

Commission on Dental Accreditation

Accreditation Standards for Advanced Specialty Education Programs in Pediatric Dentistry

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Pediatric Dentistry is an age-defined specialty that provides both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence including those with special health care needs. (Adopted 1995)

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Accreditation Standards for Advanced Specialty Education Programs in Pediatric Dentistry

Document Revision History

<i>Date</i>	<i>Item</i>	<i>Action</i>
<i>February 3, 2012</i>	<i>Accreditation Standards for Advanced Specialty Education Programs in Pediatric Dentistry</i>	<i>Adopted</i>
<i>August 10, 2012</i>	<i>Revised Mission Statement</i>	<i>Adopted and Implemented</i>
<i>January 31, 2013</i>	<i>Revision to Policy on Accreditation of Off-Campus sites</i>	<i>Adopted and Implemented</i>
<i>January 31, 2013</i>	<i>Revision to Standard 5, Eligibility and Selection</i>	<i>Adopted</i>
<i>July 1, 2013</i>	<i>Accreditation Standards for Advanced Specialty Education Programs in Pediatric Dentistry</i>	<i>Implemented</i>
<i>July 1, 2013</i>	<i>Revision to Standard 5, Eligibility and Selection</i>	<i>Implemented</i>
<i>August 9, 2013</i>	<i>Revised Policy on Accreditation of Off-Campus Sites</i>	<i>Adopted and Implemented</i>
<i>August 9, 2013</i>	<i>Revised Policy on Reporting Program Changes in Accredited Programs</i>	<i>Adopted and Implemented</i>
<i>February 6, 2015</i>	<i>Revision to Standard 1, Institutional Commitment/Program Effectiveness</i>	<i>Adopted and Implemented</i>
<i>February 6, 2015</i>	<i>Revision to Standard 5, Eligibility and Selection</i>	<i>Adopted and Implemented</i>
<i>August 7, 2015</i>	<i>Revision to Policy on Reporting Program Changes in Accredited Programs</i>	<i>Adopted and Implemented</i>
<i>August 7, 2015</i>	<i>Revised Policy on Enrollment Increases in Advanced Dental Specialty Programs</i>	<i>Adopted and Implemented</i>
<i>February 5, 2016</i>	<i>Revised Accreditation Status Definitions</i>	<i>Adopted and Implemented</i>
<i>February 5, 2016</i>	<i>Revised Policy on Program Changes</i>	<i>Adopted and Implemented</i>
<i>February 5, 2016</i>	<i>Revised Policy on Enrollment Increases in Advanced Dental Specialty Programs</i>	<i>Adopted and Implemented</i>
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<i>August 5, 2016</i>	<i>Revised Mission Statement</i>	<i>Adopted</i>
<i>January 1, 2017</i>	<i>Revised Mission Statement</i>	<i>Implemented</i>
<i>August 4, 2017</i>	<i>Revised Standard 4-6, Sedation</i>	<i>Adopted and Implemented</i>
<i>August 4, 2017</i>	<i>Revised Accreditation Status Definitions</i>	<i>Adopted and Implemented</i>
<i>August 4, 2017</i>	<i>Revised Policy on Program Changes</i>	<i>Adopted and Implemented</i>

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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

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

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

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 assures students/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, institution and programs regardless of specialty. Each specialty develops specialty-specific standards for education 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 education 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, 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 Pediatric Dentistry 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 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 pediatric dentistry in the application of and in connection with compliance with the Accreditation Standards for Advanced Specialty Education Programs in Pediatric Dentistry. 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.

Advanced specialty education student/resident: a student/resident enrolled in an accredited advanced specialty education program.

A degree-granting program is 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.

Student/Resident: The individual enrolled in an accredited advanced 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.

Resident Clinical Log: A secure and valid account of procedures and experiences of a student/resident maintained by the program for use in evaluation, accreditation, quality assurance and other purposes.

Treatment: Refers to direct care provided by the student/resident for that condition or clinical problem.

Management: Refers to provision of appropriate care and/or referral for a condition consistent with contemporary practice and in the best interest of the patient.

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

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 student/resident achievement.

***Intent:** The Commission on Dental Accreditation expects each program to define its own goals and objectives for preparing individuals for the practice of pediatric dentistry and that one of the program goals is to comprehensively prepare competent individuals to initially practice pediatric dentistry. 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. 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, student/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.

