REPORT OF THE REVIEW COMMITTEE ON OROFACIAL PAIN EDUCATION TO THE COMMISSION ON DENTAL ACCREDITATION

Committee Chair: Dr. Joseph Cohen. Committee Members: Dr. Steven Bender, Dr. Reny de Leeuw, Dr. Bessie Katsilometes, and Dr. Robert Windsor. Guest (Open Session Only): Dr. Sheila Brear, chief learning officer, American Dental Education Association, attended the policy portion of the meeting. Staff Members: Ms. Peggy Soeldner, manager, Advanced Dental Education, and Ms. Bridget Blackwood, senior project assistant, Commission on Dental Accreditation (CODA). The meeting of the Review Committee on Orofacial Pain Education (OFP RC) was held on January 9, 2023 via a virtual meeting.

CONSIDERATION OF MATTERS RELATED TO OROFACIAL PAIN EDUCATION

Informational Report on Orofacial Pain Programs Annual Survey Curriculum Data (p. 1700): At its Winter 2015 meeting, the Commission directed that all Review Committees consider the informational report on aggregate data from the Curriculum Section of the Annual Survey in years when this data is available. At this meeting, the Orofacial Pain RC reviewed the informational report on aggregate data from the Curriculum Section for the orofacial pain programs conducted in August 2022, without comment.

Recommendation: This report is informational in nature and no action is required.

Progress Report on the 2022 Validity and Reliability Study of the Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain (p. 1701): The Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain **(Appendix 1, Policy Report p. 1701)** was adopted by the Commission on Dental Accreditation at its August 5, 2016 meeting for implementation July 1, 2017.

According to the Commission's Policy on Assessing the Validity and Reliability of the Accreditation Standards, "the validity and reliability of accreditation standards will be assessed after they have been in effect for a period of time equal to the minimum academic length of the accredited program plus three years." Thus, the validity and reliability of the standards for a one-year program will be assessed after four (4) years, while standards for programs two years in length will be assessed five (5) years after implementation. Therefore, the validity and reliability study for Advanced Dental Education Programs in Orofacial Pain was initiated in the Spring of 2022.

At its Summer 2022 meeting, the Orofacial Pain Education Review Committee (OFP RC) reviewed the survey data and the written comments gathered through the Validity and Reliability Study of the Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain. **(Appendix 2, Policy Report p. 1701)**

Following considerable discussion of the data, including the Executive Summary of responses from orofacial pain program directors, orofacial pain site visitors and professionally active orofacial pain dentists, as well as written comments, the OFP RC determined some areas of the Standards warrant further discussion and possible revision. Due to the amount of information provided, the OFP RC recommended further study of the survey data be conducted with a report for consideration at the Winter 2023 meeting of the Commission. At its August 5, 2022 meeting, the Commission concurred and directed further study of the findings of the Orofacial Pain Validity and Reliability Study to identify Accreditation Standards, if any, which warrant revision with a report for consideration at the Commission Winter 2023 meeting.

At this meeting, the Orofacial Pain Education Review Committee (OFP RC) continued its review of the survey data and the written comments gathered through the Validity and Reliability Study for Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain. Through its review of the survey data and comments, the OFP RC identified Accreditation Standards that warranted further discussion.

The OFP RC discussed the complexity of the discipline of Orofacial Pain and the various procedures used to treat patients with orofacial pain. Following a lengthy discussion, the OFP RC believed the revisions found in **Appendix 1** will ensure the Accreditation Standards are current and relevant resulting in graduates of orofacial pain programs that are appropriately prepared to provide care for individuals with orofacial pain. Therefore, the OFP RC recommended that the revisions found in **Appendix 1** be circulated to the communities of interest for review and comment for a period of one year, with hearings conducted in conjunction with the March 2023 American Dental Education Association (ADEA) Annual Session and the October 2023 American Dental Association (ADA) Annual Meeting, with comments reviewed at the Commission's Winter 2024 meetings.

> **Recommendation:** It is recommended that the Commission on Dental Accreditation direct circulation of the proposed revisions found in **Appendix 1**, to the communities of interest for review and comment for one (1) year, with Hearings conducted in conjunction with the March 2023 American Dental Education Association (ADEA) Annual Session and the October 2023 American Dental Association (ADA) Annual Meeting, with comments reviewed at the Commission's Winter 2024 meetings.

CONSIDERATION OF MATTERS RELATING TO MORE THAN ONE REVIEW COMMITTEE

Matters related to more than one review committee are included in a separate report.

CONSIDERATION OF SITE VISITOR APPOINTMENTS TO THE COMMISSION ON DENTAL ACCREDITATION IN THE AREA OF OROFACIAL PAIN EDUCATION

The Review Committee on Orofacial Pain Education (OFP RC) considered site visitor appointments for 2023-2024. The Committee's recommendations on the appointments of individuals are included in a separate report.

