

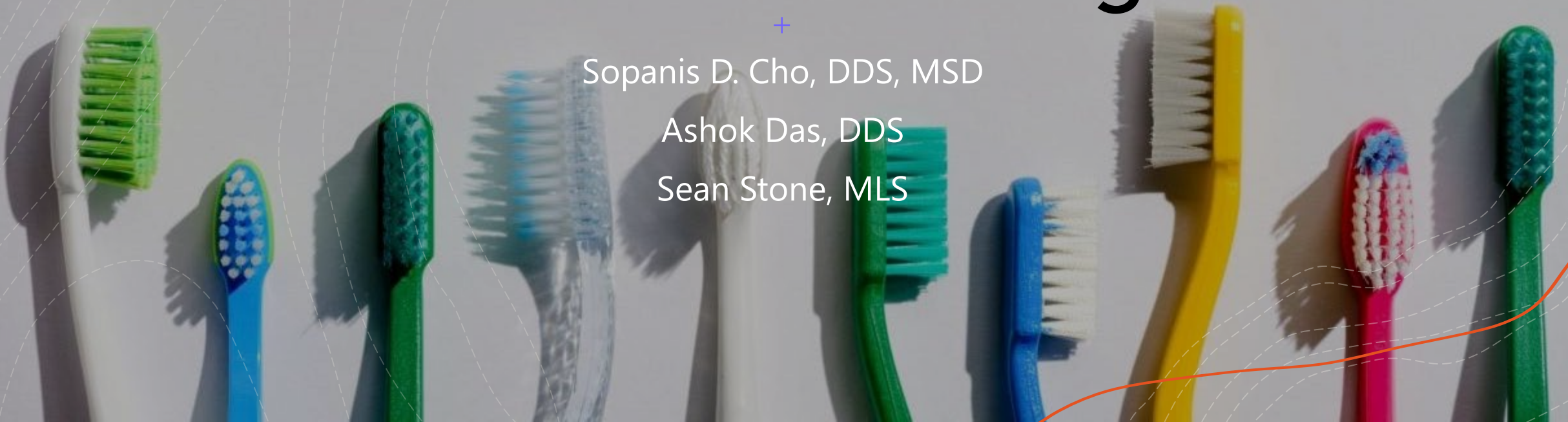
Assessment of Preclinical Courses in Preparing International Dentists for Clinical Training

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Sopanis D. Cho, DDS, MSD

Ashok Das, DDS

Sean Stone, MLS



Background in Dental Education

United States

- US dental schools generally require bachelor degree and take 4 years to complete.

Other countries

- Most countries accept the dental students immediately after high school and dental curriculum may take 4-6 years to be awarded BDS or DDS.



Hand-Eye Coordination
Skill is **Required** in
Dentistry.

Dental Licensures

Evidence of passing the National Board Dental Examinations (NDBEs)

Evidence of clinical competence

Unlike medical licensure, most states require graduation from a CODA Accredited Program in the US. or Canada.



Our Mission

The Commission on Dental Accreditation (CODA) serves the oral health care needs of the public through the development and administration of standards that foster continuous quality improvement of dental and dental related educational programs.



https://www.ada.org/~media/CODA/Files/CODA_Flyer.pdf?la=en

Evidence of clinical competence for a dental license

Traditional
Clinical or
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Integrated
Format (CIF)
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Central Regional Dental Testing Service (CRDTS)

Council of Interstate Testing Agencies, Inc. (CITA)

Commission on Dental Competency Assessments (CDCA)

Southern Regional Testing Agency (SRTA),

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ADA American Dental Association®

America's leading advocate for oral health

State Licensure for US Dentists

+ <https://www.ada.org/en/education-careers/licensure/state-dental-licensure-for-us-dentists>

A graduate of an unaccredited dental college outside the United States

IN

OH

Clinical Training Program: a clinical U.S. training program of at least two (2) years.