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 students/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 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).

- 1-1 Affiliation agreements with remote teaching sites **must** clearly specify the status of off-site faculty, the financial commitments with sites, instruction, and liability coverage.
- 1-2 A Commission-accredited advanced education program in pediatric dentistry **must** use, among other outcomes measures, the successful completion by its graduates of the American Board of Pediatric Dentistry certification process.

If the program utilizes off-campus sites for clinical experiences or didactic instruction, please review the Commission's Policy on Reporting and Approval of Sites Where Educational Activity Occurs 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 Biosketch 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 The program director **must** be evaluated annually.

2-2 Administrative Responsibilities: The program director **must** have sufficient authority and time to fulfill administrative program assessment and teaching responsibilities in order to achieve the educational goals of the program including:

***Intent:** Program directors with remote programs have resources to visit these programs.*

2-2.1 Student/resident selection, unless the program is sponsored by federal services utilizing a centralized student/resident selection process.

2-2.2 Curriculum development and implementation.

2-2.3 Ongoing evaluation of program goals, objectives and content and outcomes assessment.

***Intent:** The program uses a formal and ongoing outcomes assessment process to include measures of advanced education student/resident achievement that relate directly to the stated program goals and objectives.*

- 2-2.4 Annual evaluations of faculty performance by the program director or department chair; including a discussion of the evaluation with each faculty member.
- 2-2.5 Evaluation of student/resident performance.
- 2-2.6 Participation with institutional leadership in planning for and operation of facilities used in the educational program.
- 2-2.7 Evaluation of student's/resident's training and supervision in affiliated institutions.
- 2-2.8 Maintenance of records related to the educational program, including written instructional objectives, course outlines and student/resident clinical logs (RCLs) for specified procedures.

***Intent:** These records are to be available for on-site review: overall program objectives, objectives of student/resident rotations, specific student/resident schedules by semester or year, completed student/resident evaluation forms for current students/residents and recent alumni, self-assessment process, curricula vitae of faculty responsible for instruction. The RCL provides programs with data required for program improvement and gives students/residents and official record of clinical procedures required by regulatory boards and hospitals.*

- 2-2.9 Responsibility for overall continuity and quality of patient care.
- 2-2.10 Oversight responsibility for student/resident research.
- 2-2.11 Responsibility for determining the roles and responsibilities of associate program director(s) and their regular evaluation.

2-3 Activities of Teaching Staff:

- 2-3.1 Pediatric dentistry members of the teaching staff, appointed after January 1, 2000, who have not previously served as teaching staff, **must** be certified by the American Board of Pediatric Dentistry or have completed the educational requirements to pursue board certification.

***Intent:** The clinical curriculum is taught by educationally qualified pediatric dentists.*

- 2-3.2 Foreign trained faculty members **must** be comparably qualified.

2-3.3 The program clinical faculty and attending staff **must** have specific and regularly scheduled clinic assignments to ensure the continuity of the program.

2-3.4 Clinical faculty **must** be immediately available to provide direct supervision to students/residents for all clinical sessions.

***Intent:** Clinical faculty are physically on-site for clinical sessions with scheduled patients and physically present in the clinic, immediately available within one minute, for all conscious/deep sedation patients. Clinical faculty are held accountable for responsibilities and attendance. Certain funding sources require specific faculty: student/resident ratios which should be observed.*

2-3.5 The faculty includes members who are engaged in scholarly activity.

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, students/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 students/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 students/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.*

Students/Residents, faculty and appropriate support staff **must** be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella 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 students/residents, faculty and appropriate support staff.*

All students/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 Students/Residents, faculty and staff engaged in provision of pharmacologic behavior guidance **must** be certified in PALS or ACLS in accordance with guidelines of the American Academy of Pediatric Dentistry, and institutional and state regulations.

***Intent:** Guidelines require that providers of sedation have these credentials.*

- 3-2 Private practitioners who provide training **must** have faculty appointments.

***Intent:** Private offices can be used for training and should meet the same facility standards as institutional facilities.*

- 3-3 The program **must** have access to clinical facilities that include:

3-3.1 Space designated specifically for the advanced specialty education program in pediatric dentistry.