CONSIDERATION OF MATTERS RELATED TO ACCREDITATION STATUS

Matters related to accreditation status of programs are included in a separate report.

Respectfully submitted,

Dr. Joseph Cohen
Chair, Review Committee on Orofacial Pain Education

Commission on Dental Accreditation

Proposed Revisions to Standards Following Validity and Reliability Study
Additions are Underlined
~~Strikethroughs~~ indicate Deletions

Note: A proposed revision currently under circulation through June 1, 2023 is noted below in green. This proposed revision will be considered at the Commission's Summer 2023 meeting.

Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain

Accreditation Standards For Advanced Dental Education Programs in Orofacial Pain

Commission on Dental Accreditation
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Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain

Document Revision History

Date	Item	Action
~~August 5, 2016~~	~~Accreditation Standards for Advanced General Dentistry Education Programs in Orofacial Pain~~	~~Approved~~
~~August 5, 2016~~	~~Revised Mission Statement~~	~~Adopted~~
~~January 1, 2017~~	~~Revised Mission Statement~~	~~Implemented~~
~~July 1, 2017~~	~~Accreditation Standards for Advanced General Dentistry Education Programs in Orofacial Pain~~	~~Implemented~~
~~August 4, 2017~~	~~Revised Accreditation Status Definitions~~	~~Approved, Implemented~~
~~August 4, 2017~~	~~Revised Standards 1-5, 1-9, 1-10, 2-2, 2-3, 2-4, 2-12, 2-18, 2-20, 3-3, 3-6, 4-6, 4-7, 4-9 and 5-1 and new Standard 3-9~~	~~Adopted~~
~~July 1, 2018~~	~~Revised Standards 1-5, 1-9, 1-10, 2-2, 2-3, 2-4, 2-12, 2-18, 2-20, 3-3, 3-6, 4-6, 4-7, 4-9 and 5-1 and new Standard 3-9~~	~~Implemented~~
~~August 3, 2018~~	~~Revised Terminology Related to Advanced Education Programs~~	~~Adopted~~
~~January 1, 2019~~	~~Revised Terminology Related to Advanced Education Programs~~	~~Implemented~~
~~August 2, 2019~~	~~Revised Definition of "Patients with special needs"~~	~~Adopted, Implemented~~
~~August 2, 2019~~	~~New Standard 4-10~~	~~Adopted, Implemented~~
~~August 2, 2019~~	~~Revised Definition of "Should"~~	~~Adopted~~
~~January 31, 2020~~	~~Revised Definition of "Should"~~	~~Implemented~~

~~August 6, 2021~~	~~Revised Mission Statement~~	~~Adopted~~
~~January 1, 2022~~	~~Revised Mission Statement~~	~~Implemented~~

1

Table of Contents

Mission Statement of the Commission on Dental Accreditation

The Commission on Dental Accreditation serves the public and dental professions 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; Revised August 6, 2021

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).

Introduction

This document constitutes the standards by which the Commission on Dental Accreditation and its site visitors evaluate Advanced Dental Education Programs in Orofacial Pain for accreditation purposes. It also serves as a program development guide for institutions that wish to establish new programs or improve existing programs.

The standards identify those aspects of program structure and operation that the Commission regards as essential to program quality and achievement of program goals. They specify the minimum acceptable requirements for programs and provide guidance regarding alternative and preferred methods of meeting standards.

Although the standards are comprehensive and applicable to all institutions that offer advanced dental education programs, the Commission recognizes that methods of achieving standards may vary according to the size, type, and resources of sponsoring institutions. Innovation and experimentation with alternative ways of providing required training are encouraged, assuming standards are met and compliance can be demonstrated. The Commission has an obligation to the public, the profession, and the prospective resident to assure that programs accredited as Advanced Dental Education Programs in Orofacial Pain provide an identifiable and characteristic core of required training and experience.

Goals

Advanced Dental Education Programs in Orofacial Pain are educational programs designed to provide training beyond the level of predoctoral education in oral health care, using applied basic and behavioral sciences. Education in these programs is based on the concept that oral health is an integral and interactive part of total health. The programs are designed to expand the scope and depth of the graduates' knowledge and skills to enable them to provide care for individuals with orofacial pain.