Must meet both of the following requirements:

- (1) Have taken a basic science and laboratory examination
- (2) Have had sufficient clinical training in an accredited institution to reasonably assure a level of competency equal to that of graduates of accredited dental colleges.

An advanced standing program allows an individual to complete the D.D.S. or D.M.D. degree within two to three years of study.

Program directory <https://www.adea.org/CAAPIDapp/deadlines-and-requirements.aspx>



2013 The year
we began...

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Indiana University School of Dentistry
International Dentist Program (IDP)

Brief Review

The first class began in 2013.

Students matriculated 1 week before Memorial Day.

23 students

4 weeks of intensive preparatory course

Intensive Preparatory Course (IPC)

Subjects	Hours
Periodontology	16
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Caries Risk Review	2 hours of in person meeting and an online exam
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Oral Surgery	4 Self Study, Online Exam
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Then we merged...

Discussion



Class of 2015

One- month IPC



Class of 2016

Three-month IPC



Class of 2017

Six-month courses

Bench Test: Most Asked Exercises By Dental Schools

<https://internationaldentistcentral.com/bench-test-dental-schools/>


**What happened
in the 3rd cohort?**

- + We started bench testing.
- + What is the bench test?
- + Since 2015 the IUSD bench test constituted 60% of the numerical score of each candidate. The admission committee used these ranked scores among other factors to vote for acceptance.

Factors to be considered...

- + The current 4-year traditional curriculum is a systematically designed, integrated program that combines biomedical sciences, medical sciences and dentistry.
- + This **sequence** in curriculum allows **step-by-step learning**.
- + Subsequent courses generally require basic knowledge and skills previously learned in preceding courses.

SEQUENCE



+ This well designed, ***sequential and integrated program does not always allow for advanced standing students to merge in a seamless fashion***, especially in their first semester.



<https://dentistry.iu.edu/admissions/plan-a-visit/dental-day/index.html>

+ Due to space problems, IDP students attended some important preclinical trainings in Summer 1 “intensive” course.

Summer I is only a 6-week semester!

Opportunities came with COVID-19

No visitors on campus

No bench test

Concern about readiness was raised.

The course proactively started in Spring to allow more time and smooth transitioning into clinics

CODA STANDARD 4—Educational Support Services

4-2 Admission of students with advanced standing must be **based on the same standards of achievement** required by students regularly enrolled in the program.

4-3 Students with advanced standing must **receive an individualized assessment and an appropriate curriculum plan** that results in the same standards of competence for graduation required by students regularly enrolled in the program.

COMPLIANCE STATEMENT

Indiana University School of Dentistry is in compliance with this Standard.

Class of 2023

- + Bench test was administered in January as a baseline pre-assessment.
- + Preclinical trainings begin in January.
- + Students were **longitudinally** assessed during Spring semester through preclinical laboratory exercises.
- + Opportunities to remediate unsatisfactory performances in Spring in Summer I.
- + Preclinical skill (tooth preparation) test using the ADEX criteria in Summer 1.