3-3.2 Flexibility to allow for changes in equipment location and for additions or deletions to improve operating efficiency, and promote efficient use of dental instrumentation and allied personnel.

3-3.3 Adequate radiographic and laboratory facilities in close proximity to the patient treatment area.

3-3.4 Accessibility for patients with special health care needs.

3-3.5 Recovery area facilities.

***Intent:** A recovery area is defined as a designated space equipped properly for patients recovering from sedation. This space must provide for observation/monitoring by appropriately trained personnel. This could be the operatory where the child was sedated.*

3-3.6 Reception and patient education areas.

***Intent:** It is recognized that patient education may occur in treatment areas.*

3-3.7 A suite equipped for carrying out comprehensive oral health procedures under general anesthesia and/or sedation.

***Intent:** The operation facility could be an appropriately-equipped ambulatory suite in a non-hospital setting.*

3-3.8 Inpatient facilities to permit management of general and oral health problems for patients with special health care needs.

***Intent:** Students/Residents have the opportunity to manage oral health problems of inpatients with serious medical problems. Patients with special health care needs include*

those with medical, physical, psychological or social circumstances that require modification in normal dental routines to provide dental treatment. These individuals include (but are not limited to) people with developmental disabilities, complex medical problems and significant physical limitations.

3-3.9 A sufficient number of operatories to accommodate the number of students/residents enrolled.

3-4 Personnel resources **must** include:

3-4.1 Adequate administrative and clerical personnel.

3-4.2 Adequate allied dental personnel assigned to the program to ensure clinical and laboratory technical support are suitably trained and credentialed.

***Intent:** Allied dental personnel are expected to be available for operating room cases, conscious/deep sedation patients, surgical procedures and behavior management situations. There are instances when a student/resident assisting another student/resident may be beneficial as long as the experience does not negatively impact the students'/residents' education. Clinic scheduling and off-service rotations will be considered in assessing adequacy of allied dental personnel.*

3-5 Research Facilities: Facilities **must** be available for students/residents to conduct basic and/or applied (clinical) research.

3-6 Information Resources: Appropriate information resources **must** be available including access to biomedical textbooks, dental journals and other sources pertinent to the area of pediatric dentistry practice and research.

***Intent:** Students/Residents have access to electronic-based information resources in the program.*

3-7 Patient Availability: A sufficient pool of patients requiring a sufficient scope, volume and variety of oral health care needs and a delivery system to provide ample opportunity for training **must** be available, including healthy individuals as well as patients with special health care needs.

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 students/residents of these programs receive the same educational requirements as set forth in these Standards.*

If an institution and/or program enrolls part-time students/residents, the institution/program **must** have guidelines regarding enrollment of part-time students/residents. Part-time students/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 students/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 students/residents; and (2) there are an equivalent number of months spent in the program.

GOALS OF ADVANCED EDUCATION IN PEDIATRIC DENTISTRY

- 4-1 An advanced education program in pediatric dentistry **must** prepare a specialist who is competent in providing both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs.

This individual is trained to provide services in institutional, private, or public health settings. The program encourages the development of a critical and inquiring attitude that is necessary for the advancement of practice, research, and teaching in pediatric dentistry. The program educates future pediatric dentists to work in coordination with members of other health care and social disciplines.

All curricula **must** be formulated in accordance with current American Academy of Pediatric Dentistry Guidelines, if applicable.

PROGRAM DURATION

- 4-2 The duration of an advanced specialty program in pediatric dentistry **must** be a minimum of 24 months of full-time formal training.

CURRICULUM

- 4-3 The program **must** provide the opportunity to extend the student's/resident's diagnostic ability, basic and advanced clinical knowledge and skills, and critical judgment beyond that provided in predoctoral education. The program **must** also provide experience in closely related areas to ensure that students/residents become competent in comprehensive care.

***Intent:** A supporting portion of the curriculum extends the student's/resident's educational experience and enhances his/her ability to think critically and independently and to communicate information clearly, effectively and accurately.*

BIOMEDICAL SCIENCES

- 4-4 Biomedical sciences **must** be included to support the clinical, didactic and research portions of the curriculum. The biomedical sciences may be integrated into existing curriculum designed especially for the pediatric dentistry program.