The goals of these programs should include preparation of the graduate to:

1. Be knowledgeable in orofacial pain at a level beyond predoctoral education relating to the basic mechanisms and the anatomic, physiologic, neurologic, vascular, behavioral, and psychosocial aspects of orofacial pain.
2. Plan and provide interdisciplinary/multidisciplinary health care for a wide variety of patients with orofacial pain.
3. Interact with other healthcare professionals in order to facilitate the patient's total healthcare.
4. Manage the delivery of oral health care by applying concepts of patient and practice management and quality improvement that are responsive to a dynamic health care environment.
5. Function effectively and efficiently in multiple health care environments and within interdisciplinary/multidisciplinary health care teams.
6. Apply scientific principles to learning and oral health care. This includes using critical thinking, evidence or outcomes-based clinical decision-making and technology-based information retrieval systems.
7. Enhance the dissemination of information about diagnosis and treatment/management of orofacial pain to all practitioners of the health profession.
8. Encourage the development of multidisciplinary teams composed of basic scientists and clinicians from appropriate disciplines to study orofacial pain conditions, to evaluate current therapeutic modalities, and to develop new and improve upon existing procedures for diagnosis and treatment/management of such conditions/diseases/syndromes.
9. Enhance the interaction and communication among those investigating pain at their institution and beyond.
10. Utilize the values of professional ethics, lifelong learning, patient centered care, adaptability, and acceptance of cultural diversity in professional practice.

Definition of Terms

Key terms used in this document (i.e., Must, should, could and may. were selected carefully and indicate the relative weight that the commission attaches to each statement. The definition of these words as used in the standards follows:

Competencies: Written statements describing the levels of knowledge, skills, and values expected of residents completing the program.

Competent: The level of knowledge, skills, and values required by residents to perform independently an aspect of dental practice after completing the program.

Educationally qualified: Board eligible in orofacial pain or successful completion of an orofacial pain program of at least two years in length.

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

Intent: Intent statements are presented to provide clarification to the advanced dental education programs in orofacial pain in the application of and in connection with compliance with the Accreditation Standards for Advanced Dental Programs in Orofacial Pain. 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.

Interdisciplinary: Including dentistry and other health care professions.

Manage: Coordinate the delivery of care using a patient-focused approach within the scope of their training. Patient-focused care should include concepts related to the patient's social, cultural, behavioral, economic, medical and physical status.

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

Multidisciplinary: Including all disciplines within the profession of dentistry.

Must: Indicates an imperative or duty; an essential or indispensable item; mandatory.

Orofacial Pain: Disorders of the jaw, mouth, face, head and neck.

Patients with special needs: Those patients whose medical, physical, psychological, cognitive or social situations make it necessary to modify normal dental routines in order to provide dental treatment for that individual. These individuals include, but are not limited to, people with

developmental disabilities, cognitive impairment, complex medical conditions, significant physical limitations, and/or other vulnerable populations.

Should: Indicates a method to achieve the standard; highly desirable, but not mandatory.

SOAP: Subjective Objective Assessment Plan

Sponsor: The institution that has the overall administrative control and responsibility for the conduct of the program.

Resident: The individual enrolled in a Commission on Dental Accreditation-accredited advanced dental education program.

STANDARD 1 – INSTITUTIONAL AND PROGRAM EFFECTIVENESS

1-1 Each sponsoring or co-sponsoring United States-based educational institution, hospital or health care organization **must** be 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).

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.

Examples of evidence to demonstrate compliance may include:
Accreditation certificate or current official listing of accredited institutions
Evidence of successful achievement of Service-specific organizational inspection criteria

1-2 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

1-3 The authority and final responsibility for curriculum development and approval, resident selection, faculty selection and administrative matters **must** rest within the sponsoring institution.

1-4 The financial resources **must** be sufficient to support the program's stated purpose/mission, goals and objectives.

Examples of evidence to demonstrate compliance may include:
Program budgetary records
Budget information for previous, current and ensuing fiscal year

1-5 Arrangements with all sites not owned by the sponsoring institution where educational activity occurs **must** be formalized by means of current written agreements that clearly define the roles and responsibilities of the parties involved.

Intent*: Sites where educational activity occurs include any dental practice setting (e.g. private offices, mobile dentistry, mobile dental provider, etc.). The items that are covered in 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).*

Examples of evidence to demonstrate compliance may include:
Written agreements

1-6 There **must** be opportunities for program faculty to participate in institution-wide committee activities.

Examples of evidence to demonstrate compliance may include:
Bylaws or documents describing committee structure
Copy of institutional committee structure and/or roster of membership by dental faculty

1-7 Orofacial pain residents **must** have the same privileges and responsibilities provided residents in other professional education programs.

Examples of evidence to demonstrate compliance may include:
Bylaws or documents describing resident privileges

1-8 The medical staff bylaws, rules, and regulations of the sponsoring, co-sponsoring, or affiliated hospital **must** ensure that dental staff members are eligible for medical staff membership and privileges.

Intent: *Dental staff members have the same rights and privileges as other medical staff of the sponsoring, co-sponsoring or affiliated hospital, within the scope of practice.*

Examples of evidence to demonstrate compliance may include:
All related hospital bylaws
Copy of institutional committee structure and/or roster of membership by dental faculty

1-9 The program **must** have written overall program goals and objectives that emphasize:

a. orofacial pain,
b. resident education,
c. patient care, and
d. research.