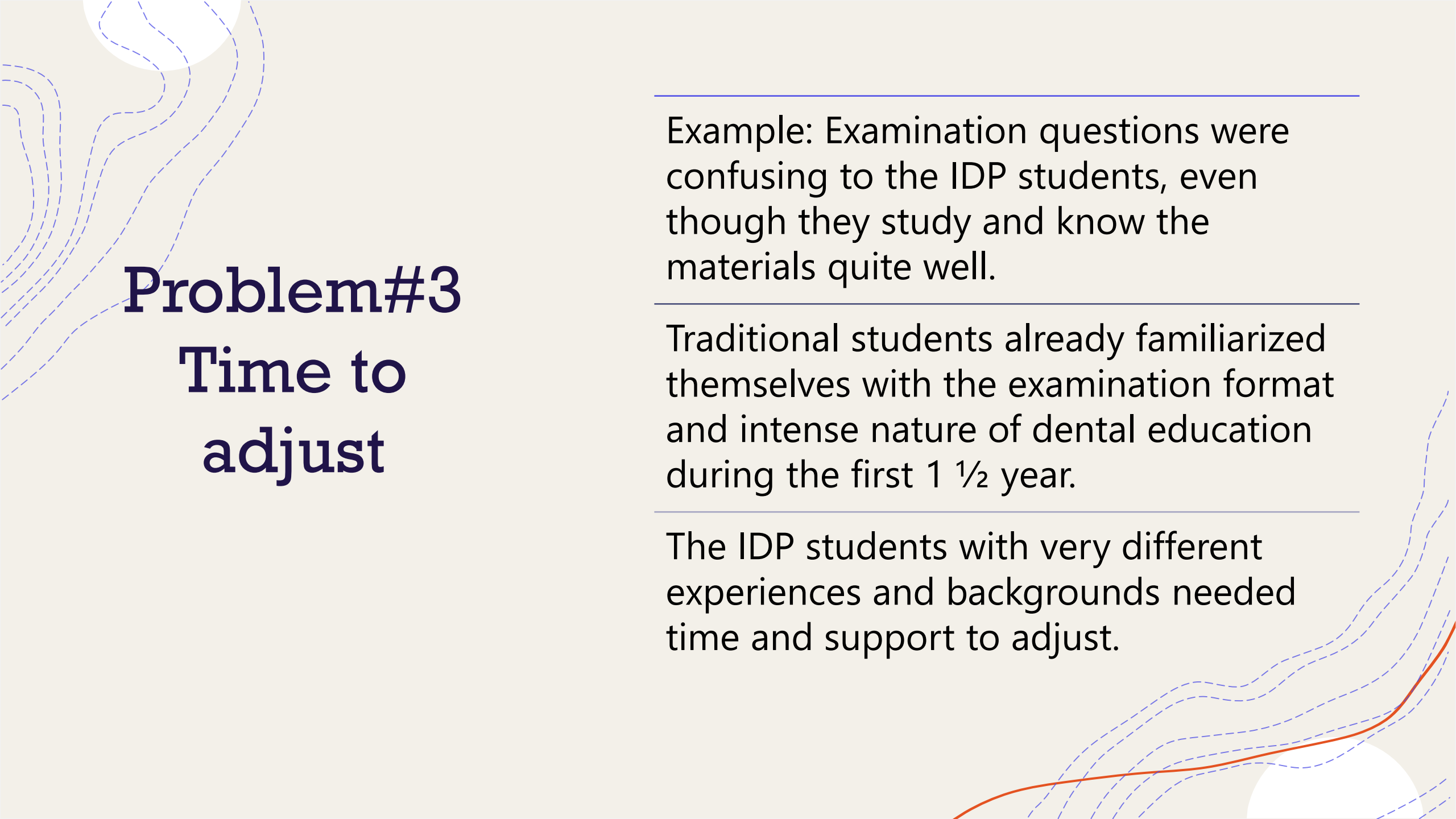
Problem#1 Inadequate foundational knowledge and skills

- + Very different backgrounds
- + Successfully passing NBDEs **does not** predict the high performances in D2 Spring semester and the subsequent clinical education.
- + Giving Canvas accesses to the preceding Fall courses is **not sufficient** in preparing the IDP students.

Problem#2 Program organization

+ Fact: They matriculate 1 ½ years after their presumed classmates.

+ For the past several years, we have the IDP start the first hour of the new program with the continuing lecture from the D2 Fall semester.



Problem#3

Time to adjust

Example: Examination questions were confusing to the IDP students, even though they study and know the materials quite well.

Traditional students already familiarized themselves with the examination format and intense nature of dental education during the first 1 ½ year.

The IDP students with very different experiences and backgrounds needed time and support to adjust.



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Problem#4 Survival mode

- + The IDP students were constantly in survival mode in the Spring semester and disregarded other important content that are taught in pass/fail courses.