***Intent:** Instruction in biomedical sciences need not occur only in formal courses. Such instruction may be acquired through clinical activities, off-service rotations and other educational activities.*

Instruction **must** be provided at the understanding level in the following biomedical sciences:

- a. **BIostatistics and CLINICAL EPIDEMIOLOGY:** Including probability theory, descriptive statistics, hypothesis testing, inferential statistics, principles of clinical epidemiology and research design;
- b. **PHARMACOLOGY:** Including pharmacokinetics, interaction and oral manifestations of chemotherapeutic regimens, pain and anxiety control, and drug dependency;
- c. **MICROBIOLOGY:** Including virology, immunology, and cariology;
- d. **EMBRYOLOGY:** Including principles of embryology with a focus on the developing head and neck, and craniofacial anomalies;
- e. **GENETICS:** Including human chromosomes, Mendelian and polygenic patterns of inheritance, expressivity, basis for genetic disease, pedigree construction, physical examination and laboratory evaluation methods, genetic factors in craniofacial disease and formation and management of genetic diseases;
- f. **ANATOMY:** Including a review of general anatomy and head and neck anatomy with an emphasis on the infant, child and adolescent; and
- g. **ORAL PATHOLOGY:** Including a review of the epidemiology, pathogenesis, clinical characteristics, diagnostic methods, formulation of differential diagnoses and management of oral and perioral lesions and anomalies with emphasis on the infant, child, and adolescent.

CLINICAL SCIENCES

BEHAVIOR GUIDANCE

- 4-5 Didactic Instruction: Didactic instruction in behavior guidance **must** be at the in-depth level and include:
- a. Physical, psychological and social development. This includes the basic principles and theories of child development and the age-appropriate behavior responses in the dental setting;
 - b. Child behavior guidance in the dental setting and the objectives of various guidance methods;
 - c. Principles of communication, including listening techniques, including the descriptions of and recommendations for the use of specific techniques, and communication with parents and caregivers;
 - d. Principles of informed consent relative to behavior guidance and treatment options;
 - e. Principles and objectives of sedation and general anesthesia as behavior guidance techniques, including indications and contraindications for their use in accordance with the AAPD guidelines and The Teaching of Pain Control and Sedation to Dentists and Dental Students of the American Dental Association (ADA); and
 - f. Recognition, treatment and management of pharmacologic-related emergencies.

Intent: The term “treatment” refers to direct care provided by the residents/student for that condition or clinical problem. The term “management” refers to provision of appropriate care and /or referral for a condition consistent with contemporary practice and in the best interest of the patient.

- 4-6 Clinical Experiences: Clinical experiences in behavior guidance **must** enable students/residents to achieve competency in patient management using behavior guidance:
- a. Experiences **must** include infants, children and adolescents including patients with special health care needs, using:
 1. Non-pharmacological techniques;
 2. Sedation; and
 3. Inhalation analgesia.
 - b. Students/Residents **must** perform adequate patient encounters to achieve competency:
 1. Students/Residents **must** complete 20 nitrous oxide analgesia patient encounters as primary operator; and
 2. Students/Residents **must** complete a minimum of 50 patient encounters in which sedative agents other than nitrous oxide (but may include nitrous oxide in combination with other agents) are used. The agents may be administered by any route.
 - a. Of the 50 patient encounters, each student/resident **must** act as sole primary operator in a minimum of 25 sedation cases.
 - b. Of the remaining sedation cases (those not performed as the sole primary operator), each student/resident **must** gain clinical experience, which can be in a variety of activities or settings, including individual or functional group monitoring and human simulation.
 - c. All sedation cases **must** be completed in accordance with the recommendations and guidelines of AAPD/AAP, the ADA’s Teaching of Pain Control and Sedation to Dentists and Dental Students, and relevant institutional policies.

Intent: Programs will provide or make available adequate opportunities to meet the above requirements which are consistent with those experiences required by jurisdictions with policies regulating pediatric sedation in dental practice. The numbers of encounters cited in the Standard represents the minimal number of experiences required for a student/resident. In the sole primary operator role, the student/resident is expected to provide the assessment, drug delivery, treatment, monitoring, discharge and emergency prevention/management in conjunction with other medical personnel as required by institutional policies.