Intent: *The "program" refers to the Advanced Dental Education Program in Orofacial Pain that is responsible for training residents within the context of providing patient care. The overall goals and objectives for resident education are intended to describe general outcomes of the residency training program rather than specific learning objectives for areas of residency training as described in Standard 2-2. Specific learning objectives for residents are intended to be described as goals and objectives or competencies for resident training and included in the response to Standard 2-2. An example of overall goals can be found in the Goals section on page 8 of this document.*

Examples of evidence to demonstrate compliance may include:
Written overall program goals and objectives

1-10 The program **must** have a formal and ongoing outcomes assessment process that regularly evaluates the degree to which the program's overall goals and objectives are being met and make program improvements based on an analysis of that data.

Intent: *The intent of the outcomes assessment process is to collect data about the degree to which the overall goals and objectives described in response to Standard 1-9 are being met.*

The outcomes process developed should include each of the following steps:

1. *development of clear, measurable goals and objectives consistent with the program's purpose/mission;*
2. *implementation of procedures for evaluating the extent to which the goals and objectives are met;*
3. *collection of data in an ongoing and systematic manner;*
4. *analysis of the data collected and sharing of the results with appropriate audiences;*
5. *identification and implementation of corrective actions to strengthen the program; and*
6. *review of the assessment plan, revision as appropriate, and continuation of the cyclical process.*

Examples of evidence to demonstrate compliance may include:
Written overall program goals and objectives
Outcomes assessment plan and measures
Outcomes results
Annual review of outcomes results
Meeting minutes where outcomes are discussed
Decisions based on outcomes results
Successful completion of a certifying examination in Orofacial Pain

Ethics and Professionalism

1-11 The program **must** ensure that residents are able to demonstrate the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, and practice management.

Intent: *Residents 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.*

STANDARD 2 – EDUCATIONAL PROGRAM

2-1 The orofacial pain program **must** be designed to provide advanced knowledge and skills beyond the D.D.S. or D.M.D. training.

Curriculum Content

2-2 The program **must** either describe the goals and objectives for each area of resident training or list the competencies that describe the intended outcomes of resident education.

Intent: *The program is expected to develop specific educational goals that describe what the resident will be able to do upon completion of the program. These educational goals should describe the resident's abilities rather than educational experiences the residents may participate in. These specific educational goals may be formatted as either goals and objectives or competencies for each area of resident training. These educational goals are to be circulated to program faculty and staff and made available to applicants of the program.*

Examples of evidence to demonstrate compliance may include:
Written goals and objectives for resident training or competencies

2-3 Written goals and objectives **must** be developed for all instruction included in this curriculum.

Example of Evidence to demonstrate compliance may include:
Written goals and objectives
Content outlines

2-4 The program **must** have a written curriculum plan that includes structured clinical experiences and didactic sessions designed to achieve the program's written goals and objectives or competencies for resident training.

Intent: *The program is expected to organize the didactic and clinical educational experiences into a formal curriculum plan. For each specific goal or objective or competency statement described in response to Standard 2-2, the program is expected to develop educational experiences designed to enable the resident to acquire the skills, knowledge, and values necessary in that area. The program is expected to organize these didactic and clinical educational experiences into a formal curriculum plan.*

Examples of evidence to demonstrate compliance may include:

Written curriculum plan with educational experiences tied to specific written goals and objectives or competencies
Didactic and clinical schedules

Biomedical Sciences

2-5 Formal instruction **must** be provided in each of the following:

a. Gross and functional anatomy and physiology including the musculoskeletal and articular system of the orofacial, head, and cervical structures;
b. Growth, development, and aging of the masticatory system;
c. Head and neck pathology and pathophysiology with an emphasis on pain;
d. Applied rheumatology with emphasis on the temporomandibular joint (TMJ) and related structures;
e. Sleep physiology and dysfunction;
f. Oromotor disorders including dystonias, dyskinesias, and bruxism;
g. Epidemiology of orofacial pain disorders;
h. Pharmacology and pharmacotherapeutics; and
i. Principals of biostatistics, research design and methodology, scientific writing, and critique of literature.

2-6 The program **must** provide a strong foundation of basic and applied pain sciences to develop knowledge in functional neuroanatomy and neurophysiology of pain including:

a. The neurobiology of pain transmission and pain mechanisms in the central and peripheral nervous systems;
b. Mechanisms associated with pain referral to and from the orofacial region;
c. Pharmacotherapeutic principles related to sites of neuronal receptor specific action pain;
d. Pain classification systems;
e. Psychoneuroimmunology and its relation to chronic pain syndromes;
f. Primary and secondary headache mechanisms;
g. Pain of odontogenic origin and pain that mimics odontogenic pain; and
h. The contribution and interpretation of orofacial structural variation (occlusal and skeletal) to orofacial pain, headache, and dysfunction.

