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The Case Western Reserve University School of Dental Medicine (https://case.edu/dental/) is a professional school offering a curriculum leading to the Doctor of Dental Medicine degree (DMD). Advanced education programs in the dental specialties are also available.

The School of Dental Medicine was organized June 21, 1892, as the Dental Department of Western Reserve University. For the first 25 years of its existence, the school was located in downtown Cleveland. In 1917, the School of Dental Medicine became an integral part of the university, with a building on Adelbert Road. In 2003, the name of the school officially changed from the School of Dental Surgery to the School of Dental Medicine, and the degree offered changed from Doctor of Dental Surgery to Doctor of Dental Medicine.

In 2019, the School moved to the Sheila and Eric Samson Pavilion and the Dental Clinic Building at the Health Education Campus of Case Western Reserve University and Cleveland Clinic. The 477,000-square-foot Samson Pavilion is home to dental, nursing, medical, and physician assistant students. Being under one roof, and having some classes that they’ll all take together, encourages the communication and collaboration that’s required in the fast-paced field of health care.

The mission of dentistry is the protection and improvement of the health of individuals and society with a concentration on oral health. Professional activities encompass a wide variety of endeavors including the clinical care of individuals, the prevention of disease, the discovery of new knowledge, and the development of procedures and policies that protect and improve health, especially for those populations at risk for disease.

Because oral health is an important concern of society, the role of the dentist continues to be essential and rewarding. Men and women who are interested in scientific studies directly related to the welfare of people should find a strong appeal in dentistry as a life work. It offers an unusual opportunity for public service, community respect, and the use of originality, compassion, and substantial skill and independent judgment on a daily basis.

The mission of the Case Western Reserve University School of Dental Medicine is to provide outstanding programs in oral health education, patient care, focused research and scholarship, and service that are of value to our constituents. We will accomplish this in an environment which fosters collegiality and professionalism, and that enables a diverse group of students to become competent oral health care providers and contribute to the health and well-being of individuals and communities.

The School of Dental Medicine’s core values are: collegiality, a culture of inquiry, diversity, innovation, integrity, and responsible stewardship.

The students who enter the School of Dental Medicine are very carefully selected and have already had many opportunities for intellectual and social development. The years in dental school should permit the continued maturation of the individual and should emphasize the basic knowledge and skills which are common to all dentists. Graduates should continue their dental education during their professional careers and add to the basic concepts taught in dental school by studying the scientific literature and by attending continuing education courses. While in dental school, the student develops an attitude of professionalism and a sense of responsibility toward the patient’s welfare, which will provide optimal dental care.

License to Practice Dentistry in Ohio
Specific information about licensure in Ohio and other states should be obtained from the individual state boards of dentistry.

Accreditation
The School of Dental Medicine is accredited by the Commission on Dental Accreditation (CODA) on a seven year cycle. The School’s most recent site visit was November 1-3, 2016.

Administration
Kenneth B. Chance, Sr., DDS
Dean of the School of Dental Medicine

Dale A. Baur, DDS
Vice Dean; Professor and Chair of Oral and Maxillofacial Surgery

Nabil F. Bissada, DDS, MSD, BDS
Associate Dean for Global Relations; Professor of Periodontics

Fady F. Faddoul, DDS, MSD
Professor and Chair of Comprehensive Care

Gerald Ferretti, DDS, MS, MPH
Professor and Chair of Pediatric Dentistry

Mark G. Hans, DDS, MS
Professor and Chair of Orthodontics

T. Roma Jasinevicius, DDS, MEd
Interim Chair of Periodontics; Associate Professor of Comprehensive Care

André K. Mickel, DDS, MSD
Professor and Chair of Endodontics

Suchitra S. Nelson, PhD
Assistant Dean, Clinical and Translational Research; Professor and Interim Chair of Community Dentistry

Ronald L. Occhionero, DDS
Associate Dean for Administration; Professor of Comprehensive Care

Andres Pinto, DDS, DMS, MPH
Assistant Dean of Graduate Studies; Professor and Chair of Oral and Maxillofacial Medicine and Diagnostic Sciences

Patricia Mehosky Ribeiro, BA, MBA, CRA
Assistant Dean for Research Administration

David D. Rolf II, DMD, MS
Associate Dean of Academic Affairs; Professor of Periodontics

John W. Smolik, MBA, CPA
Assistant Dean of Finance and Operations
Facilities
The entire Health Sciences Center has been designed so that students can interact with the School of Medicine and School of Nursing, as well as the Cleveland Clinic Lerner College of Medicine.

The Health Education Campus was designed to provide a modern teaching facility. The Multimedia Laboratories are designed and equipped so that the basic sciences, technique, and simulated clinical experience can be carried on by the student in his or her individual area. Included in our Health Education Campus is our new, state-of-the-art, over 130,000 square foot Dental Clinic.

Drawing from a local population of more than one million, the clinics provide a broad spectrum of care to the population, affording the student substantial clinical experience. The school cooperates with various organizations of the city in caring for their clients, an arrangement that provides additional clinical experience for students.

Libraries
The Cleveland Health Sciences Library (CHSL) was formed in 1966 by an agreement between the Cleveland Medical Library Association (CMLA) and Western Reserve University. CHSL operates in two locations: the Allen Memorial Medical Library and the Health Center Library (HCL).

The Allen collection, strongly clinical, serves private and institutional members of the Cleveland Medical Library Association as well as faculty and students of Case Western Reserve University.

The Health Center Library collection of basic science materials is primarily for faculty and students of the schools of dental medicine, medicine, and nursing, and the department of biology.

The Dittrick Museum of Medical History, located on the third floor of the Allen Library, contains nearly 20,000 objects related to the history of medicine, dentistry, and pharmacy, with special emphasis on Cleveland and the Western Reserve. The museum also contains a medical archives collection and a rare book room.

Reference staff in both libraries help and instruct patrons in the use of the library and its bibliographic resources. Items not available on campus may be obtained through inter-library loan. Other services provided are quick telephone reference, citation verification, computerized or manual bibliographic searches, access to the internet, and online searching of a multitude of databases.

Hospital Affiliations
The School of Dental Medicine has working relationships with hospitals and health clinics in the Greater Cleveland community, including the Cleveland Clinic Foundation. Students have the opportunity to function as dentalists and observe hospital routine and operating room techniques in these hospitals. Many members of the faculty hold staff appointments in these extramural health facilities.

Community Health Clinics
Dental students participate in clinical care at several community health clinics in and around the greater Cleveland area. As part of the curriculum, dental students spend two weeks at one of the community clinics and additionally may volunteer their services in their free time.

Doctor of Dental Medicine (DMD)
The program will accomplish its goals through academic work in four themes and two threads, which are woven throughout the four years of the program. The program includes a variety of educational formats to deliver the curricula, including problem-based learning sessions, team-based learning, independent study, seminars, experiential learning opportunities, traditional lectures, laboratories, standardized patient experiences, and patient-based comprehensive care. An important goal of the curriculum is to help students become better prepared in independent learning, interprofessional practice, critical thinking skills, and the use of evidence. The curriculum includes the following themes and threads:

Themes
Health and Well-Being
This theme contains all curricula -- both didactic and clinical -- that apply to health and the normal structure and functioning of the body and of the oral complex. The traditional content areas of physiology, biochemistry, anatomy, histology, among other dental science classes, are integrated through cases to form a better bridge between the basic sciences and the clinical sciences.

Disease Processes
The Disease Processes theme includes content related to general and oral diseases. These topics are often melded with healthy structure and function content to provide students with a global perspective of the implications of disease on usual functioning.

Restoration of Health
This theme contains content related to therapies necessary for treatment of medical disease and dental disease. A focus on restoring oral health is accomplished through virtual reality clinical skills training, training on models and progression to comprehensive dental care in conjunction with didactic knowledge.

Maintenance of Health
The Maintenance of Health theme focuses on a curriculum which explores strategies for preserving health through general and oral health therapies, patient education, disease risk assessment, and disease prevention. This theme provides a viewpoint from which students can develop life-long care plans for their patients.

Threads
Inquiry
This thread that runs throughout the four-year program supports student growth in skills in clinical decision making. Students develop an understanding of what scientific evidence is, how to make clinical decisions and to value scientific discovery in all aspects of dentistry.