In the remaining sedation cases, where the student/resident is not the primary operator, the supplemental cases provide the student/resident with:

- (1) direct clinical participation in patient care in an observational, data-gathering, monitoring, and/or recording capacity,*
- (2) simulation experiences with direct clinical application to elements of the AAP/AAPD sedation guidelines, or*
- (3) participation in activities related to specific patient care episodes such as Morbidity & Mortality conferences, and rounds that review essential elements of an actual patient sedative visit.*

These experiences require documentation and inclusion in the student/resident clinical log. It is not an appropriate learning experience for groups of students/residents to passively observe a single sedative treatment being performed. The intent of this standard is not for multiple operators to provide limited treatment on the same sedated patient in order to fulfill the sedation requirement.

GROWTH & DEVELOPMENT

- 4-7 Didactic Instruction: Didactic instruction in craniofacial growth and development **must** be at the in-depth level with content to enable the student/resident to understand and manage the diagnosis and appropriate treatment modalities for malocclusion problems affecting orofacial form, function, and esthetics in infants, children, and adolescents. This includes but is not limited to an understanding of:
- a. Theories of normative dentofacial growth mechanisms;
 - b. Principles of diagnosis and treatment planning to identify normal and abnormal dentofacial growth and development;
 - c. Differential classification of skeletal and dental malocclusion in children and adolescents;
 - d. The indications, contraindications, and fundamental treatment modalities in guidance of eruption and space supervision procedures during the developing dentition that can be utilized to obtain an optimally functional, esthetic, and stable occlusion;
 - e. Basic biomechanical principles and the biology of tooth movement. Growth modification and dental compensation for skeletal problems including limitations; and
 - f. Appropriate consultation with and/or timely referral to other specialists when indicated to achieve optimal outcomes in the developing occlusion.
- 4-8 Clinical Experiences: Clinical experiences **must** enable students/residents to achieve competency in:
- a. Diagnosis of dental, skeletal, and functional abnormalities in the primary, mixed, and young permanent dentition stages of the developing occlusion; and
 - b. Treatment of those conditions that can be corrected or significantly improved by evidence-based early interventions which might require guidance of eruption, space supervision, and interceptive orthodontic treatments. These transitional malocclusion

conditions include, the recognition, diagnosis, appropriate referral and/or focused management of:

1. Space maintenance and arch perimeter control associated with the early loss of primary and young permanent teeth;
2. Transverse arch dimensional problems involving simple posterior crossbites;
3. Anterior crossbite discrepancies associated with localized dentoalveolar crossbite displacement and functional anterior shifts (e.g. pseudo-Class III);
4. Anterior spacing with or without dental protrusion;
5. Deleterious oral habits;
6. Preservation of leeway space for the resolution of moderate levels of crowding;
7. Ectopic eruption, ankylosis and tooth impaction problems; and
8. The effects of supernumerary (e.g. mesiodens) and/or missing teeth.

ORAL FACIAL INJURY AND EMERGENCY CARE

4-9 Didactic Instruction: Didactic instruction in oral facial injury and emergency care **must** be at the in-depth level and include:

Care of orofacial injuries in infants, children and adolescents as follows:

- a. Evaluation and treatment of trauma to the primary, mixed and permanent dentitions, such as repositioning, replantation, treatment of fractured teeth, and stabilization of intruded, extruded, luxated, and avulsed teeth;
- b. Evaluation, diagnosis, and management of the pulpal, periodontal and associated soft and hard tissues following traumatic injury;
- c. Recognition of injuries including fractures of the maxilla and mandible and referral for treatment by the appropriate specialist; and
- d. Recognition, management and reporting child abuse and neglect and non-accidental trauma.

4-10 Clinical Experiences: Clinical experiences in oral facial injury and emergency care **must** enable students/residents to achieve competency in:

- a. Diagnosis and management of traumatic injuries of the oral and perioral structures including primary and permanent dentition and in infants, children and adolescents; and
- b. Emergency services including assessment and management of dental pain and infections.

