

Prosthodontic Program Director Survey

July 2006

45 Prosthodontic Programs
 44 Programs Responded to the Survey
 1 Programs still to respond

1. How many residents will you have enrolled as of July 1, 2006?

(Total number from all responding programs.)

Post-Graduate Year 1	144
Post-Graduate Year 2	135
Post-Graduate Year 3	129
PG Year 4 and/or Maxillofacial Resident	11

2. How many students will graduate from your Program this year? 126

3. How many of your graduating students will remain in the United States to practice and/or teach? 103

4. Has your program recently changed its size? 13 YES 32 NO
 If Yes..... 13 Increased 0 Decreased

5. Is your school contemplating increasing or decreasing the size of your Program?
9 Increasing 2 Decreasing 33 Remaining the same

6. How many applicants did you have for your July 1, 2006, PG Year 1 class? 1140
 (total applications submitted)

7. Are you happy with the current applicant pool? 27 YES 16 NO

If you are NOT happy, please explain why not:

Responses to why they are unhappy with the current applicant pool:

- Needs improvement
- Not attracting the most qualified students
- Predoctoral preparation is minimal
- Not enough highly qualified applications. Many applications motivated by stipend rather than education. Several applicants wanting to go through the program as a means to obtain US licensure
- Would prefer more applicants with general practice resident training or private practice experience
- I believe it should be more
- Would like more US/Canadian applicants
- Need more US trained applicants
- Too few American applicants
- Not enough US applications
- Still need more American trained applicants
- There are good qualified international applicants but not enough US and Canadian (DA accredited) graduates.
- We need more applicants so we can have a more selective process. Our applicant quality is good, but in short supply and unpredictable from year to year
- The applicant numbers and the applicant quality are OK; those immediately out of dental school are on average not well prepared
- For the past several years, we were unable to fill the class
- Not enough US Dental School Grads

8. Does your program provide experience in the placement of dental implants?

36 YES 8 NO

9. Does your program teach conscious sedation? 7 YES 37 NO

10. Do you teach (didactic and clinical) any of the following technologies as part of your Program?

CAD-CAM Restorations 36 YES 8 NO

Digitally created implant surgical guides 31 YES 13 NO

Digitally created implant prostheses 31 YES 13 NO

At what level? 19 Exposure 15 Competence 5 Proficiency

Other Technology (clinical) (please list)

**Digital X-rays
Digital Charting
Ceramic Post and Core
Cadiax, CT Scans
Tooth in an hour
All on four**

11. What are the unique aspects of your Program's Curriculum?

Responses reflecting the unique aspects of their curriculum:

- **Implants/esthetics**
- **Place implants 2 days a week in our clinic. Many seek additional training, teach and obtain ABP Certification.**
- **Large implant patient pool, outpatient hospital/clinic setting, good stipend.**
- **Surgical implant placement; didactic with NYU Grad Pros**
- **Didactic and hands-on training in implant surgery in concert with perio residents. All of our specialty programs are large, and there is excellent interaction among the residents and faculty of the various specialty programs.**
- **Opportunities to place implants**
- **Residents place implants, site visit commendations**
- **Combination of Classic and Current Philosophy**
- **Implant surgery with attending prosthodontic faculty coverage. Significant effort in developing competence in evidence-based decision-making through careful search and critical appraisal of applicable literature similar to the medical model.**
- **Extensive instruction in implant dentistry and maxillofacial prosthetics and multi-discipline patient management.**
- **The program has a semester long seminar focusing on biologic basis of the diseases we treat. Our programs take advantage of a bio-materials course offered over two semesters by the department of Operative Dentistry. The prosthodontic and periodontology residents receive the same didactic lectures in implant dentistry. There is a mandatory MS degree and courses to support this independent research-required degree.**
- **Maxillofacial, incentive program, total patient population and administrative support.**
- **Stimulate students to ask why and when doing (EBO) a certain treatment vs. others. Also emphasizes clinical, academic, research and laboratory work as one package of education.**
- **Extremely strong in dental materials instruction and research, vast exposure to almost all dental implant systems, hands-on fabrication of esthetic all-ceramic restorations.**
- **Program emphasizes rehabilitation of the full mouth reconstruction patient, all areas of prosthodontics including esthetics, implants, fixed,**

removable, maxillofacial are studied. No tuition, high stipend/all required program costs covered by the Air Force, becoming board certified results in increased salary.