Behavioral Sciences

2-7 Formal instruction **must** be provided in behavioral science as it relates to orofacial pain disorders and pain behavior including:

a. cognitive-behavioral therapies including habit reversal for oral habits, stress management, sleep problems, muscle tension habits and other behavioral factors;

b. the recognition of pain behavior and secondary gain behavior;

c. psychologic disorders including depression, anxiety, somatization and others as they relate to orofacial pain, sleep disorders, and sleep medicine; and

d. conducting and applying the results of psychometric tests.

Clinical Sciences

2-8 A majority of the total program time **must** be devoted to providing orofacial pain patient services, including direct patient care and clinical rotations.

2-9 The program **must** provide instruction and clinical training for the clinical assessment and diagnosis of complex orofacial pain disorders to ensure that upon completion of the program the resident is able to:

a. Conduct a comprehensive pain history interview;

b. Collect, organize, analyze, and interpret data from medical, dental, behavioral, and psychosocial histories and clinical evaluation to determine their relationship to the patient's orofacial pain and/or sleep disorder complaints;

c. Perform clinical examinations and tests and interpret the significance of the data;

Intent: *Clinical evaluation may include: musculoskeletal examination of the head, jaw, neck and shoulders; range of motion; general evaluation of the cervical spine; TM joint function; jaw imaging; oral, head and neck screening, including facial-skeletal and dental-occlusal structural variations; cranial nerve screening; posture evaluation; physical assessment including vital signs; and diagnostic blocks.*

d. Function effectively within interdisciplinary health care teams, including the recognition for the need of additional tests or consultation and referral; and

Intent: *Additional testing may include additional imaging; referral for psychological or psychiatric evaluation; laboratory studies; diagnostic autonomic nervous system blocks, and systemic anesthetic challenges.*

e. Establish a differential diagnosis and a prioritized problem list.

2-10 The program **must** provide training to ensure that upon completion of the program, the resident is able to manage patients with special needs.

***Intent**: The program is expected to provide educational instruction, either didactically or clinically, during the program which enhances the resident's ability to manage patients with special needs.*

Examples of evidence to demonstrate compliance may include:
Written goals and objectives or competencies for resident training related to patients with special needs
Didactic schedules

2-11 ~~**2-10**~~ The program **must** provide instruction and clinical training and direct patient experience in multidisciplinary pain management for the orofacial pain patient to ensure that upon completion of the program the resident is able to:

a. Develop an appropriate treatment plan addressing each diagnostic component on the problem list with consideration of cost/risk benefits;

b. Incorporate risk assessment of psychosocial and medical factors into the development of the individualized plan of care;

c. Obtain informed consent;

d. Establish a verbal or written agreement, as appropriate, with the patient emphasizing the patient's treatment responsibilities;

e. Have primary responsibility for the management of a broad spectrum of orofacial pain patients in a multidisciplinary orofacial pain clinic setting, or interdisciplinary associated services. Responsibilities should include:

1. intraoral appliance therapy;
2. physical medicine modalities;
3. diagnostic/therapeutic injections;
~~3.~~4. sleep-related breathing disorder intraoral appliances;
~~4.~~5. non-surgical management of orofacial trauma;
~~5.~~6. behavioral therapies beneficial to orofacial pain; and
~~6.~~7. pharmacotherapeutic treatment of orofacial pain including systemic and topical medications ~~and diagnostic/therapeutic injections~~.

***Intent**: This should include judicious selection of medications directed at the presumed pain mechanisms involved, as well as adjustment, monitoring, and reevaluation.*

Common medications may include: muscle relaxants; sedative agents for chronic pain and sleep management; opioid use in management of chronic pain; the adjuvant analgesic use of tricyclics and other antidepressants used for chronic pain; anticonvulsants, membrane stabilizers, and sodium channel blockers for neuropathic pain; local and systemic anesthetics in management of neuropathic pain; anxiolytics; analgesics and anti-inflammatories; prophylactic and abortive medications for primary headache disorders; and therapeutic use of botulinum toxin injections.

Common issues may include: management of medication overuse headache; medication side effects that alter sleep architecture; prescription medication dependency withdrawal; referral and co-management of pain in patients addicted to prescription, non prescription and recreational drugs; familiarity with the role of preemptive anesthesia in neuropathic pain.

2-12 ~~2-11~~ Residents **must** participate in clinical experiences in other healthcare services (not to exceed 30% of the total training period).

***Intent:** Experiences may include observation or participation in the following: oral and maxillofacial surgery to include procedures for intracapsular TMJ disorders; outpatient anesthesia pain service; in-patient pain rotation; rheumatology, neurology, oncology, otolaryngology, rehabilitation medicine; headache, radiology, oral medicine, and sleep disorder clinics.*

2-13 ~~2-12~~ Each assigned rotation or experience **must** have:

a. written objectives that are developed in cooperation with the department chairperson, service chief, or facility director to which the residents are assigned;
b. resident supervision by designated individuals who are familiar with the objectives of the rotation or experience; and
c. evaluations performed by the designated supervisor.