ORAL DIAGNOSIS, ORAL PATHOLOGY, AND ORAL MEDICINE

4-11 Didactic Instruction: Didactic instruction in oral diagnosis, oral pathology and oral medicine **must** be at the in-depth level and include:

- a. The epidemiology of oral diseases encountered in infants, children and adolescents including those with special health care needs including prevalence and severity;
- b. The oral diseases of hard and soft tissue encountered in infants, children and adolescents including those pediatric patients with special health care needs;
- c. The diagnosis of oral and perioral lesions and anomalies in infants, children, and adolescents;
- d. Gingival, periodontal and other mucosal disorders in infants, children and adolescents; and
- e. Treatment of common oral diseases in infants, children and adolescents.

Didactic instruction **must** be at the understanding level in:

- f. Ordering and performing uncomplicated biopsies and adjunctive diagnostic tests including exfoliative cytology, microbial cultures and other commercially available tests; and
- g. Referring persistent lesions and/or extensive surgical management cases to appropriate specialists.

4-12 Clinical Experiences: Clinical experiences in oral diagnosis, oral pathology, and oral medicine **must** enable students/residents to achieve competency in:

- a. Pediatric oral and maxillofacial radiology and appropriate procedures of radiation hygiene; and
- b. Treatment of common oral diseases in infants, children and adolescents.

PREVENTION AND HEALTH PROMOTION

4-13 Didactic Instruction: Didactic instruction in prevention **must** be at the in-depth level and include:

- a. The scientific basis for the etiology, prevention, and treatment of dental caries and periodontal and pulpal diseases, traumatic injuries, and developmental anomalies;
- b. The effects of proper diet nutrition, fluoride therapy and sealants in the prevention of oral disease;
- c. Perinatal oral health and infant oral health supervision;
- d. Scientific principles, techniques and treatment planning for the prevention of oral diseases, including diet management, chemotherapeutics, and other approaches;
- e. Dental health education programs, materials and personnel to assist in the delivery of preventive care; and
- f. Diagnosis of periodontal diseases of childhood and adolescence, treatment and/or refer cases of periodontal diseases to the appropriate specialist.

- 4-14 Clinical Experiences: Clinical experiences **must** be of sufficient scope, volume and variety to enable students/residents to achieve competency in application of prevention in clinical practice.

COMPREHENSIVE DENTAL CARE

- 4-15 Didactic Instruction: Didactic instruction **must** be at the in-depth level and include:
- Restorative and prosthetic techniques and dental materials for the primary, mixed and permanent dentitions;
 - Management of comprehensive restorative care for pediatric patients;
 - Treatment planning for infants, children, adolescents and those with special health care needs; and
 - Characteristics of the dental home.
- 4-16 Clinical Experiences: Clinical experiences **must** enable students/residents to achieve competency in:
- Diagnosis and treatment planning for infants, children, adolescents and those with special health care needs; and
 - Provision of comprehensive dental care to infants, children, adolescents and those with special health care needs in a manner consistent with the dental home.

MANAGEMENT OF A CONTEMPORARY DENTAL PRACTICE

- 4-17 Didactic Instruction: Didactic instruction **must** be at the understanding level and include:
- The design, implementation and management of a contemporary practice of pediatric dentistry, emphasizing business skills for proper and efficient practice;
 - Jurisprudence and risk management specific to the practice of Pediatric Dentistry;
 - Use of computers in didactic, clinical and research endeavors, as well as in practice management;
 - Principles of ethical and biomedical ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management; and
 - Working cooperatively with consultants and clinicians in other dental specialties and health fields.

Didactic instruction **must** be at the in-depth level for the following:

- The prevention and management of medical emergencies in the dental setting.

Intent: (d) 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, and (e) The student/resident learns to prevent,

recognize and manage common medical emergencies for infants and children through adolescence and when to refer to other health care professionals.

Examples of evidence may include (d):

- Participation in courses or seminars involving biomedical ethics and/or informed consent issues;
- Institutional review boards; and
- Literature reviews; and
- Discussion of case scenarios.