Leadership
This thread contains curriculum for the development of students as ethical, sensitive, caring practitioners who are stewards of oral health of
the individual patient, the community, and society. An important focus in Leadership curriculum is content that helps students advance in their role as a professional. It also supports the integration of all students into the practice management curriculum centered within their clinical preceptor groups.

Years

Year 1
This year includes curriculum describing normal healthy functioning and disease processes. Basic science content is taught in the context of clinical cases. Foundational work in understanding human structure and function is paired with learning about disease. Dental clinical sciences study the foundational elements of oral health.

Year 2
This year continues with an integrated approach to curricula in health and disease with an emphasis on the development of dental clinical skills. Further development of students as clinicians proceeds with their involvement in the clinical preceptor groups. Students will make a transition to increasing patient-centered clinical care as they demonstrate competency in clinical skills and didactic knowledge.

Year 3
This year includes didactic work related to advancing levels of knowledge and clinical experience. Students spend time in didactic classes that are directly related to clinical practice and in rotations to specialty clinical areas while accomplishing comprehensive patient care.

Year 4
Students gain clinical experience in the Comprehensive Care Clinics and finish didactic work which may include enrichment courses. They participate in practice management activities of their preceptor group, developing critical skills for general practice dentistry.

Doctor of Dental Medicine (DMD)

First Year Courses

First Term

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<td>Neoplasia and Genetics</td>
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<td>HEWB 121</td>
<td>Foundations of Life Science</td>
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<td>HEWB 130</td>
<td>Oral Histology</td>
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<td>HWDP 131</td>
<td>Heart and Lungs in Health and Disease</td>
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<td>LDRS 101</td>
<td>Collaborative Practice I A</td>
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<td>Epidemiology for Public Health and Clinical Practice</td>
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<td>REHE 151</td>
<td>Dental Anatomy</td>
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<td>HEWB 128</td>
<td>Body as Host</td>
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<td>Head and Neck Structure and Function</td>
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<td>REHE 267</td>
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<td>Introduction to Oral and Maxillofacial Surgery</td>
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<td>REHE 353</td>
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<td>REHE 355</td>
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<td>REHE 360</td>
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<td>DSPR 342</td>
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<td>DSRE 374</td>
<td>Fixed Prosthodontics</td>
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<td>DSRE 392</td>
<td>Nitrous Oxide and Conscious Sedation</td>
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<td>DSRE 396</td>
<td>Temporomandibular Disorders and Occlusion</td>
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<td>LDRS 310</td>
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### Fourth Year Courses

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<td>COMP 358</td>
<td>Clinical Oral Surgery I</td>
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<td>Quality Assurance</td>
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<td>COMP 422</td>
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</tr>
<tr>
<td>COMP 487</td>
<td>General Practice Dentistry A</td>
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<tr>
<td>COMP 489</td>
<td>General Practice Dentistry B</td>
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<tr>
<td>COMP 492</td>
<td>General Dentistry Clinical Competency (Graded in Spring)</td>
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<td>LDRS 416</td>
<td>Practice Management III</td>
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<td>LDRS 420</td>
<td>Jurisprudence and Professional Ethical Responsibility</td>
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<td>REHE 400</td>
<td>Regional Board Preparation</td>
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<tr>
<td>REHE 421</td>
<td>Periodontal Medicine and Cases</td>
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<td>REHE 455</td>
<td>General Anesthesia, Oral Surgery</td>
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<tr>
<td>REHE 482</td>
<td>Orthodontics</td>
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<tr>
<td>REHE 488</td>
<td>Case Presentations I</td>
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#### Second Term

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<tr>
<td>COMP 417</td>
<td>Community Oral Health Capstone Experience</td>
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<td>COMP 422</td>
<td>Periodontics</td>
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<tr>
<td>COMP 428</td>
<td>Oral Diagnosis and Radiology</td>
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<td>COMP 448</td>
<td>Endodontics</td>
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<td>COMP 458</td>
<td>Clinical Oral Surgery II</td>
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<td>COMP 464</td>
<td>Operative Dentistry</td>
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<tr>
<td>COMP 468</td>
<td>Removable Prosthodontics</td>
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<tr>
<td>COMP 474</td>
<td>Fixed Prosthodontics</td>
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<tr>
<td>COMP 478</td>
<td>Pediatric Dentistry</td>
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DMD/MPH DMD and Master of Public Health

Purpose
One of the primary goals of the American Dental Association (ADA) is to, "promote the oral health of the public." Dental public health is one of the nine recognized specialties of the ADA, and is defined as, "the art and science of preventing oral diseases and promoting oral health through organized community efforts". The DMD/MPH program seeks to impart knowledge and skills necessary to expand the practice of dentistry into the community in a proactive way that fosters positive oral health, and as a direct result, yields improved overall health of the populations involved. It is necessary to address populations to improve the health of individuals and to work with individuals to improve the health of populations. Thus, dentistry and public health are inter-dependent and reliant on each other in order to achieve their mutual goals.

Description of the Curriculum
The length of the DMD/MPH dual degree curriculum is five years, one of which is dedicated to MPH courses. This year can be completed:

- before the 1st DMD year
- between the 1st and 2nd DMD years
- between the 2nd and 3rd DMD years

Other requests/options will be considered on a case-by-case basis.

DMD Curriculum: The DMD degree includes 141.5 credit hours of didactic, laboratory, and clinical work. The DMD curriculum will not entail/incure any change because of enrollment in this dual degree program. A total of up to 9 credits from the DMD curriculum (Epidemiology for Clinical Practice, ACE Preventive Dentistry, and Interprofessional Collaborative Practice I) will be counted as electives towards the MPH degree.

MPH Curriculum: The MPH degree requires 42 credit hours:

- 18 hours of Core Courses
- 15 hours of Electives, of which 9 are covered by DMD courses
- 9 hours of Culminating Project (3 credit Practicum & 6 credit Capstone)
- Participation in a seminar series

Students must successfully complete both the DMD curriculum and the MPH curriculum to complete the dual degree. Students must complete the Capstone project and are also expected to present their project at a national meeting, the School of Dental Medicine Professionals Day, and the CWRU MPH Population Health Innovations Conference.

Admissions to the Program
Students interested in the DMD/MPH program, please contact Dr. Sena Narendran, director of the program, by phone at 216.368.1311 or by email at DentalPH@case.edu.

Sample Template for Course Schedule for DMD/MPH (with MPH-dedicated year prior to DMD Year 1)

Year 1, Fall (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MPHP 406</td>
<td>History and Philosophy of Public Health</td>
<td>3</td>
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<tr>
<td>MPHP 483</td>
<td>Introduction to Epidemiology for Public Health Practice</td>
<td>3</td>
</tr>
<tr>
<td>MPHP 411</td>
<td>Introduction to Health Behavior</td>
<td>3</td>
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<tr>
<td>MPHP 510</td>
<td>Health Disparities</td>
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<tr>
<td>MPHP 413</td>
<td>Health Education, Communication, and Advocacy</td>
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</tbody>
</table>

* denotes core courses

Year 1, Spring (15 credits)

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<tbody>
<tr>
<td>MPHP 405</td>
<td>Statistical Methods in Public Health</td>
<td>3</td>
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<tr>
<td>MPHP 429</td>
<td>Introduction to Environmental Health</td>
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<tr>
<td>MPHP 439</td>
<td>Public Health Management and Policy</td>
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<tr>
<td>MPHP 433</td>
<td>Community Interventions and Program Evaluation</td>
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Program Approved Elective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
</table>

* denotes core courses

Total Units 30

DMD Special Programs for Undergraduates

The School of Dental Medicine offers a pre-dental track for outstanding high school seniors who plan to pursue careers in dentistry.

Pre-Professional Scholars in Dentistry
The Pre-Professional Scholars Program in Dentistry offers exceptionally well-qualified high school students a seven-year program where students join the CWRU School of Dental Medicine after completing
three years of undergraduate coursework. For more information about the program, see Pre-Professional Scholars Program (http://bulletin.case.edu/undergraduatestudies/gradprofessional/#preprofessionalscholarsprogramtext) in the Office of Undergraduate Studies section of this bulletin. For more information about admission to the Pre-Professional Scholars Program, see the Office of Undergraduate Admission website (http://case.edu/admissions/).

**Senior Year in Professional Studies**

The Senior Year in Professional Studies offers Case Western Reserve undergraduate students, who are candidates for the Bachelor of Arts (BA) degree and who are admitted to Case Western Reserve University School of Dental Medicine by the end of the junior year, the opportunity to shorten their entire course of studies by one year. For more information about the program and admission, see Acceleration Toward Professional Degrees (http://bulletin.case.edu/undergraduatestudies/gradprofessional/) in the Office of Undergraduate Studies section of this bulletin.

