

The National Agenda for 2007 was established after review of the suggestions contained in the reports of the 2006 Fall Regional meetings, National CODE Meeting and from the Regional CODE Directors. Previous National agendas are reviewed to avoid topic duplication. Inclusion of a previous topic may occur for discussion from the aspect to what has changed and the response/action taken and the outcome.

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

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

Continue to invite your colleagues, who are Dental Licensure Board examiners and your Military and Public Health Service colleagues who head/instruct dental education programs to your Regional meetings.

Each Region should select next year's meeting site, date or tentative date during your Fall Regional CODE meeting so this information may be published in the Annual Fall Regional Report and on the Web site.

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

The required format and sequence will be:

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

** (Copies may be obtained from the Web site:
<http://www.unmc.edu/code/>).

NOTE: to locate the web site via a search engine, enter Academy of Operative Dentistry and then use the link CODE and ADEA.

Send a hard copy and an electronic copy of the report to the National Director. Both electronic and hard copy versions are to be submitted **within thirty (30) days** of the conclusion of the meeting.

Consortium of Operative Dentistry Educators
2007 National Code Agenda

National CODE Meeting:

The meeting will be held Thursday, February 21, 2008 from 4:00 pm to 6:00 pm at the Fairmont Hotel in Chicago, Illinois. Suggestions as to how to make this meeting productive and efficient are requested.

National Directory of Operative Educators:

The CODE National Office maintains the National Directory of Operative Educators as a source for other professionals. It is imperative that the information be as current as possible.

To update your university's directory listing on the CODE website, <http://www.unmc.edu/code/>, click on the red link, "Please help update," found under the CODE menu on the left side of the screen. Make any necessary changes and click "submit form".

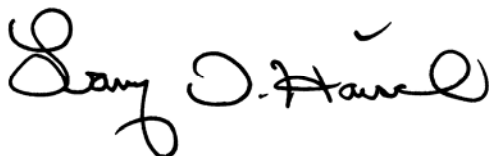
Please have each school in your Region update the following information for the National Directory of Operative Educators:

School name and complete mailing address

Individual names: (full time), phone #, fax #, e-mail address of faculty who teach operative dentistry.

(This could be individuals in a comp care program, etc. if there is no defined operative section of department.)

Your help and cooperation in accomplishing the above tasks helps save time and effort in maintaining a complete web site and publishing the Annual Fall Regional Report in a timely fashion.



Thank you,

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2007 NATIONAL CODE AGENDA

(Please cite the evidence were applicable. If utilizing reports/forms/schedules from your Regional schools, please submit these as PDF files for utilization in the Annual Fall Regional Report)

I. Teaching Dental Biomaterials in North American Dental Schools

The following questions were provided by the ADEA Section on Operative Dentistry and Biomaterials. The responses will be presented as part of this section's program at the 2008 ADEA Meeting in Dallas. Be as specific as possible although multiple answers may be appropriate in some cases. Please add appropriate comments to further explain your answers as needed for clarity or elaboration.

A. Does your school have a distinct academic entity known as Dental Biomaterials (DBM) or other similar title for this subject (*Dental Materials, etc.*)?

- Yes or No
- If yes, what is it called?
- If yes, classify it per your school's organizational scheme - Department, Division, Section, Other (*explain*).
- If it is a subset of another department, identify the department.

B. How many full-time faculty teach DBM at your school as their primary teaching responsibility?

How many full-time faculty co-teach DBM at your school as part of their teaching responsibility?

How many part-time faculty teach or co-teach DBM at your school?

C. When in the curriculum is DBM taught?

(Indicate all that apply if taught in more than one year.)

- Freshman year
- Sophomore year
- Junior year
- Senior year

D. How is DBM (*specifically*) taught at your school?

- Separate Course(s) only
- Part of another Course or Courses only
- Combination (*Both as a separate introductory course, AND as part of other courses e.g. Operative Dentistry, and/or Prosthodontics, and/or Bio-clinical Seminars*)
- Other (*Describe*)

- E. What format, setting and method is used to teach DBM at your school?
(*Indicate all that apply if a combination of formats is used.*)
- Lecture (*whole class*)
 - Laboratory (*hands-on*)
 - Clinic (*with patients present*)
 - Seminar (*small groups, ≥ 10 students*)
 - Individual or very small groups (*1-5 students*) with an instructor
 - Individual (*Self-instructional learning via CD or DVD*)
 - Individual (*Self-instructional learning via web-based program*)
 - Textbook (*Provide the name of the book*)
 - School-produced DBM Manual
- F. Did your school experience a curricular revision during the last 7 years? If yes, on a scale of 1 to 5 (*1 is less important and 5 is highly important*) rate the level of importance given to DBM SINCE the curricular revision at your school.
Was this rating an increase or decrease compared to DBM's status before the revision?
- G. Does your school make a specific effort to integrate the science of DBM into the clinical curriculum? If yes, please describe how you try to accomplish this?
- H. Are you satisfied with the overall time and effort allotted to teaching DBM at your school? Yes/No. If not, what would you change if you could?
- I. ***Please provide any other comments or thoughts about this issue.***

II. National Testing Agency for Licensure and Credentialing.

There is an increased utilization of a national testing agency for licensure and credentialing. Do your students take this exam while they are still students? When are these exams given? What are your outcomes in terms of passing and failures? Are these results better than previous exams? What is the level of involvement of your school with this exam? Most of the exams utilize dentoforms as part of the testing. Is your school preparing your students to pass this exam? If yes, how?

III. Dual-arch Impressions

Dual-arch impressions are a very popular technique, but some faculty are reluctant to use this technique although literature supports the usage. Is your school using dual-arch impressions (triple tray) for single tooth restorations, quadrant trays or full-arch? What type of dual-arch impression trays are used? What departments/sections utilize this technique? If dual-arch impression trays are used, what guidelines are recommended?

IV. Vital Pulp Therapy (Indirect/direct pulp capping)
(This topic is being revisited - refer to 1999 CODE Regional Reports)

Is your school policy accepted by all disciplines? Do you incorporate vital pulp therapy exercises in your preclinical operative curriculum? Are you in agreement with treatment approaches taught in Endodontics? Pedodontics? Prosthodontics?

V. Restoration of Implants

What experiences are provided to your students in the restoration of implants? Do your students have the opportunities to PLACE implants (surgical phase) and/or do the second stage surgery to uncover them (after integration)? Who/what departments/sections are supervising the restoration of implants? What training is provided to the faculty?

VI. Electronic Patient Records

Does your school use an electronic patient record (EPR)?
If yes, which EPR system do you use?
Please list the pros and cons of your school's EPR system.

Does your school use digital radiography as the primary radiographic imaging system? *(Expanded topic - refer to 2006 CODE Regional Reports)*
If so, which software do you use for digital radiographs?
Is the digital radiographic system integrated into the EPR?
Please list the pros and cons of your experiences with digital radiography.

Regional CODE Agenda

To be established by the respective Region and Regional Director. Please also report on responses to the Regional Agenda from all participants.

Suggestions for CODE.

- What can the organization do to improve its effectiveness?
- Any comments or suggestions to improve the Web site?
<http://www.unmc.edu/code/>
NOTE: to locate the web site via a search engine, enter Academy of Operative Dentistry and then use the link CODE and ADEA.
- Other comments/suggestions?