***Intent:** This standard applies to all assigned rotations or experiences, whether they take place in the sponsoring institution or a major or minor activity site. Supplemental activities are exempt.*

Examples of evidence to demonstrate compliance may include:
Description and schedule of rotations
Written objectives of rotations
Resident evaluations

2-14 ~~**2-13**~~ Residents **must** gain experience in teaching orofacial pain.

Intent: *Residents should be provided opportunities to obtain teaching experiences in orofacial pain (i.e. small group and lecture formats, presenting to dental and medical peer groups, predoctoral student teaching experiences, and/or continuing education programs.*

2-15 ~~**2-14**~~ Residents **must** actively participate in the collection of history and clinical data, diagnostic assessment, treatment planning, treatment, and presentation of treatment outcome.

2-16 ~~**2-15**~~ The program **must** provide instruction in the principles of practice management.

Intent: *Suggested topics include: quality management; principles of peer review; business management and practice development; principles of professional ethics, jurisprudence and risk management; alternative health care delivery systems; informational technology; and managed care*; *medicolegal issues, workers compensation, second opinion reporting; criteria for assessing impairment and disability; legal guidelines governing licensure and dental practice, scope of practice with regards to orofacial pain disorders, and instruction in the regulatory requirements of chronic opioid maintenance.*

Examples of evidence to demonstrate compliance may include:
Course outlines

2-17 ~~**2-16**~~ Formal patient care conferences **must** be held at least ten (10) times per year.

Intent: *Conferences should include diagnosis, treatment planning, progress, and outcomes. These conferences should be attended by residents and faculty representative of the disciplines involved. These conferences are not to replace the daily faculty/resident interactions regarding patient care.*

Examples of evidence to demonstrate compliance may include:
Conference schedules

2-18 ~~**2-17**~~ Residents **must** be given assignments that require critical review of relevant scientific literature.

Intent: *Residents are expected to have the ability to critically review relevant literature as a foundation for lifelong learning and adapting to changes in oral*

health care. This should include the development of critical evaluation skills and the ability to apply evidence-based principles to clinical decision-making.

Relevant scientific literature should include current pain science and applied pain literature in dental and medical science journals with special emphasis on pain mechanisms, orofacial pain, head and neck pain, and headache.

Examples of evidence to demonstrate compliance may include:
Evidence of experiences requiring literature review

Program Length

2-19 ~~**2-18**~~ The duration of the program **must** be at least two consecutive academic years with a minimum of 24 months, full-time or its equivalent.

Examples of evidence to demonstrate compliance may include:
Program schedules
Written curriculum plan

2-20 ~~**2-19**~~ Where a program for part-time residents exists, it **must** be started and completed within a single institution and designed so that the total curriculum can be completed in no more than twice the duration of the program length.

Intent: *Part-time residents may be enrolled, provided the educational experiences are the same as those acquired by full-time residents and the total time spent is the same.*

Examples of evidence to demonstrate compliance may include:
Description of the part-time program
Documentation of how the part-time residents will achieve similar experiences and skills as full-time residents
Program schedules

Evaluation

2-21 ~~**2-20**~~ The program's resident evaluation system **must** assure that, through the director and faculty, each program:

a) periodically, but at least two times annually, evaluates and documents the resident's progress toward achieving the program's written goals and objectives of resident training or competencies using appropriate written criteria and procedures;

b) provides residents with an assessment of their performance after each evaluation. Where deficiencies are noted, corrective actions **must** be taken; and

c) maintains a personal record of evaluation for each resident that is accessible to the resident and available for review during site visits.

Intent: *While the program may employ evaluation methods that measure a resident's skills or behavior at a given time, it is expected that the program will, in addition, evaluate the degree to which the resident is making progress toward achieving the specific goals and objectives or competencies for resident training described in response to Standard 2-2.*

Examples of evidence to demonstrate compliance may include:
Written evaluation criteria and process
Resident evaluations with identifying information removed
Personal record of evaluation for each resident
Evidence that corrective actions have been taken

STANDARD 3 – FACULTY AND STAFF

3-1 The program **must** be administered by a director who is board certified or educationally qualified in orofacial pain and has a full-time appointment in the sponsoring institution with a primary commitment to the orofacial pain program.

3-2 The program director **must** have sufficient authority and time to fulfill administrative and teaching responsibilities in order to achieve the educational goals of the program.

Intent: *The program director's responsibilities include:*

- *a. program administration;*
- *b. development and implementation of the curriculum plan;*
- *c. ongoing evaluation of program content, faculty teaching, and resident performance;*
- *d. evaluation of resident training and supervision in affiliated institutions and off-service rotations;*
- *e. maintenance of records related to the educational program; and*
- *f. resident selection; and*
- *g. preparing graduates to seek certification by the American Board of Orofacial Pain.*

In those programs where applicants are assigned centrally, responsibility for selection of residents may be delegated to a designee.