**Graduate Studies at School of Dental Medicine**

**Academic Regulations**

**Registration**

Graduate studies programs operate on a twelve-month basis, from July 1 to June 30. The year is divided into two six-month semesters. The fall semester is from July 1 to December 31; spring semester is from January 1 to June 30. The act of registration includes submission of a course schedule approved by the department, the payment of semester tuition, and the dental school registrar registering the student. Each semester, registration must be completed as scheduled. Students enrolled in fall and spring semesters may arrange to pay bills for tuition and fees in two installments. At least half of the total bill must be paid at registration; the remainder must be paid in accordance with university policy. Fees may be charged for late registration or late payment. Students who fail to be registered within 30 days after the published dates will be considered to have withdrawn from the program. In the School of Dental Medicine, students who are not registered are not considered students of record, lose the protection of the university in matters of liability, and therefore, may not treat patients. They can no longer attend class or receive grades and will have to formally reestablish their matriculation. In any circumstance, all lost course and/or clinical time will be added to the end of the program’s original completion date.

Under unusual circumstances, special arrangements for registration may be made with permission of the department chair and the associate dean for graduate studies. Social security numbers are used for all records and documents and must be provided at the time of registration. Foreign students will be issued a number for this purpose if they have not obtained a social security number prior to registration. New students and new residents who are not registered as specified and who have failed to provide satisfactory reasons for the delay in advance will forfeit their right to admission. Vacancies which arise from such circumstances are filled from a list of alternate candidates at the discretion of the department.

**Grading**

The responsibility for assigning grades rests exclusively with the course director, who must announce the general method of grading at the beginning of the course. Course grades are reported to the registrar of the School of Dental Medicine at the end of the course or when a final grade has been determined, if prior to the scheduled completion time for the course. Incomplete or conditional grades can be changed only by the course director as described in the University Registrar (http://bulletin.case.edu/universityregistrar/#grading_systemtext) section of this bulletin. Grading in the School of Dental Medicine Graduate Programs is A, B, C, or F, pass/no pass and Satisfactory/Unsatisfactory.

**Transfer Credit**

Transfer of credit from another university is limited to six semester hours of graduate-level courses. Such transfer requires approval from the student’s advisor, the department chair, and the Office of Graduate Studies. Courses must have been taken within five years prior or subsequent to matriculation in the graduate program at Case Western Reserve University, and only those with grades of “B” or better are transferable. No credit for a thesis may be transferred from another university.

Graduate credit is not awarded for 100- or 200-level courses or their equivalents.

**Thesis Advisory Committee**

Each master’s degree candidate is advised to consult with their Program Director as to when and how to form a thesis committee. The Graduate department chair, in consultation with the Program Director, chooses a faculty member to serve as the primary thesis advisor. The primary thesis advisor will help identify other members of the faculty (at least two) to serve as secondary advisors and as members of the thesis committee. At least two members of the thesis committee must be from the department in which the student is enrolled, and one must be from another department. Additional membership is not restricted and may include persons from outside the university who have qualifications acceptable to the department chair. Members of the thesis committee continue in their capacity until the student graduates or leaves the program of study. The thesis committee will be responsible for guiding the student in the development of a thesis protocol. Once a protocol is acceptable, the thesis committee members advise the student on the conduct of the research and writing of the thesis document. Ultimately, the committee members will evaluate the student’s oral defense and final thesis document.

**Research Project**

For master’s degree programs, each student must carry out an original and meaningful research project acceptable to the department chair and the advisory committee. A written thesis, similarly acceptable, is to be prepared and must conform to the standard format determined by the Office of Graduate Studies of the School of Dental Medicine. The thesis must be submitted before the prescribed deadline. An oral examination (defense) of the thesis is required. This examination is administered by the student’s advisory committee before a standard date set by the Office of Graduate Studies of the School of Dental Medicine. The Advisor and all committee members must be present for the defense. Unanimous agreement of the committee is required to pass the thesis examination. A student must be registered for thesis credit or continuing graduate work during the semester in which the thesis examination is conducted. The thesis defense is ordinarily open to all members of the university faculty, student body, and guests.

**Extra Courses**

Individual students enrolled in an advanced education program, whether or not a master’s degree is involved, may be required to take courses beyond the general requirements set forth by the department in order to complete the program. In such instances, the student must be notified in
writing by the department chair, with a copy filed in the Office of Graduate Studies of the School of Dental Medicine.

**Time Limits**

Each student is expected to maintain continuous registration and all requirements must be completed within five consecutive calendar years immediately following matriculation as an advanced education student, including approved periods of leave of absence. A student who fails to complete the requirements within five years must be formally readmitted with full standing in order to continue study, subject to terms of readmission, future time limits, and revised requirements for the award of the degree. Prior status in the program is no guarantee of readmission and should not be assumed.

**Leave of Absence**

A student may request a leave of absence for personal reasons or reasons of health when anticipated or actual absence is in excess of three weeks. A written request for a leave of absence must include the reason for the request and the length of time requested. A leave of absence cannot exceed one calendar year. It must be submitted to the program director and to the associate dean of graduate studies of the School of Dental Medicine. The program director will forward the request with his/her response to the Committee on Graduate Studies. In order to be eligible for such requests, the student must be currently enrolled and in regular attendance prior to the time or circumstances that necessitated the request. At the expiration of the leave, the student must resume registration unless formally granted an extension. A leave of absence does not extend the maximum time permitted for the completion of degree requirements. A student who fails to obtain an approved leave, or who fails to resume registration at the time expected, may be separated from the program. During the period of leave, it is expected that the student will not avail himself or herself of the teaching and research resources of the School of Dental Medicine or the university. At the end of an approved leave, reentry into the program is reviewed by the program director in concert with the Committee on Graduate Studies, and may not be at the same level attained at the time the leave was granted. Programs with a high patient case component may require that the clinical portion of the program be repeated in its entirety. Finally, the committee also reserves the right to place a student on leave of absence where it has been determined that the circumstances warrant, even in the absence of a formal request.

**Maintenance of Good Standing**

A minimum cumulative grade point average of 2.75 is required for good standing in a graduate program for all courses taken for graduate credit (excluding those graded Satisfactory/Unsatisfactory or Pass/No Pass).

The associate dean for graduate studies reviews student performance and may recommend a course of action to the Committee on Graduate Studies. The committee may require remedial work, place a student on academic review or probation, set conditions for continuation in the student’s course of study or program, and may require withdrawal for failure to meet the academic standards set by the department or school. A student who receives a grade deemed unsatisfactory in any course is placed on probation and must remove himself or herself from probation within a time period specified by the committee. It is expected that removal from probation will ordinarily require repetition of the course with an acceptable grade or the successful completion of work deemed equivalent by the student’s advisory committee and the departmental chair.

In this regard, a student may be separated from the university for any one of the following reasons:

1. Failure to correct probationary status within the specified time period.
2. Failure to achieve a minimum grade point average of 2.50 or above upon completion of 12 semester hours or a grade point average of 2.75 or higher upon completion of 21 semester hours of graduate study.
3. Failure to complete all requirements for the master’s degree within five consecutive calendar years from the term of matriculation, unless granted an extension of a maximum of one year upon recommendation of the advisor and chair and approved by the associate dean for graduate studies.

In calculating the grade point average, all courses for which quality points are given are counted, including courses which may be required to be repeated. In addition, on the recommendation of the student’s department, and with due process, the School of Dental Medicine may suspend or separate a student from the university for failure to maintain appropriate standards of conduct and integrity in discharging their responsibilities. Academic failure, moral delinquency, gross misconduct, or failure to meet the specific conditions of probation or academic review is sufficient reason for requiring withdrawal from the school.

**Graduation**

The minimum requirements for the master’s degree in the School of Dental Medicine are 36 semester hours of course work, including six or more semester hours of thesis/equivalent registration, and the submission of an accepted thesis. Individual departments may require additional semester hours of specific course work and/or thesis. Not less than 24 semester hours may be at the 500 level or higher.

A candidate for a Master of Science in Dentistry degree must make application for the degree to the Office of Graduate Studies of the School of Dental Medicine no later than three months before the commencement at which the degree is expected.

