be held to the same academic standards. Advanced standing residents, to be certified for completion, are expected to demonstrate the same standards of competence as those in the conventional program.*

Examples of evidence to demonstrate compliance may include:

- policies and procedures on advanced standing
- results of appropriate qualifying examinations
- course equivalency or other measures to demonstrate equal scope and level of knowledge

- 5-1 If the program has determined that graduates of U. S. or Canadian accredited medical schools are eligible for admission, the candidate must obtain a dental degree from a predoctoral dental education program accredited by the Commission on Dental Accreditation prior to starting the required 30 months of core OMS training.**

## EVALUATION

A system of ongoing evaluation and advancement **must** ensure that, through the director and faculty, each program:

- a. Periodically, but at least semiannually, assesses the progress toward (formative assessment) and achievement of (summative assessment) the competencies for the specialty using formal evaluation methods;
- b. Provides to residents an assessment of their performance, at least semiannually;
- c. Advances residents to positions of higher responsibility only on the basis of an evaluation of their readiness for advancement; and
- d. Maintains a personal record of evaluation for each resident which is accessible to the resident and available for review during site visits.

*Intent: (a) The evaluation of competence is an ongoing process that requires a variety of assessments that can measure the acquisition of knowledge, skills and values necessary for specialty-level practice. It is expected that programs develop and periodically review evaluation methods that include both formative and summative assessments. (b) Resident evaluations should be recorded and available in written form. (c) Deficiencies should be identified in order to institute corrective measures. (d) Resident evaluation is documented in writing and is shared with the resident.*

- 5-2 The program director must provide written evaluations of the residents based upon written comments obtained from the teaching staff. The evaluation must include:**

- a. **Cognitive skills;**
- b. **Clinical skills;**
- c. **Interpersonal skills;**
- d. **Patient management skills; and**
- e. **Ethical standards.**

Examples of evidence to demonstrate compliance may include:

- Rotational evaluations
- Semi-annual summative/formative evaluations
- Oral and Maxillofacial Surgery Benchmarks

- AAOMS DVD on Professionalism, AAOMS Code of Professional Conduct, ADA Principles of Ethics and Code of Professional Conduct, ADEA Statement on Professionalism in Dental Education, Institutional ethics guidelines, lecture on ethics
- 5-3 The program director must provide counseling, remediation, censuring, or after due process, dismissal of residents who fail to demonstrate an appropriate level of competence, reliability, or ethical standards.**
- 5-4 The program director must provide a final written evaluation of each resident upon completion of the program. The evaluation must include a review of the resident's performance during the training program, and must state that the resident has demonstrated competency to practice independently. The final evaluation must be a summative assessment demonstrating a progression of formative assessments throughout the residency program. This evaluation must be included as part of the resident's permanent record and must be maintained by the institution. A copy of the final written evaluation must be provided to each resident upon completion of the residency.**

Examples of evidence to demonstrate compliance may include:

- Oral and Maxillofacial Surgery Benchmarks

## **DUE PROCESS**

There **must** be specific written due process policies and procedures for adjudication of academic and disciplinary complaints, which parallel those established by the sponsoring institution.



## **RIGHTS AND RESPONSIBILITIES**

At the time of enrollment, the advanced specialty education residents **must** be apprised in writing of the educational experience to be provided, including the nature of assignments to other departments or institutions and teaching commitments. Additionally, all advanced specialty education residents **must** be provided with written information which affirms their obligations and responsibilities to the institution, the program and program faculty.

***Intent:** Adjudication procedures should include institutional policy which provides due process for all individuals who may potentially be involved when actions are contemplated or initiated which could result in disciplinary actions, including dismissal of a resident (for academic or disciplinary reasons). In addition to information on the program, residents should also be provided with written information which affirms their obligations and responsibilities to the institution, the program, and the faculty. The program information provided to the residents should include, but not necessarily be limited to, information about tuition, stipend or other compensation; vacation and sick leave; practice privileges and other activity outside the educational program; professional liability coverage; and due process policy and current accreditation status of the program.*

## STANDARD 6 – RESEARCH

Advanced specialty education residents **must** engage in scholarly activity.

Such evidence may include:

- a. presentation of papers at educational meetings outside of the sponsoring institution
- b. development and submission of posters for scientific meetings
- c. submission of abstracts for presentation at educational meetings or publication in peer reviewed journals
- d. designated time for active participation in or completion of a research project (basic science or clinical) with mentoring
- e. submission of an article for publication in a peer reviewed journal

***Intent:** The resident is encouraged to be involved in the creation of new knowledge, evaluation of research, development of critical thinking skills and furthering the profession of oral and maxillofacial surgery.*