Examples of evidence to demonstrate compliance may include:
Program director's job description
Job description of individuals who have been assigned some of the program director's job responsibilities
Formal plan for assignment of program director's job responsibilities as described above
Program records

3-3 All sites where educational activity occurs **must** be staffed by faculty who are qualified by education and/or clinical experience in the curriculum areas for which they are responsible and have collective competence in all areas of orofacial pain included in the program.

Intent: *Faculty should have current knowledge at an appropriate level for the curriculum areas for which they are responsible. The faculty, collectively, should have competence in all areas of orofacial pain covered in the program.*

The program is expected to develop criteria and qualifications that would enable a faculty member to be responsible for a particular area of orofacial pain if that

faculty member is not trained in orofacial pain. The program is expected to evaluate non-discipline specific faculty members who will be responsible for a particular area and document that they meet the program's criteria and qualifications.

Whenever possible, programs should avail themselves of discipline-specific faculty as trained consultants for the development of a mission and curriculum, and for teaching.

Examples of evidence to demonstrate compliance may include:
Full and part-time faculty rosters
Program and faculty schedules
Completed BioSketch of faculty members
Criteria used to certify a non-discipline specific faculty member as responsible for teaching an area of orofacial pain
Records of program documentation that non-discipline specific faculty members as responsible for teaching an area of orofacial pain

3-4 A formally defined evaluation process **must** exist that ensures measurements of the performance of faculty members annually.

Intent: *The written annual performance evaluations should be shared with the faculty members. The program should provide a mechanism for residents to confidentially evaluate instructors, courses, program director, and the sponsoring institution.*

Examples of evidence to demonstrate compliance may include:
Faculty files
Performance appraisals

3-5 A faculty member **must** be present in the clinic for consultation, supervision, and active teaching when residents are treating patients in scheduled clinic sessions.

Intent: *This standard does not preclude occasional situations where a faculty member cannot be available.*

Faculty members should contribute to an ongoing resident and program/curriculum evaluation process. The teaching staff should be actively involved in the development and implementation of the curriculum.

Examples of evidence to demonstrate compliance may include:
Faculty clinic schedules

3-6 At each site where educational activity occurs, adequate support staff, including allied dental personnel and clerical staff, **must** be consistently available to allow for efficient administration of the program.

Intent: *The program should determine the number and participation of allied support and clerical staff to meet the educational and experiential goals and objectives.*

Examples of evidence to demonstrate compliance may include:
Staff schedules

3-7 There **must** be evidence of scholarly activity among the orofacial pain faculty

Intent: *Such evidence may include: participation in clinical and/or basic research; mentoring of orofacial pain resident research; publication in peer-reviewed scientific media; development of innovative teaching materials and courses; and presentation at scientific meetings and/or continuing education courses at the local, regional, or national level.*

3-8 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
Resident assessment
Cultural Competency
Ability to work with residents of varying ages and backgrounds
Use of technology in didactic and clinical components of the curriculum
Evidence of participation in continuing education activities

3-9 The program **must** provide ongoing faculty calibration at all sites where educational activity occurs.

Intent: *Faculty calibration should be defined by the program.*

Examples of evidence to demonstrate compliance may include:
Methods used to calibrate faculty as defined by the program
Attendance of faculty meetings where calibration is discussed
Mentored experiences for new faculty
Participation in program assessment
Standardization of assessment of resident
Maintenance of existing and development of new and/or emerging clinical skills
Documented understanding of relevant aspects of teaching methodology
Curriculum design, development and evaluation
Evidence of the ability to work with residents of varying ages and backgrounds
Evidence that rotation goals and objectives have been shared

STANDARD 4 – EDUCATIONAL SUPPORT SERVICES

4-1 The sponsoring institution **must** provide adequate and appropriately maintained facilities and learning resources to support the goals and objectives of the program.

Intent: *The facilities should permit the attainment of program goals and objectives. Clinical facilities suitable for privacy for patients should be specifically identified for the orofacial pain program. Library resources that include dental resources should be available. Resource facilities should include access to computer, photographic, and audiovisual resources for educational, administrative, and research support. Equipment for handling medical emergencies and current medications for treating medical emergencies should be readily accessible. "Readily accessible" does not necessarily mean directly in the dental clinic. Protocols for handling medical emergencies should be developed and communicated to all staff in patient care areas.*

Examples of evidence to demonstrate compliance may include:
Description of facilities

4-2 There **must** be provision for a conference area separated from the clinic for rounds discussion and case presentations, sufficient to accommodate the multidisciplinary team.

4-3 Dental and medical laboratory, dental and medical imaging, and resources for psychometric interpretation **must** be accessible for use by the orofacial pain program.

4-4 Lecture, seminar, study space, and administrative office space **must** be available to conduct the educational program.