Problem#5 Catching up with other required courses

- + Several IDP students complained about additional workload during the midterms and finals from behavioral sciences, ethics, public health and evidence-based dentistry.
- + Traditional students completed these requirements during the first 1 ½ year curriculum.

Problem#6 Stress and conflicts

- + Very wide range of knowledge and skills from foreign-trained graduates
- + Base knowledge and skills in certain important clinical disciplines such as risk assessment, prevention, early management of dental disease and prosthodontics were comparatively inadequate to be promoted and fully merged with the traditional D3s without proper standardized process. ***This standout characteristics can result in lower acceptance among peers, clinical faculty and staff.***

Problem#7 Lack of comprehensive pre-assessment or individual course preassessment

- + Very wide range of knowledge and skills from foreign-trained graduates
- + Advanced students are unintentionally penalized by oversimplified methods of information delivery.
- + Beginners did not get necessary support for a good start.

However,

- + With all these problems we faced, all IDP students class of 2023 successfully passed all preclinical competency tests in Summer 1 and joined their classmates from the traditional program in Summer 2.
- + Are we good or what? 😊





**Moving
forward**

Conclusion

- + Collect more evidence of the importance of bench test (Class of 2024 will also be accepted using other criteria due to COVID-19).
- + Six-month pre-clinical trainings were sufficient in preparing the IDP students in entering clinics, even though they were accepted without the baseline hand-eye coordination test.
- + Develop improved curriculum.
- + Provide additional support for IDP students.
- + Expand the assessment of the program effectiveness using other assessment methods.