PATIENTS WITH SPECIAL HEALTH CARE NEEDS

4-18 Didactic Instruction: Didactic instruction **must** be at the in-depth level and include:

- a. Formulation of treatment plans for patients with special health care needs.
- b. Medical conditions and the alternatives in the delivery of dental care that those conditions might require.
- c. Management of the oral health of patients with special health care needs, i.e.:
 1. Medically compromised;
 2. Physically compromised or disabled; and diagnosed to have developmental disabilities, psychiatric disorders or psychological disorders.
 3. Transition to adult practices

Intent: (a) *The student/resident learns how and when to modify dental care options as required by a patient's medical condition; and (c.3) Patients with special health care needs include those with medical, physical, psychological or social circumstances that require modification in normal dental routines to provide dental treatment. These individuals include (but are not limited to) people with developmental disabilities, complex medical problems and significant physical limitations. Management should be understood to include consideration of social, educational, vocational and other aspects of special health care needs.*

4-19 Clinical Experiences: Clinical experiences **must** enable advanced students/residents to achieve competency in:

- a. Examination, treatment and management of infants, children, adolescents and adults with special health care needs.

Intent: *Pediatric dentists often remain providers of oral health care for special needs patients into adulthood and should be able to render basic dental services to adults with special needs.*

HOSPITAL DENTISTRY

- 4-20 Didactic Instruction: Didactic instruction **must** be at the understanding level and include:
- a. hospital policies and procedures;
 - b. medical/dental staff organization; and
 - c. medical/dental staff member responsibilities.

- 4-21 Clinical Experiences: Clinical experiences **must** enable students/residents to acquire knowledge and skills to function as health care providers within the hospital setting.

The program must provide the following clinical experiences:

- a. Dental treatment in the Operating Room Setting:
 1. Each student/resident participates in the treatment of pediatric patients under general anesthesia in the operating room.
 - a. Each student/resident participates in a minimum of twenty (20) operating room cases; and these are documented in the RCL (Resident Clinical Log). In ten (10) of the operating room cases above, each student/resident provides the pre-operative workup and assessment, conducting medical risk assessment, admitting procedures, informed consent, and intra-operative management including completion of the dental procedures, post-operative care, discharge and follow up and completion of the medical records.

***Intent:** (a.1) Each student/resident participates in and directly provides dental treatment to pediatric patients under general anesthesia in the operating room. This might occur in an out-patient ambulatory care facility.*

- b. Inpatient Care:
 1. Each student/resident participates in the evaluation and medical management of pediatric patients admitted to the hospital; and
 2. Each student/resident demonstrates understanding of admitting procedures, completing of consultation requests, obtaining and evaluating patient/family history, orofacial examination and diagnosis, ordering radiological and laboratory tests, writing patient management orders, pediatric patient monitoring, discharging and chart completion.
- c. Anesthesiology Rotation:
 1. Students/residents **must** complete a rotation under the supervision of an anesthesiologist in a facility approved to provide general anesthesia;
 2. This rotation **must** be at least four weeks in length and is the principal activity of the student/resident during this scheduled time;
 3. The anesthesiology rotation in pediatric dentistry **must** be structured to provide the advanced specialty education student/resident with knowledge and

- experience in the management of infants, children and adolescents and adolescents undergoing general anesthesia; and
4. The rotation **must** provide and document experiences in : (1) pre-operative evaluation, (2) risk assessment, (3) assessing the effects of pharmacologic agents, (4) venipuncture techniques, (5) airway management, (6) general anesthetic induction and intubation, (7) administration of anesthetic agents, (8) patient monitoring, (9) prevention and management of anesthetic emergencies, (10) recovery room management, and (11) postoperative appraisal and follow up.
- d. Hospital experiences intended to expose students/residents to hospital function which may include attendance at conferences, seminars, clinic participation, and, if applicable, clinical inpatient rounds.

PULP THERAPY

4-22 Didactic Instruction: Didactic instruction **must** be at the in-depth level and include:

- a. Pulp histology and pathology of primary and young permanent teeth, including indications and rationale for various types of indirect and direct pulp therapy; and
- b. Management of pulpal and periradicular tissues in the primary and developing permanent dentition.

4-23 Clinical Experiences: Clinical experiences **must** enable students/residents to achieve competency in:

- a. Diagnosis of pulpal disease in primary and permanent teeth;
- b. Treatment of pulpal disease in primary teeth;
- c. Treatment of pulpal disease in immature permanent teeth; and
- d. Management of pulpal disease in mature permanent teeth including emergency care, stabilization and referral to specialists.