Selection of Residents

4-5 Applicants **must** have one of the following qualifications to be eligible to enter the advanced dental education program in orofacial pain:

a. Graduates from a predoctoral dental education program accredited by the Commission on Dental Accreditation;

b. Graduates from a predoctoral dental education program in Canada accredited by the Commission on Dental Accreditation of Canada; and

c. Graduates from an international dental school with equivalent educational background and standing as determined by the institution and program.

4-6 Specific written criteria, policies and procedures **must** be followed when admitting residents.

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

Examples of evidence to demonstrate compliance may include:
Written admission criteria, policies and procedures

4-7 Admission of residents with advanced standing **must** be based on the same standards of achievement required by residents regularly enrolled in the program. Residents with advanced standing **must** receive an appropriate curriculum that results in the same standards of competence required by residents regularly enrolled in the program.

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

Examples of evidence to demonstrate compliance may include:
Written policies and procedures on advanced standing
Results of appropriate qualifying examinations
Course equivalency or other measures to demonstrate equal scope and level of knowledge

4-8 The program's description of the educational experience to be provided **must** be available to program applicants and include:

a. a description of the educational experience to be provided;
b. a list of program goals and objectives; and
c. a description of the nature of assignments to other departments or institutions.

Intent: *This includes applicants who may not personally visit the program and applicants who are deciding which programs to apply to. Materials available to applicants who visit the program in person will not satisfy this requirement. A means of making this information available to individuals who do not visit the program is to be developed.*

Examples of evidence to demonstrate compliance may include:
Brochure or application documents
Program's website
Description of system for making information available to applicants who do not visit the program

Due Process

4-9 There **must** be specific written due process policies and procedures for adjudication of academic and disciplinary complaints that parallel those established by the sponsoring institution.

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

Examples of evidence to demonstrate compliance may include:
Written policy statements and/or resident contract

Health Services

4-10 Residents, faculty and appropriate support staff **must** be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella and hepatitis B, prior to contact with patients and/or infectious objects or materials, in an effort to minimize the risk of patients and dental personnel.

Examples of evidence to demonstrate compliance may include:
Immunization policy and procedure documents

STANDARD 5 – PATIENT CARE SERVICES

5-1 The program **must** ensure the availability of patient experiences that afford all residents the opportunity to achieve the program's written goals and objectives or competencies for resident training.

***Intent**: Patient experiences should include evaluation and management of head and neck musculoskeletal disorders, neurovascular pain, neuropathic pain, sleep-related disorders, and oromandibular movement disorders.*

Examples of evidence to demonstrate compliance may include:
Written goals and objectives or competencies for resident training
Records of resident clinical activity, including specific details on the variety and type and quantity of cases treated and procedures performed

5-2 Patient records **must** be organized in a manner that facilitates ready access to essential data and be sufficiently legible and organized so that all users can readily interpret the contents.

***Intent:** Essential data is defined by the program and based on the information included in the record review process as well as that which meets the multidisciplinary educational needs of the program. The patient record should include a diagnostic problem list, use of pain assessment and treatment contracts, progress sheets, medication log, and outcome data, plus conform to SOAP notes format.*

The program is expected to develop a description of the contents and organization of patient records and a system for reviewing records.

Examples of evidence to demonstrate compliance may include:
Patient records
Record review plan
Documentation of record reviews

5-3 The program **must** conduct and involve residents in a structured system of continuous quality improvement for patient care.

***Intent:** Programs are expected to involve residents in enough quality improvement activities to understand the process and contribute to patient care improvement.*

Examples of evidence to demonstrate compliance may include:
Description of quality improvement process including the role of residents in that process
Quality improvement plan and reports

5-4 All residents, faculty, and support staff involved in the direct provision of patient care **must** be continuously recognized/certified in basic life support procedures, including cardiopulmonary resuscitation.

Intent: *ACLS and PALS are not a substitute for BLS certification.*

Examples of evidence to demonstrate compliance may include:
Certification/recognition records demonstrating basic life support training or summary log of certification/recognition maintained by the program
Exemption documentation for anyone who is medically or physically unable to perform such services

5-5 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 blood-borne and infectious diseases. Polices **must** be provided to all residents, faculty and appropriate support staff and continuously monitored for compliance. Additionally, policies on blood-borne and infectious diseases **must** be made available to applicants for admission and patients.

Intent: *The policies on blood-borne and infectious diseases should be made available to applicants for admission and patients should a request to review the policy be made.*

Examples of evidence to demonstrate compliance may include:
Infection and biohazard control policies
Radiation policy

5-6 The program's policies **must** ensure that the confidentiality of information pertaining to the health status of each individual patient is strictly maintained.

Examples of evidence to demonstrate compliance may include:
Confidentiality policies

STANDARD 6 - RESEARCH

6-1 Residents **must** engage in research or other scholarly activity and present their results in a scientific/educational forum.

Intent: *The research experience and its results should be compiled into a document or publication*