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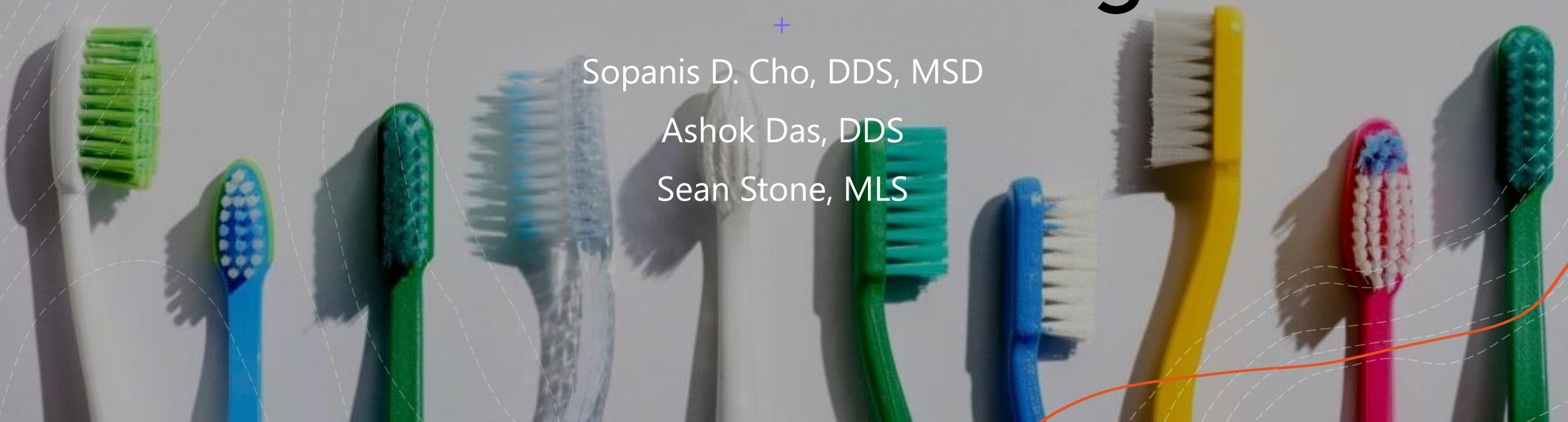
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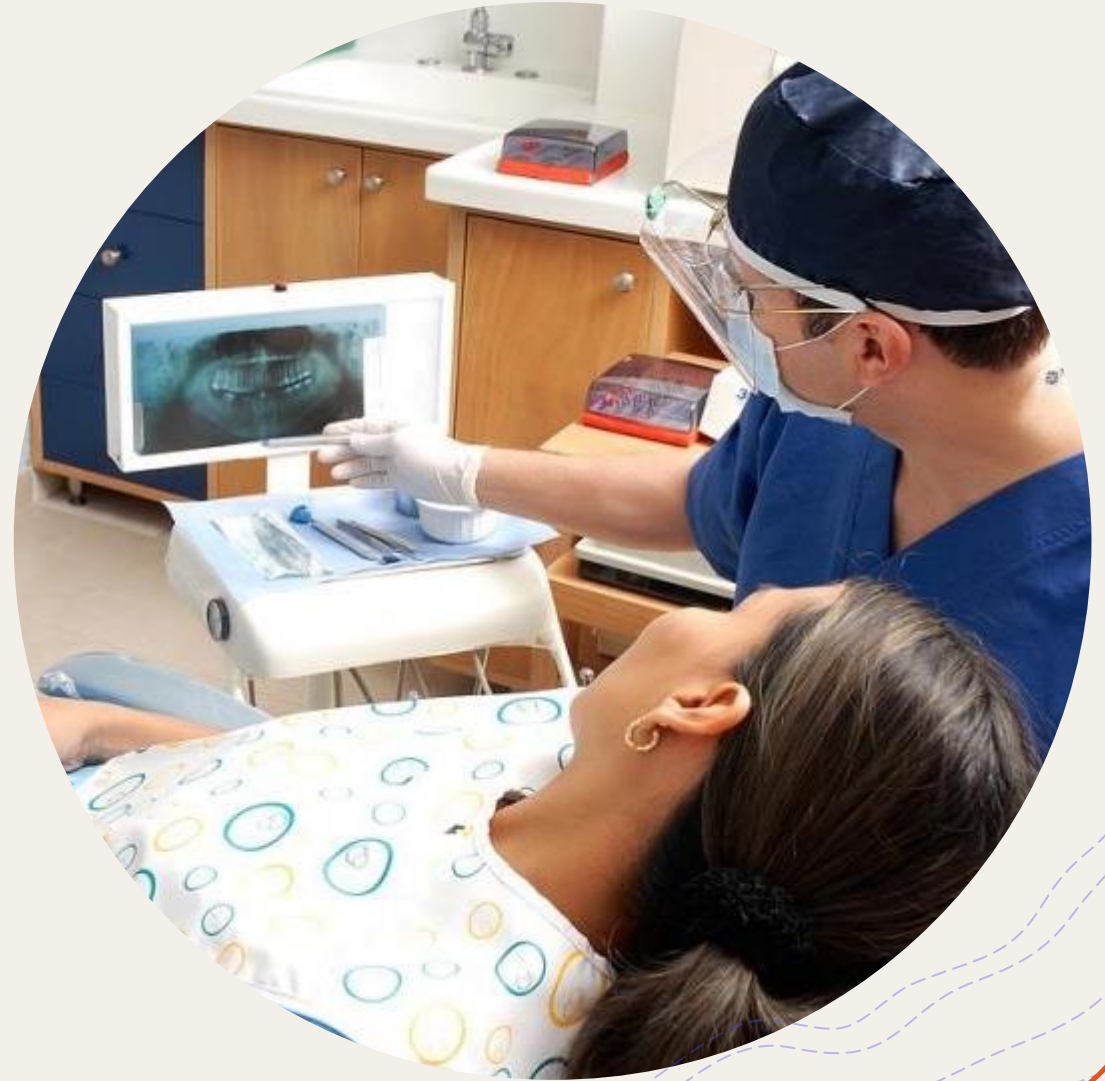