PEDIATRIC MEDICINE

4-24 Didactic Instruction: Didactic instruction **must** be at the understanding level and include:

- a. Normal speech and language development and the recognition of speech and language language delays/disorders; the anatomy and physiology of articulation and normal articulation development; causes of defective articulation with emphasis on oral anomalies, craniofacial anomalies, dental or occlusal abnormalities, velopharyngeal insufficiency (VPI), history of cleft lip/palate and normal velopharyngeal function and the effect of VPI on resonance; and
- b. Fundamentals of pediatric medicine including those related to pediatric patients with special health care needs such as:
 1. Developmental disabilities;
 2. Genetic/metabolic disorders;

3. Infectious disease;
4. Sensory impairments; and
5. Chronic disease.

- 4-25 Clinical Experiences: Clinical experiences **must** expose students/residents to pediatric medicine:
- a. Advanced education students/residents in pediatric dentistry **must** participate in a pediatric medicine rotation of at least two (2) weeks duration which is the student's/resident's principal activity during this scheduled period
 1. This rotation may occur in a variety of settings i.e., Emergency Department, subspecialty clinics, multi-disciplinary team clinics and general pediatrics; and
 2. The rotation **must** include exposure to obtaining and evaluating complete medical histories, parental interviews, system-oriented physical examinations, clinical assessments of healthy and ill patients, selection of laboratory tests and evaluation of data, evaluation of physical, motor and sensory development, genetic implications of childhood diseases, the use of drug therapy in the management of diseases, and parental management through discussions and explanation.

ADVOCACY

- 4-26 Didactic Instruction: Didactic instruction **must** be at the understanding level and include:
- a. The fundamental domains of child advocacy including knowledge about the disparities in the delivery of dental care, issues around access to dental care and possible solutions;
 - b. Federally and state funded programs like Medicaid and SCHIP that provide dental care to poor populations; and
 - c. Principles of education.

***Intent:** Pediatric dentists serve as the primary advocates for the oral health of children in America. The intent of the competency standards is to ensure that the resident is adequately trained to assume this role. Such training includes knowledge about the oral health disparities that exist and the state and federal programs directed at meeting those needs. It also includes knowledge about their role as advisors to policy makers and organized dentistry.*

- 4-27 Clinical Experiences: Clinical experiences **must** provide exposure of the advance education student/resident to:
- a. Communicating, teaching, and collaborating with groups and individuals on children's oral health issues;
 - b. Advocating and advising public health policy legislation and regulations to protect and promote the oral health of children; and

- c. Participating at the local, state and national level in organized dentistry to represent the oral health needs of children, particularly the underserved.

4-28 Advanced education students/residents **must** engage in teaching activities which may include peers, predoctoral students, community based programs and activities, and other health professionals.

STANDARD 5 - ADVANCED EDUCATION STUDENTS/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 students/residents.

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

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

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 students/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 students/residents in the conventional program and be held to the same academic standards. Advanced standing students/residents, to be certified for completion, are expected to demonstrate the same standards of competence as those in the conventional program.*

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 students/residents an assessment of their performance, at least semiannually;
- c. Advances students/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 student/resident which is accessible to the student/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) Student/Resident evaluations should be recorded and available in written form. (c) Deficiencies should be identified in order to institute corrective measures. (d) Student/Resident evaluation is documented in writing and is shared with the student/resident.*

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 students/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 students/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 student/resident (for academic or disciplinary reasons). In addition to information on the program, students/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 student/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.*

5-1 Programs **must** define the scope of supervision and responsibility for students/residents in the various components of their program for various stages of their education.

***Intent:** As students/residents advance in the program, they may and should assume differing levels of responsibility defined by their educational progress and skill acquisition. Programs, by their individual institutional rules and policies may grant independence to students/residents for specific procedures and situations. Programs should be able to demonstrate changes in roles of advanced students/residents.*

STANDARD 6 - RESEARCH

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

- 6-1** Advanced specialty education students/residents **must**:
- a. Participate in and complete a research project;
 - b. Uses data collection and analysis;
 - c. Uses elements of scientific method; and
 - d. Reports results in a scientific forum.

***Intent:** Students/Residents gain an understanding of the scientific method such that they will be able to critically analyze the scientific literature and, independently, conduct a fundamental research project. An understanding of the scientific method requires knowledge and experiences in literature review, experimental design, statistical analysis, and accurate reporting of findings.*