- Optimal multi-disciplinary focus and optional perio/pros 5 year program
- New facility with up-to-date clinical and laboratory equipment, unique interdisciplinary core curriculum.
- Student/staff ratio, master degree program, all dental specialties represented at the school, close integration with other specialties such as periodontal, oral surgery, and orthodontics.
- Didactic and hands-on training in implant surgery in concert with perio residents. All of our specialty programs are large and there is excellent interaction among the residents and faculty of the various specialty programs.
- Good number of self-pay patients
- Strong research and didactic
- We are the best in the country!
- Well-rounded program with emphasis on clinical, didactic and research
- University based in a Dental School

12. Has your program ever sought grants or scholarships for your residents from the ACP or the ACP Education Foundation (ACPEF)?

34 YES, how frequently?

9 NO, why?

Reasons for the No answers:

- Have no information on scholarships
- Lack of information on what's available
- Lack of information on scholarships
- Not familiar with application process
- Don't know what's available
- Perhaps good stipends
- Each scholarship from ACPEF has been applied for and granted – excellent appreciation from residents! Thank you
- Not familiar with application process
- Encountered several problems trying to add information to the ACPEF forms
- Military institute, cannot accept grants or scholarships
- US Army funded so no need

If YES, how many of your current residents have received the following:

25 ACPEF scholarship 6 3M – ESPE Research Grant

5 P&G Research Grant

13. Would you be interested in collaborating in an ACP-sponsored Program Director group? If yes, please tell us what would interest you the most about such a group?

Number of yes responses 15

Responses to this question:

- Always interested in discussions which will improve our program & prosthodontics in general
- Research, program planning, treatments required by residents, streamlining and organizing prosthodontic and implant literature review lists, methods used for outcome assessments for ADA accreditation
- Advancement/improvement of the residencies; attraction of Directors for programs; co-operation during selection process.
- Yes, compare curriculums
- Yes, sharing of ideas, curriculums, program designs, etc.
- Yes!! Curriculum and literature review collaboration Yes, future of prosthodontics programs, mentoring and how to promote the roll of grad prosthodontics within dental education
- Yes, I think the solution to educational short-comings is team-work and resource sharing
- Yes, depending on the focus of the group. I don't know more about it.
- Sharing of novel ideas and common concerns
- Yes, my primary areas of interest would be investigating resources to increase our applicant pool
- Yes, possibly improving applicant pool
- Implementing implant surgery for prosthodontic residents
- Yes, although I will be replaced in approximately one year due to retirement
- Implementing implant surgery for prosthodontic residents

14. What types of resources would be helpful to you and your residents from the ACP? Please check all resources that would be of interest.

- 35 Resources to increase the applicant pool
- 31 Resources to provide leading edge patient care technologies
- 28 Practice Management Course
- 30 Online References and Resources
- 30 Promotion of Prosthodontics at the Predoctoral Level
- 29 Research Resources

- 29 Curriculum Development
- 27 Topic Specific Articles Monthly Emails
- 26 Occlusions/Articulators Course
- 24 Job Hunting Articles, Resources, Templates, Access to Career Coach, Employment Opportunities Online, Job Placement Programs for Students and/or Faculty
- 25 Evidence-Based Dentistry Course for Students and/or Faculty
- 19 Resources to identify faculty
- 17 Faculty Mentoring Program
- 14 Surveys and Research
- 12 Listserv

15. Do you administer the mock ABP Board exams to your residents?

40 YES 4 NO

When do you administer the exam?

Year 1 35 Year 2 34 Year 3 37

16. Do you find the mock exams helpful?

38 YES 1 NO

If NO, why not?

- The exams need to come out earlier in the year prior to the ABP exam
- It would be helpful to know when the exams will be ready, when answers will be received and when the grades will be mailed
- Prior to this year, they were very helpful, but the new on-line exam has enabled the use of drawings and photographs which has changed the face of the exam completely. Putting the work back online through the ACP Web site would enable the committee to simulate the “new exam format” better
- Would like annotated references for each answer
- Have not received my boards for 2006
- Have applied to be included in next years exam process
- I feel the exam this year was poorly written

Any other comments and/or thoughts?

- **Many program directors have areas of excellence in their curriculum which we possibly could share with each other, ie. Goodacre tooth programs CD and implant CD, perhaps ACP could request CODA consultants to identify these areas during site visits and serve as a clearing house for distribution to interested programs.**
- **If our applicant numbers continue to diminish, it is conceivable that these programs may come to exist in a different form or cease to exist at all. Either way, there is a potential for the loss of what has traditionally been a national resource. The nature of our programs, with no cost to the student, should make them attractive to qualified prospective applicants from the graduating dental school classes, who otherwise might be unable to train due to financial constraints. It would be helpful if this information could be disseminated to the civilian programs, not as direct competition for applicants, but as an alternative for qualified applicants that have financial limitations.**