The awarding of the degree is dependent upon the satisfactory completion of all requirements, and the recommendations of department chair, Committee on Graduate Studies, and faculty of the School of Dental Medicine. The student must complete all requirements for both the master’s degree and certificate in order to receive either.

Degrees will not be awarded to candidates with delinquent financial accounts that include, but are not limited to, tuition payments, fees, and library fines.

**Delayed Graduation**

A candidate who has successfully defended his or her thesis, but who fails to meet the deadline for thesis submission for graduation in one semester, will be permitted to receive his or her degree at the next scheduled graduation, without further registration or payment of tuition if the completed thesis is submitted within fourteen days of the date originally scheduled for graduation. If all requirements are not met within this grace period, the candidate must register for the subsequent semester.
Advanced Education in General Dentistry (AEGD)

The AEGD program is a one-year experience with a major emphasis in clinical general dentistry designed to provide the resident with training beyond that received in the pre-doctoral curriculum.

Formal courses, seminars, and literature review, as well as one week of "on call" per month, enhance the resident’s ability to handle dental and medical emergencies encountered in everyday practice.

The AEGD program provides the resident the opportunity to deliver the highest quality of comprehensive dental care to the broadest range of the population with a knowledge, comfort, and ease in treating the high-risk patient and underserved segment of the population including: HIV/AIDS, medically compromised, physically handicapped and geriatric populations with considerable experience in implantology and full mouth rehabilitation.

The AEGD program enables the resident to become proficient in diagnosis and treatment planning for the more challenging and complex cases to identify and treat many medical and/or dental emergencies encountered in everyday dental practice. The AEGD program introduces the resident to the basic concepts of hospital dentistry and helps them interact with their medical colleagues and other health care providers.

Goals and Objectives

- To provide the residents with the didactic knowledge and clinical experience to deliver multidisciplinary comprehensive oral health care to a wide range of the population beyond the level of predoctoral education. (This includes providing community services through the management of the medically and/or immunocompromised patient, the physically handicapped patient, as well as the geriatric and the underserved segment of the population.)
- Enable the residents to identify and treat the most common medical and/or dental emergencies encountered in everyday dental practice.
- To develop in the residents the values of professional ethics, and acceptance of cultural diversity in the practice of dentistry.
- To develop the skills of self-evaluation and critical thinking.
- To provide the residents with experience to improve their ability to interact, function and communicate effectively with other healthcare professionals in the delivery of comprehensive treatment.
- To encourage the resident to continue the process of lifelong learning through continuing education, professional meetings, and review of literature.
- To provide the residents with training in inpatient care, practice and risk management in order to manage a private dental practice.

Admission

Information about the program can be found on the School of Dental Medicine website.

https://case.edu/dental/departments-programs/advanced-education-in-general-dentistry-aegd/aegd-residency-program

The didactic component of the AEGD program is conducted in both the formal courses as well as the departmental seminars.

Formal Courses

- Management of Medical Emergencies
- Pharmacology
- Orthodontic
- Interdisciplinary Seminars
- Occlusion
- Correlative Medical Sciences

Seminars

- Literature review
- Case Presentation
- Endodontics
- Periodontics
- Oral Surgery
- Implantology
- Oral Diagnosis and Treatment Planning
- Preventive Dentistry
- Pain and Anxiety Control in the Conscious Patient
- Special Care Patients including the Medically Compromised
- Asepsis and Infection Control
- Pediatric Dentistry
- Operative Dentistry
- Fixed and Removable Prosthodontics
- Oral Medicine
- Practice Management

Pediatric Rotation

- Length of Rotation or Experience (in weeks): 2
- Number of Hours per week: 10

Objectives:

1. To provide residents with both clinical and didactic training in pediatric dentistry beyond that received in the pre-doctoral curriculum.
2. To improve the resident’s ability in diagnosis, treatment planning, oral examination, and physical evaluation of the pediatric patient.
3. To improve the resident’s ability to use non-pharmacologic management techniques to appropriately manage and guide the behavior of the child patient to accept needed treatment and to provide advice or guidance to the parent to enhance the child’s acceptance.
4. To assist the resident in developing a working knowledge of preventive and corrective dental procedures relating to the growth and development of the stomatognathic system.
5. To increase both the confidence and competence of residents in meeting the general oral health needs of the pediatric patient.

Plan of Study

First Year

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<tr>
<th>Course</th>
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<td>Multidisciplinary Seminar (DENT 698)</td>
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<td>Clinical Pharmacology (DENT 550)</td>
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<td>Management of Medical Emergencies (DENT 555)</td>
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<td>AEGD Residency Training (DENT 699)</td>
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<tr>
<td>Correlative Medical Science (DENT 502)</td>
<td></td>
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</table>
Manish Valiathan, DDS, MSD, Program Director, at 216.368.0673; Deb Tomsick (debra.tomsick@case.edu), Craniofacial Clinic Assistant, at 216.368.4331; or Colleen Friday (colleen.friday@case.edu), Graduate Studies Administrator, at 216.368.1168

https://case.edu/dental/departments-programs/craniofacial-orthodontics/craniofacial-fellowship-program

Residency Program in Dental Public Health

The advanced education program in Dental Public Health is fully accredited by the Commission on Dental Accreditation and offers three tracks: 1) one-year full-time for dentists with a master's degree in public health or equivalent; 2) two-year part-time for dentists with a master's degree in public health or equivalent; or 3) two-year full-time for dentists WITHOUT a master's in public health. While residents in the first two tracks earn a certificate, residents in the third track will earn a residency certificate from the School of Dental Medicine as well as an accredited MPH degree through Case Western Reserve University (CWRU) School of Medicine.

The primary training site is the CWRU School of Dental Medicine, with extramural sites in other parts of Ohio. The didactic instruction for the residency program encompasses the new competencies of the American Board for Dental Public Health and concepts such as population health, cultural competency, epidemiology, social determinants, health literacy, among others. Residents in the first two tracks should complete at least one research project and those in the third track are required to complete two projects. The field experience sites have been carefully chosen to increase residents’ cultural sensitivity and understanding, particularly about underserved groups. Trainees have opportunities to work with vulnerable populations.

Additional program information about the residency program can be found at:

Applications to the program must be submitted through:
http://www.adea.org/PASSapp/applicants (http://www.adea.org/PASSapp/applicants/)

Endodontics

The graduate endodontics program is a continuous 24-month master's degree (Master of Science in Dentistry) and certificate program commencing the beginning of July each year. It has two full-time faculty (one full-time director) and 5 part-time clinical faculty members. The program is concerned with developing competent, skilled clinicians with teaching and research abilities.

To achieve these objectives, the program provides an extensive background in both scientific and clinical knowledge. The curriculum is designed to fulfill the requirements of the American Board of Endodontics and promote Diplomates.

The program will prepare specialists in the fields of diagnosis, all phases of treatment, and prevention of pulpal and periapical dental disease. It will provide training in research design and methodology as it relates
to pulpal, dentinal, periodontal, and related clinical areas, preparing the resident for teaching responsibilities in undergraduate, postgraduate, and graduate levels.

A top of the line surgical microscope is required by the program for teaching a variety of microscopic surgery techniques.

The curriculum includes bone grafting, guided tissue regeneration, and IV sedation.

The presentation of multiple table clinics is required.

**Admission**

Information about admission to the Endodontic program can be found on the School of Dental Medicine website.

https://case.edu/dental/departments-programs/endodontics/endodontic-residency-program/

**Oral and Facial Maxillofacial Surgery**

The residency program at Case Western Reserve University in Oral and Maxillofacial Surgery is a joint program with the School of Medicine leading to an MD degree and certificate in oral and maxillofacial surgery. Case Western Reserve University is the only program in the country that enables residents to obtain their medical degree and certificate in five years.

Residents rotate through several institutions: the Department of Oral & Maxillofacial Surgery at University Hospitals of Cleveland, Cleveland’s Veterans Administration Hospital, the School of Dental Medicine at Case Western Reserve University, the section of Oral and Maxillofacial Surgery at the Cleveland Clinic and the Cleveland Clinic Hospital and other affiliated facilities. This diversity of institutions ensures that residents gain experience in the essential areas of clinical surgery in preparation for all types of practices.

**Admission**

More information about application and the Oral and Maxillofacial Surgery program can be found on the School of Dental Medicine website.

