Best Practices, Challenges, and Opportunities

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Starring:
- Evidence-based dentistry/medicine
- Standardized TMD curriculum
- TMD/Orofacial Pain Residency programs
- Organized EB-driven Alliances
Past Educational History

1st conference guideline standards adopted by AADS and published Sept. 1992 Journal of Dental Education

1st, 2nd and 3rd Educational Conferences to Develop the Curriculum in TMD/Orofacial Pain 1990, 1992, 2000

Target Audience:
Dental Educators
General Dentists/Specialists
Physicians
Physical Therapists
Behavioral Medicine
Dental Administrators

American Academy of Orofacial Pain (official name) 1992
Association of University TMD & Orofacial Pain Programs (AUTOPP) 1989
provide information regarding the current status of the predoctoral and postdoctoral teaching of TMD and orofacial pain,

(2) present ways in which teaching of the basic sciences can be better integrated into the teaching of TMD and orofacial pain in the predoctoral and postdoctoral curriculum,

(3) present ways in which the teaching of oral medicine can be better integrated into the teaching of TMD and orofacial pain in the predoctoral and postdoctoral curriculum, and

(4) discuss how TMD and orofacial pain should be taught in a manner that is consistent with newly proposed accreditation standards.
Current Educational Standards at U.S. and Canadian Dental Schools

**Target Audience:**
- Dental Educators
- General Dentists
- Dental Specialists
- Dental Administrators


**Accreditation Standards for Advanced General Dentistry Education Programs in Orofacial Pain (2009-CODA)**
2012: The Current State of TMD Curriculum - One Educator/Clinician’s View of the Discipline
Dr. Gary Klasser – American Association of Orofacial Pain

- teaching situation in U.S./Canada has improved since 1973
- improvement parallels scientific advances – mirrors “EBD” stance
- minimal impact in some schools with diffuse philosophies being taught
- currently, lack of standardized curriculum in teaching TMD concepts
- 2008, ADEA Core Competencies for the General Dentist (#6 & #9)
- CODA: no mention of “required minimum” TMD competencies for 2013
- CODA approved accreditation standards for AGD Residency in OFP

CONFUSED? WHERE DO WE GO FROM HERE?
Challenges Facing Academicians in Developing TMD/Orofacial Pain Curriculum

- Diverse “philosophical” curricula
  “Belief systems” rather than EBDentistry/Medicine

- Recycling of non-EB diagnosis and treatment concepts
  Failure to incorporate EB data into curriculum guidelines

Identify the problem – Solve the problem
EDUCATIONAL CHALLENGES

- Confusion re: “home” for this curriculum in dental schools
  “Orphan” subject matter in dental school curricula

Assessment of Occlusion Curriculum in Predoctoral Dental Education: Report from ACP Task Force on Occlusion Education
EDUCATIONAL CHALLENGES

Assessment of Occlusion Curriculum in Predoctoral Dental Education:

Report from ACP Task Force on Occlusion Education


Methods and Materials:

- 2 surveys to Deans – US (only) assessing current status of
  - occlusion curriculum
  - occlusion for fixed and implant prosthodontics
  - TMD curriculum

The Blind Men and the Elephant
John Godfrey Saxe's (1816-1887) version of the famous Indian legend
EDUCATIONAL CHALLENGES

Survey Findings re: TMD curriculum -

- “81.8% expressed that informal instructions given on student-by-student basis regarding TMD”
- “58.3% stated there are no formalized clinical instructions or clinical components involving patients for the TMD curriculum”
- “CODA - graduates must have knowledge in the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment, and prognosis of oral related disorders. In turn, this may reduce the opportunity for predoctoral students to get clinical education experiences in this (TMD) domain”.

Problems and Pitfalls –

◆ “small number of respondents”
◆ surveys may not have been directed to faculty member in charge of curriculum
◆ Future - sections sent separately to individuals who teach in specific areas (TMD, for ex.)
◆ Future – compare U.S. dental school occlusion (TMD) curriculum to Canada and UK dental schools

SEE GREENE (1973), GREENE AND KLASSER (2009) – “Been there, done that!!!”
EDUCATIONAL CHALLENGES

- Burgeoning “cottage industry” for post-matriculation CE

- “What you weren’t taught in dental school” mentality by CE providers – Recycled “belief system”!

SO, WHAT ARE OUR EDUCATIONAL ALTERNATIVES?
IMMEDIATE NEEDS – FORMATION OF PRODUCTIVE ALLIANCES

2014-
Proposed TMD/Orofacial Pain PreDoctoral Curriculum Guidelines

Acceptance of PreDoctoral TMD/OFP EB Curriculum Guidelines
1. Based upon predoctoral and postdoctoral survey data
2. Based upon readily available EB educational data regarding
   a. Classification
   b. Diagnosis
   c. Management

AAOP Education Committee
Postdoctoral Residency Programs Committee

TMD/OFP Alliances - Collaboration to Facilitate TMD Predoctoral Curriculum Standards Acceptance By ADEA/CODA
COLLABORATIVE EDUCATIONAL CHALLENGES: ACADEMIC – CLINICAL – EDUCATIONAL TRIAD

Evidence-Based Dentistry

Implement Standardized Predoctoral TMD/Orofacial Pain Educational Guidelines in U.S. and Canadian Dental Schools

CODA ACCREDITED ADVANCED GENERAL DENTISTRY EDUCATION PROGRAMS IN OROFACIAL PAIN - 2009

TMD/OROFACIAL PAIN SPECIALIZATION STATUS?

STRATEGY FOR IMPLEMENTATION

AADR/IADR

AAO

AUTOPP

ADEA

CODA
CURRENT COLLABORATIVE EDUCATIONAL OPPORTUNITY

de Leeuw and Klasser (eds.)
Orofacial Pain: Guidelines for Assessment, Diagnosis, and Management – 2013 Quintessence

Greene and Laskin (eds)
Treatment of TMDs: Bridging the Gap Between Advances in Research and Clinical Patient Management - 2013 Quintessence

Kandasamy, Greene, Rinchuse and Stockstill (eds)
TMD and Orthodontics – A Clinical Guide for the Orthodontist 2014 Springer Publishing

* = Member participant
Consequences of Not “Pulling Together”

Net Effect = O !!!

Net Effect = +++
Team Work – A Winning Combination!!!!!
TMD Diagnostics in Predoctoral Education: Best Practices, Challenges and Opportunities

TMD/Oral and Maxillofacial Radiology Educational Survey: “Adding One Brick at a Time” to the TMD Curriculum