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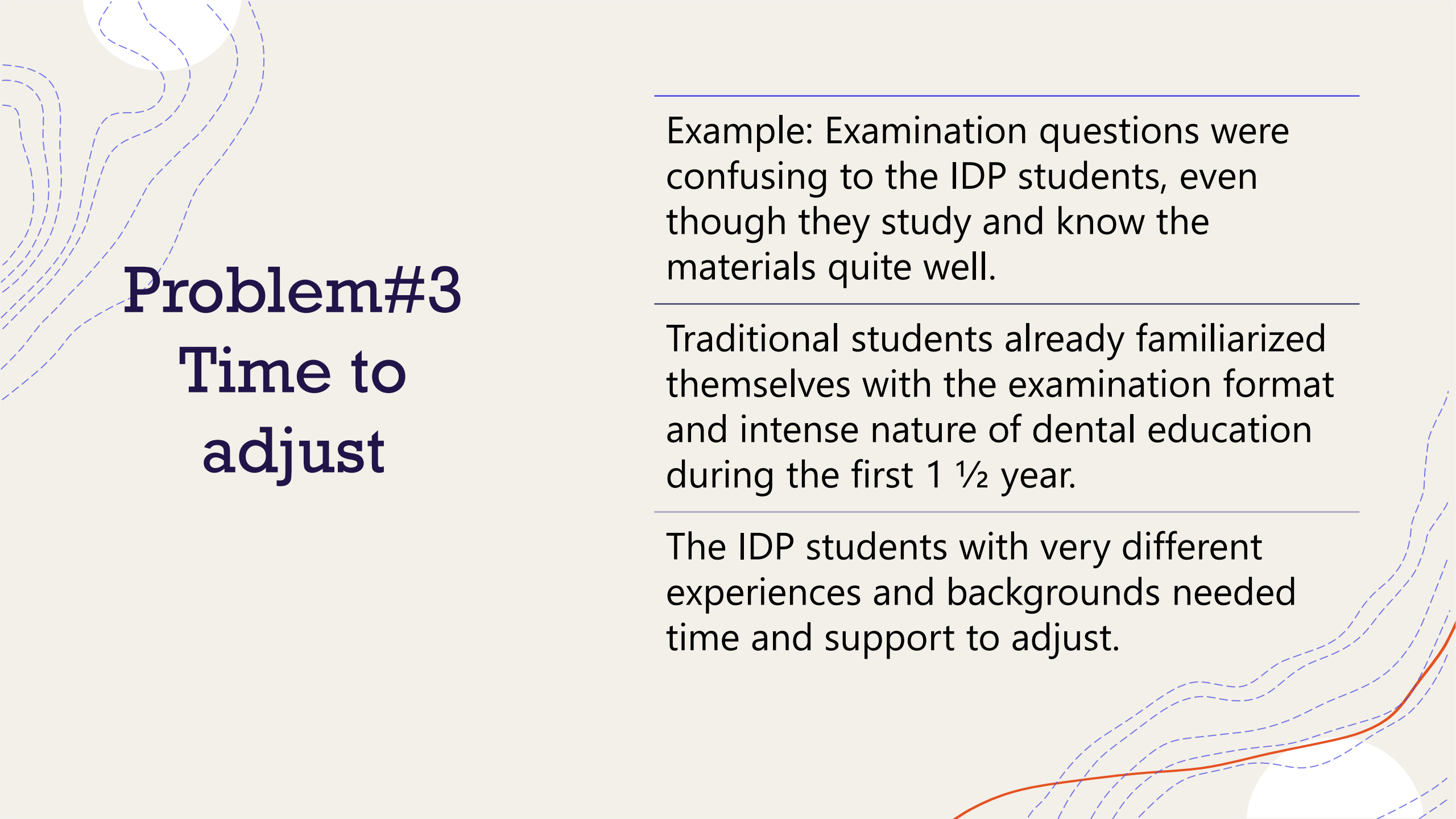
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