PGY 2
• CWRU School of Medicine - 12 months
• Surgery/Internal Medicine - 4 months
• Pediatrics/Family Medicine/OB GYN - 4 months
• Psychiatry/Neurology - 2 months
• Emergency Medicine/Geriatrics - 2 months

PGY 3
• University Hospitals/OMFS - 5 months
• The Cleveland Clinic/OMFS - 1 month
• Veteran’s Admin/OMFS - 1 months
• University Hospitals/Anesthesia - 3 months

PGY 4
General Surgery Internship:
• University Hospitals/OMFS - 2 months
• The Cleveland Clinic/OMFS - 1 month
• University Hospitals and MetroHealth/Surgery Rotations - 9 months
  • Plastic Surgery - 3 months
  • ENT - 2 months
  • Neurosurgery - 1 month
  • SICU/Trauma - 2 months
  • General Surgery/Pediatric Surgery - 1 month

PGY 5
• University Hospitals/OMFS Chief Resident - 6 months
• University Hospitals/OMFS - 6 months

Orthodontics
The graduate program in orthodontics is a master’s (Master of Science in Dentistry) and certificate program dedicated to advancing the art and science of orthodontics through research, teaching, and service.

The clinical training of orthodontic residents encompasses all aspects of current orthodontic practice including, full treatment cases with fixed appliances and clear thermoplastic aligners, early treatment, adult treatment, craniofacial anomalies, orthognathic surgery, oral appliances for sleep apnea, the use of temporary anchorage devices (TADS) soft tissue lasers, and electro surgery. The length of the orthodontic program is 30 months. Given this time frame, the clinical teaching of orthodontics will be divided according to the importance of the above topics to the private practice of orthodontics. In a program of 30 months it is not possible to produce a seasoned and skilled orthodontist, therefore our program strives to produce a competent beginner. Accordingly, the clinical load of patients is chosen to match the teaching goals of the department.

There is an option to extend the program to 36 months to satisfy European specialty training standards (ERASMUS).

Admission
More information about the admission process can be found at https://case.edu/dental/departments-programs/orthodontics/graduate-programs/how-to-apply-to-graduate-programs

First Year
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<tr>
<th>Units</th>
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<tr>
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<tr>
<td>Spring</td>
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<tr>
<td>Advanced Facial Growth (DENT 504)</td>
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<tr>
<td>Dentofacial Anomalies (DENT 505)</td>
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<tr>
<td>Advanced Oral Pathology (DENT 512)</td>
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<td>Anatomy of the Head and Neck (DENT 513) (summer/fall)</td>
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<td>Clinical Specialty Seminar (DORTH 523)</td>
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<tr>
<td>Practice Management I (Ortho) (DENT 565)</td>
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<tr>
<td>Orthodontic Literature Review I (DENT 569) (summer/fall)</td>
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<tr>
<td>Advanced Specialty Principles: Clinical I (DENT 573) (summer/fall)</td>
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<td>Orthodontics-Oral Surgery Conference (DENT 580) (summer/fall)</td>
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<td>Orthodontic Diagnostic Seminar I (DENT 583)</td>
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<td>Multidisciplinary Seminar (DENT 698)</td>
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<td>Epidemiology and Biostatistics (DENT 510)</td>
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<td>Biological Aspects of the Stomatological System (DENT 501)</td>
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<tr>
<td>Research Methods: Preparation (DENT 514)</td>
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<tr>
<td>Microbiology, Immunology, and Immune Systems (DENT 516)</td>
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<td>Behavioral Considerations in Oral Health Care (DENT 518)</td>
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<td>Clinical Pharmacology (DENT 550)</td>
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Year Total: 7-23.5

Second Year
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<td>Dentofacial Anomalies (DENT 505)</td>
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Year Total: 2-12 1-10

Total Units in Sequence: 10-53.5
Pediatric Dentistry

The graduate program in pediatric dentistry is a master's (Master of Science in Dentistry) and certificate program based at Case Western Reserve University School of Dental Medicine and Rainbow Babies and Children's Hospital.

The two-year postdoctoral residency program follows the principles and policies outlined in the Guidelines for Advanced Education in Pediatric Dentistry prepared by the American Academy of Pediatric Dentistry and the American Board of Pediatric Dentistry. It is fully accredited by the Commission on Dental Accreditation. Successful completion results in a certificate of specialty education in pediatric dentistry which qualifies the resident for examination by the American Board of Pediatric Dentistry.

Students who elect to complete the master's program pay full tuition. The MSD program is open to non-US citizens and foreign-trained dentists. Foreign-trained dentists must complete a US GPR or AEGD before applying to the program.

Our purpose is to train the specialist as a qualified practitioner, consultant, and advocate for complete dental treatment of healthy and special needs children.

The acquired skills prepare the pediatric dental resident to prevent, diagnose and treat common and unusual oral problems that might arise during the physical, psychological and emotional development of the child and adolescent. In addition to the oral aspects of childcare, the resident becomes cognizant of the general health problems related to children.

Our program offers a balanced clinical and didactic curriculum in advanced infant, child, and adolescent dental care.

The pediatric dentistry curriculum is designed to have the resident play an integral role in the health care of children, side by side with his/her medical colleagues, and to prepare the resident for successful entry into the contemporary practice setting while providing the foundation for future growth in the field.

Admission

More information about admission can be found at the School of Dental Medicine website.


The following courses are required for the postdoctoral student:

- Behavioral Management
- Anatomy
- Epidemiology & Biostatistics
- Microbiology
- Facial Growth and Development
- Craniofacial Anomalies
- Hospital Dentistry
- Conscious Sedation
- Conferences
- Pediatric Dentistry Literature Review
- Preventive and Interceptive Orthodontics
- Genetics
- Pharmacology
- Hospital Rotations in the departments of Anesthesia, Pediatric, and Emergency Medicine

A research requirement must be fulfilled for certification in pediatric dentistry. Students enrolled in the MSD program must complete a formal thesis.

First Year

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Second Year

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Year Total:

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Total Units in Sequence: 0-60
Periodontics

The graduate program in periodontics is a thirty-six month, continuous course of study, leading to both a certificate in Periodontics and a Master of Science in Dentistry degree. It is a fully accredited program by the Commission on Dental Accreditation and meets all the clinical and didactic requirements of the American Board of Periodontology.

The general goals of the program are to train expert clinicians in this specialty, and/or to prepare individuals for an academic (research-teaching) career in Periodontics.

This postdoctoral program offers broad clinical experience and research training.

Completion and defense of a research thesis is one of the requirements of this program. Limited teaching experience is offered to the graduate student so that his/her exposure to clinical, research and teaching facets of periodontics is complete. All of the faculty of the Department of Periodontics involved in teaching graduate students in this program are educationally or board certified periodontists. Additional instruction within this program is by faculty members of the School of Dental Medicine and the School of Medicine. Because of the multiplicity of training programs our professors have completed, the student is exposed to diverse views on diagnosis, prevention, and treatment of periodontal diseases. A brief initial review of basic aspects of periodontology introduces the new graduate student to specialty training during the summer session. Extensive contact with practicing periodontists, sufficient exposure to hospital periodontal practice, and clinical training in dental implants and conscious sedation are additional features of this program.

Admission

More information about admission to the periodontics program (http://dental.case.edu/periodontics/residency/howtoapply/) can be found on the School of Dental Medicine website.

The following courses are required for the postdoctoral student:

- Advanced Periodontal Seminar - ongoing for 3 years
- Literature Review in Periodontology - ongoing for 3 years
- Periodontal Conferences - ongoing for 3 years
- Clinical Periodontics - ongoing for 3 years
- Advanced Principles of Occlusion - 1 semester
- Conscious Sedation - 1 semester (didactic, 2nd year), ongoing for 2 years (clinical)
- Implant Dentistry - 1 semester (didactic, 2nd year), ongoing for 2 years (clinical)
- Research Thesis - ongoing for 2 year
- Periodontal Prosthesis - one semester
- Microbiology, Immunology and the Immune Response - 1 semester
- Management of Medical Emergencies - 1 summer session
- Anatomy of the Head and Neck - 1 summer session
- Limited Tooth Movement - 1 summer session
- Biological Aspects of the Stomatological System - 1 semester
- Correlative Medical Science - 1 semester
- Introduction to Research Methods - one semester
- Advanced Oral Pathology - one semester
- Epidemiology and Biostatistics - one semester
- Interdisciplinary Seminar - one semester
- Clinical Pharmacology - one semester
- Creative Thinking in Research Development - 1 semester
- 2-week hospital rotation

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<th>First Year</th>
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Expanded Function Dental Auxiliary (EFDA)

The School of Dental Medicine offers a non-degree certificate course in expanded dental functions to dental auxiliaries with requisite training and experience. This continuing education program prepares the student to take an examination administered by the Ohio Commission on Dental Testing or the Commission on Dental Competency Assessments, for Expanded Function Dental Auxiliaries.

The Expanded Function Dental Auxiliary course is less than a part-time program and includes didactic, pre-clinical laboratory, and clinical training. It is affiliated with several hospitals and health agencies in the Cleveland metropolitan area, where a portion of the clinical training takes place. The majority of clinical experience occurs in the student’s place of employment. Students are selected for admission on the basis of their performance on an entrance examination administered by the program faculty.

Upon successful completion of this accredited program, an auxiliary is eligible to sit for the state certifying examination provided by the Commission on Dental Testing in Ohio or the Commission on Dental Competency Assessments.

Admission

Information about admission to the EFDA program (http://dental.case.edu/efda/) can be found on the School of Dental Medicine website.

Students begin the program learning tooth anatomy, contour, and contact using wax. Then students gradually advance through one, two, three, and complex surface restorations of amalgam and composite on the typodont. Rubber dam placement, gingival retraction cord placement, and sealant placement are also learned.

Part of the responsibility for being in the program will be for the employer dentist to allow the EFDA trainee to perform intra-oral procedures (restorations) in the office once the student has successfully passed semester one amalgam, composite, and sealant competencies.

Clinical/patient experience occurs during the second semester at MetroHealth Hospital/clinics, Case School of Dental Medicine Clinic, Rainbow Hospital Tapper Pedodontic Clinic, or St. Elizabeth Hospital Dental Clinic in Youngstown, Ohio, and the office in which the student is employed.

Mock board exams are given during the second semester, simulating the testing atmosphere of the actual state examination.

After successful completion of the course, the student will be eligible to sit for the state board examination administered by the Commission on Dental Testing in Ohio (http://codtinohio.org/) or by the Commission on Dental Competency Assessments (http://www.cdcaexams.org/). Examination candidates will be expected to bring their own instruments and materials (not school-owned) for the exam.

According to various sections of the Ohio Law and Regulations for Certification and Licensure Boards, persons convicted of any felony or misdemeanor may not be able to take the licensure or certification examinations; may be refused acceptance of placement by the clinical/practicum sites; or may have restrictions placed on their ability to practice. For more information, contact the Dean of Student Services and the applicable licensure/certification board.

Lecture and lab during the first semester

- All day lab/clinic second semester
- An optional state board review course is offered at the end of the second semester, after completion of the EFDA Program in May for an additional fee

Lectures and labs

- Nomenclature
- Caries classification
- Cavity preparation
- Oral anatomy
- Dental morphology
- Periodontium
- Histology
- Basics of occlusion
- Ergonomics
- Instrumentation
- Pulp protection
- Dental materials
- Matrix and wedge techniques
- Temporization
- Amalgam placement and carving
- Polishing amalgams
- Composite placement
- Composite finishing and polishing
- Posterior composites
- Pit and fissure sealant placement
- Rubber dam placement

First Year

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Total Units in Sequence: 9.5

School of Dental Medicine Faculty

Full-time Faculty

Mario Alemagno, DDS
Senior Instructor of Comprehensive Care
School of Dental Medicine Faculty

Moshin Ali, MSc, BDS, PhD
Associate Professor of Comprehensive Care

Anita Aminoshariae, DDS, MS
Professor of Endodontics

Nancy Arndt, DDS
Visiting Senior Instructor of Community Dentistry

Hussein M. Assaf, DDS
Professor of Comprehensive Care

Dale A. Baur, DDS
Professor of Oral and Maxillofacial Surgery and Chair

Nabil F. Bissada, DDS, MSD, BDS
Professor of Periodontics, Associate Dean of Global Relations

Kenneth B. Chance, Sr., DDS
Dean of the School of Dental Medicine

Milda Chmieliauskaite, DMD, MPH
Assistant Professor of Oral and Maxillofacial Medicine and Diagnostic Sciences

Edward D'Alessandro, DDS
Associate Professor of Comprehensive Care

Danius Degesys, DDS
Visiting Instructor of Comprehensive Care

Catherine Demko, PhD
Associate Professor of Community Dentistry

Gino DiGiannantonio, DDS
Visiting Instructor of Comprehensive Care

Amy Dubaniewicz, DDS
Instructor of Comprehensive Care

Fady F. Faddoul, DDS, MSD
Professor of Comprehensive Care and Chair

Cara Fawcett, DDS
Instructor of Comprehensive Care

Gerald A. Ferretti, DDS, MS, MPH
Professor of Pediatric Dentistry and Chair

Margaret Ferretti, DMD
Assistant Professor of Community Dentistry

Steven W. Fox, DDS
Associate Professor of Comprehensive Care

Palma Freydinger, DDS
Assistant Professor of Comprehensive Care

Elana Furman, DDS
Assistant Professor of Periodontics

Santosh Gosh, PhD
Instructor of Biological Sciences

Jerold S. Goldberg, DDS
Professor of Oral and Maxillofacial Surgery

Angela R. Graves, DDS, MS
Assistant Professor of Comprehensive Care

Richard Gustaferro, DDS
Assistant Professor of Comprehensive Care

Mark G. Hans, DDS, MS
Professor of Orthodontics and Chair

Jean M. Iannadrea, DDS
Assistant Professor of Comprehensive Care

T. Roma Jasinevicius, DDS, MEd
Associate Professor of Comprehensive Care; Interim Chair of Periodontics

Denver Jenkins, DDS
Instructor of Comprehensive Care

Ge Jin, PhD
Professor of Biological Sciences

Jay Joseph, DDS
Associate Professor of Comprehensive Care

Jerry Kolosionek, DDS
Senior Instructor of Comprehensive Care

Michael A. Landers, DDS, MA
Associate Professor of Oral and Maxillofacial Medicine and Diagnostic Sciences

Suparna Mahalaha, DDS
Assistant Professor of Community Dentistry

Tania Markarian, DDS
Assistant Professor of Comprehensive Care

Pamela Martin, DDS
Visiting Instructor of Pediatric Dentistry

André K. Mickel, DDS, MSD
Professor of Endodontics and Chair

Sena Narendran, BDS, MS
Associate Professor of Community Dentistry

Suchitra S. Nelson, PhD
Professor of Community Dentistry and Interim Chair; Assistant Dean, Clinical and Translational Research

Ronald L. Occhionero, DDS
Professor of Comprehensive Care; Associate Dean for Administration

Andre Paes B. da Silva, DDS, MSc, PhD
Assistant Professor of Periodontics

Juan Martin Palomo, DDS, MSD
Professor of Orthodontics

Leena Palomo, DDS, MSD
Professor of Periodontics

Pushpa Pandiyan, PhD, MSc
Associate Professor of Biological Sciences
Kristin A. Williams, DDS, MPH  
Associate Professor of Community Dentistry; Assistant Dean for Admissions and Student Affairs; Director of Diversity, Equity and Inclusion

Michael Zabell, DDS  
Assistant Professor of Comprehensive Care

Hany Zakhary, MSc, BDS  
Visiting Professor of Comprehensive Care

School of Dental Medicine Courses

COMP Courses

COMP 200. Directed Clinical Experience. .5 - 6 Units.  
Directed clinical experience under faculty supervision and with special permission of the Associate Dean for Education.

COMP 300. Directed Clinical Studies. .5 - 8 Units.  
Independent study during the period prior to daily clinic sessions, with emphasis on clinical didactic material and review of clinical procedures to support student’s clinical learning and progress. Meeting with clinical preceptors to review progress, to be initiated by the student as needed.

COMP 310. Summer Clinic. .5 - 6 Units.  
Attendance is mandatory in the summer dental clinic of the third year. Students become acquainted with all aspects of clinical practice and begin providing clinical care for patients.

COMP 322. Surgical Periodontics. 1 Unit.  
The course consists of didactic and clinical instruction that provides the student with knowledge of the various types of surgical therapy performed for periodontitis & peri-implantitis. Includes discussion on types of surgery, points of periodontal intervention and when to refer patients to periodontal surgery.

COMP 358. Clinical Oral Surgery I. 1 Unit.  
This clinical course introduces the student to patient management in clinical oral surgery, which includes infection control, patient evaluation, diagnosis, treatment planning, informed consent, local anesthetic procedures, and routine oral surgery procedures employed in a general dental practice.

COMP 378. Pediatric Dentistry Clinic. 1.5 Unit.  
This clinical experience in dental care for children and adolescents provides the predoctoral student with patient-parent contact and the opportunity to perform comprehensive pediatric dental care such as preventive dentistry, restorative dentistry, pulp therapy, primary teeth extractions and space maintenance with pharmacological and non-pharmacological behavior management methods, for the pediatric dental patient.

COMP 384. General Dentistry Clinical Qualifying. 1 Unit.  
This is a clinic course where the students are given the opportunity to demonstrate knowledge in comprehensive treatment planning, health promotion and disease prevention, and the management of a recall system.
COMP 386. Quality Assurance. 1 Unit.
This course requires student dentists to evaluate their dental records against widely accepted written standards for dental record keeping. This is known as a comprehensive record audit. Records are broken down to their component parts, including but not limited to medical history, progress notes, treatment plans, and chartings. Emphasis is placed on making sure the required components are present, and adequate information is filled in for each component. Because records are partially electronic and partially written, it is essential that all entries that appear in both records are identical.

COMP 387. General Practice Dentistry A. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

COMP 389. General Practice Dentistry B. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

COMP 390. General Practice Dentistry A. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

COMP 394. General Practice Dentistry B. 2.5 Units.
This course provides each third year student with basic clinical training and experience in the following disciplines of dentistry: Oral Diagnosis, Oral and Maxillofacial Surgery, Endodontics, Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, Pediatrics, Orthodontics, Geriatrics, Hospital Dentistry. Each third year student is assigned to a preceptor group which is managed by two master clinician dentists. These preceptors provide their students with training in diagnosis, treatment planning, sequencing, and the actual treatment of their assigned patients. Consultations in the various specialties of dentistry occur as required. The preceptors direct and coordinate the total dental health care of the patients of each of their students. Monthly seminars are provided by the preceptors of each group to discuss student cases, to review dental techniques and journal articles. Individual student meetings are scheduled to discuss clinical performance.

COMP 417. Community Oral Health Capstone Experience. 1.5 Unit.
The course exposes students to a healthcare facility different from the dental school clinic with a different patient population and work force.

COMP 422. Periodontics. .5 Unit.
Lecture and clinic together in this course enable the student to further apply the knowledge and skills learned in prior periodontal courses while incorporating the impact of systemic conditions and multidisciplinary interactions on periodontic endpoints. It focuses on how selective periodontal treatment can be integrated into a treatment plan considering the parameters presented by a special situation and introduces students to case specific consideration. Some examples are treatment related to specific medical problems, pharmacologic interactions, endodontics, prosthodontics, geriatrics, esthetics, orthodontics and implantology.

COMP 427. Oral Diagnosis and Treatment Planning. 1 Unit.
Diagnosis and treatment planning based on the correlation of the fundamentals taught in oral diagnosis, oral radiology, physical evaluation, preventive dentistry, and restorative dentistry. Clinical experience in the application of didactic training consists of the following components: 1. assignment in the admitting and radiology clinic where students carry out examinations of newly admitted patients and evaluate their problems and needs; 2. radiology, oral medicine, and medicine interpretation findings by the students is discussed with a faculty member.

COMP 428. Oral Diagnosis and Radiology. .5 Unit.
The primary goals of this course are to enable the student to become competent in the collection and interpretation of clinical data, enable the student to become competent in determining the differential and/or definitive diagnosis of oral disease based upon the interpretation of the clinical/laboratory data acquired and enable the student to interact with other health care providers in the medical risk assessment of patients admitted to the School of Dental Medicine.

COMP 448. Endodontics. 2 Units.
The clinical curriculum provides the major endodontic treatment information for this program. Specific subjects covered are diagnosis, pulp and periapical pathosis, radiology, pharmacology, anesthesia, pain management, emergency treatment, pulp treatment, trauma, mechanical innovations, apexification, bleaching, endodontic-periodontic complexities, preparation of endodontically treated teeth, and endodontic surgery. The above information is designed to provide the student with a basic understanding of the field of endodontics.

COMP 458. Clinical Oral Surgery II. 1 Unit.
This clinical course involves the hands on application of oral surgery principles including evaluation of the patient's medical status, clinical examination, local anesthesia delivery, extractions, pre-prosthetic procedures, patient management, and infection control.
COMP 464. Operative Dentistry. 2.5 Units.
Basic and advanced principles of operative dentistry are used to perform
dental restorations on patients diagnosed for dental procedures related
to operative dentistry.

COMP 468. Removable Prosthodontics. 1.5 Unit.
The Removable Prosthodontics course is a third - fourth year clinical
course which applies principles of removable Prosthodontics.

COMP 474. Fixed Prosthodontics. 2.5 Units.
The principles of fixed prosthodontics are applied to patient situations
that require a fixed restoration to develop function and esthetics that will
satisfy the criteria for an acceptable end result for restoring a tooth or for
replacing a missing tooth with a fixed restoration.

COMP 478. Pediatric Dentistry. 1.5 Unit.
This clinical experience in dental care for children and adolescents
provides the predoctoral student with patient-parent contact and the
opportunity to perform comprehensive pediatric dental care such as
preventive dentistry, restorative dentistry, pulp therapy, primary teeth
extractions and space maintenance with non-pharmacological behavior
management methods, for the pediatric dental patient.

COMP 480. Clinical Geriatric Dentistry. .5 Unit.
The course exposes students to providing comprehensive care to a
broad range of older adults in a variety of settings. Senior students
will attend interdisciplinary team meetings to present dental findings,
recommendations and to gain exposure to the impact of physiological
aging, systemic conditions, functional disabilities, and pharmacological
interactions on delivering comprehensive care to this vulnerable
population.

COMP 482. Clinical Orthodontics. 1 Unit.
Clinical orthodontics provides the student with the opportunity to apply
the knowledge that he/she has obtained in facial growth, dentofacial
morphology, sophomore orthodontics, and senior orthodontics to assist
in and sometimes treat comprehensive, preventive, interceptive and
limited corrective tooth movement patients.

COMP 487. General Practice Dentistry A. 2.5 Units.
Comprehensive dental care. Each student is assigned for clinical
training to a preceptor group led by a practicing general dentist. The
preceptor guides the students in diagnosis, treatment planning, and
actual patient treatment with consultation in various specialties as
required. Experiences in the provision of emergency dental care. The
preceptor directs the total dental health care of the patients of each
of his students. Biweekly seminars are provided for each preceptor
group. Special topics, students cases, techniques, and journal articles
are discussed. Recommended preparation: Concurrent enrollment in
COMP 489.

COMP 489. General Practice Dentistry B. 2.5 Units.
Comprehensive dental care. Each student is assigned for clinical
training to a preceptor group led by a practicing general dentist. The
preceptor guides the students in diagnosis, treatment planning, and
actual patient treatment with consultation in various specialties as
required. Experiences in the provision of emergency dental care. The
preceptor directs the total dental health care of the patients of each
of his students. Biweekly seminars are provided for each preceptor
group. Special topics, students cases, techniques, and journal articles
are discussed. Recommended preparation: Concurrent enrollment in
COMP 487.

COMP 490. General Practice Dentistry A. 2.5 Units.
Clinical application of the principles of general practice dentistry.
Recommended preparation: Concurrent enrollment in COMP 494.

COMP 492. General Dentistry Clinical Competency. .5 Unit.
This course consists of the successful completion of the recall,
emergency, diagnosis and treatment planning, and patient outcomes
clinical competencies. It is also necessary for the student to successfully
fulfill the recall needs of their assigned clinic patients in order to pass this
course. Recommended preparation: Completion of Basic Core Program.

COMP 494. General Practice Dentistry B. 2.5 Units.
Clinical application of the principles of general practice dentistry.
Recommended preparation: Concurrent enrollment in COMP 490.

COMP 495. Directed Clinical Studies. .5 - 8 Units.
This course is intended to provide students with the opportunity to
advance their dental clinical patient skills in the comprehensive care
clinics of the School while also providing advanced opportunity for
students who are so inclined to focus in individual areas of clinical skills
development.

COMP 498. Quality Assurance. 1 Unit.
This course reinforces quality assurance skills and knowledge provided
in the prerequisite course including, but not limited to: providing students
with the working knowledge of dental record keeping, as it relates to
diagnosis and treatment of pathology; recognition and management
of medical illness and disabilities; treatment planning; documentation
of pre-existing conditions, current and past treatment; established
laboratory protocols; evaluation of reasons for remakes and re-dos; post-

DENF Courses

DENF 422. Comprehensive Periodontics. 3 Units.
This course is available only to dental school faculty who have earned
dental degrees from foreign institutions and who have approval of their
Chairperson and the Dean to register. Successful completion of the
course is accomplished by fulfilling the unit requirements, competency
exams and any other written or practical requirements set forward by
the Dental Education Committee and approved by the general faculty
of the School of Dental Medicine in order to assure competency in the
periodontic procedures associated with general dentistry.

DENF 428. Comprehensive Oral Medicine. 3 Units.
This course is available only to dental school faculty who have earned
dental degrees from foreign institutions and who have the approval of
their Chairperson and the Dean to register. Successful completion of the
course is accomplished by fulfilling the unit requirements, competency
exams and any other written or practical requirements set forward by
the Dental Education Committee and approved by the general faculty
of the School of Dental Medicine in order to assure competency in the
radiologic and oral diagnostic procedures associated with general
dentistry.

DENF 448. Comprehensive Endodontics. 3 Units.
This course is available only to dental school faculty who have earned
dental degrees from foreign institutions and who have the approval of
their Chairperson and the Dean to register. Successful completion of the
course is accomplished by fulfilling the unit requirements, competency
exams and any other written or practical requirements set forward by
the Dental Education Committee and approved by the general faculty
of the School of Dental Medicine in order to assure competency in the
endodontic procedures associated with general dentistry.
DENF 455. Comprehensive Oral Surgery. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the oral surgery procedures associated with general dentistry.

DENF 464. Comprehensive Operative Dentistry. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the operative procedures associated with general dentistry.

DENF 474. Comprehensive Fixed Prosthodontics. 3 Units.
This course is available only to dental school faculty who have earned dental degrees from foreign institutions and who have the approval of their Chairperson and the Dean to register. Successful completion of the course is accomplished by fulfilling the unit requirements, competency exams and any other written or practical requirements set forward by the Dental Education Committee and approved by the general faculty of the School of Dental Medicine in order to assure competency in the fixed prosthodontic procedures associated with general dentistry.

DENT Courses

DENT 501. Biological Aspects of the Stomatological System. 0 - 2 Units.
This course is a review of biochemistry, molecular and cellular biology, histology, and oral anatomy and an expansion of oral biological topics that underlie the disciplines of endodontics, orthodontics, periodontics, and pediatric dentistry.

DENT 502. Correlative Medical Science. 0 - 2 Units.
Case-based discussion of selected systemic disease commonly encountered by the dentist.

DENT 503. Facial Growth and Development. 0 - 1 Units.
Emphasis on the qualitative, quantitative, and integrative changes during postnatal craniofacial growth and development.

DENT 504. Advanced Facial Growth. 1 Unit.
Student participation in seminar evaluation series dealing with problems and controversies apparent in the literature in regard to theories of growth, development, and aging. Emphasis on the craniofacial literature, but not exclusively.

DENT 505. Dentofacial Anomalies. 0 - 1 Units.
This course is designed to provide the student with the practical experience regarding the multidisciplinary aspects of diagnosis and treatment of patients with craniofacial anomalies. Observation of team sessions and active participation in patient examinations, diagnosis, and treatment planning.

DENT 507. Dental Ethics for the Graduate. 0 - 1 Units.
This 8 week course is given in group discussion format. Topics of ethical dilemmas, informed consent, professional (both national and local) codes of ethics, IRB introduction, patient autonomy, contractual obligations and purrery are discussed using case scenarios and student presentations.

DENT 509. Temporomandibular Disorders, Orofacial Pain and Sleep Disorders. 0 - 3 Units.
This course will enable first year dental residents to learn the principles of pain mechanisms, types of OFP and Sleep Disorders, differential diagnosis and management of these conditions in adults and children. By the end of this course the residents should be able to identify the most common types of OFP and sleep disorders, be able to make the differential diagnosis, and manage simple OFP case and / or refer the most complex OFP cases. Recommended preparation: DMD, DDS or equivalent degree.

DENT 510. Epidemiology and Biostatistics. 0 - 3 Units.
A detailed presentation of epidemiological and biostatistical techniques designed to acquaint the student with a broad spectrum of scientific approaches and to prepare for a research project. Topics include design of observational and experimental studies, common biostatistical techniques encountered in the dental literature such as t-test, ANOVA, chi-square, correlation and regression, and assessing the validity of diagnostic tests. Instruction includes lectures, critique of selected literature and computer analysis of data.

DENT 512. Advanced Oral Pathology. 0 - 3 Units.
Lectures and seminars on the clinical and histopathologic characteristics of many of the common oral diseases. Special emphasis on developing a logical approach to clinical and histopathologic diagnosis. Participation is expected for in-class discussion of the clinical and histopathologic material presented.

DENT 513. Anatomy of the Head and Neck. 0 - 3 Units.
This course deals with the structural, functional, and clinical relationships of the many organs and organ systems which comprise the head, neck, and pharyngeal regions of the human body.

DENT 514. Research Methods: Preparation. 0 - 1 Units.
The goal of this course is to facilitate a formal statement of the student's research idea as preparation for working with a thesis committee or undertaking independent research.

DENT 516. Microbiology, Immunology, and Immune Systems. 0 - 1 Units.
This course reviews bacterial structure and classification, provides insight into oral bacterial pathogenesis. Principles of antibiotic use and mechanisms of resistance are reviewed. Microbial diagnostic methodologies are discussed. Integration of periodontics, endodontics, and pediatric dentistry is stressed as it relates to the inflammatory process in the human host.

DENT 518. Behavioral Considerations in Oral Health Care. 0 - 1 Units.
This course focuses on the behavioral knowledge and skills the oral health practitioner must possess in order to deliver effective, patient-centered care. Specifically, the course is designed to enhance graduate students' existing knowledge and skills in relation to dentist-patient communication, management of diverse patient populations, and patient education and facilitation of health behavior change.

DENT 520. Skeletal Anchorage. .5 Unit.
This course provides 1st year orthodontic residents with the theoretical knowledge and practical skills necessary to successfully treat orthodontic patients in need of absolute anchorage with orthodontic mini-implants. In addition, the most current articles in the orthodontic literature pertaining to this topic are read and discussed. The theory will be supplemented by practical exercises as necessary.
DENT 521. Manot Cave Dig, Israel. 0 - 1 Units.
This project is an ongoing collaboration between the CWRU School of Dental Medicine and Tel Aviv University. The newly discovered excavations have produced thousands of butchered deer bones, hundreds of stone tools, an one human skull. Traditionally CWRU faculty and students will be going in July to continue their work. Interested students are given the opportunity to learn basic archeological techniques while working in a newly discovered cave in Northern Israel. The Manot cave was discovered in 2008 and after 6 field seasons has yielded thousands of artifacts shedding light on what life was like for our early ancestors. Each participant will rotate through several stations including wet and dry sieving, excavation, and how to pick through the processed remains. They will learn how to identify stone and bone tools, faunal and floral remains. In addition to the hands-on experience they also get to attend field lectures by some of the world's most famous researchers in human prehistory. Lodging is in comfortable cabins within easy walking distance from the cave site. This two-week field and lab experience is not only educational but also presents the opportunity to travel around the beautiful country of Israel.

DENT 522. Orthodontic Biomechanics. 1 Unit.
This course provides first year orthodontic residents with the theoretical biomechanical knowledge necessary to successfully treat a wide range of orthodontic malocclusions using the preadjusted straight wire appliance, the segmented arch technique, treatment auxiliaries, and orthodontic mini-implants. In addition, the most current articles in the orthodontic literature pertaining to this topic are read and discussed. The theory will be supplemented by practical exercises as necessary.

DENT 550. Clinical Pharmacology. 0 - 1 Units.
This course is designed to enable residents to obtain an understanding of the pharmacology of the most commonly prescribed medications; pharmacotherapeutic concepts in relationship to disease pathophysiology; rational drug therapy in the treatment of disease; drug-drug interactions and drug-disease interactions; adverse drug events. Residents will be expected to apply information on disease pathophysiology and pharmacotherapy to clinical cases. The ultimate goal is to provide relevant information to assist clinicians in practice.

DENT 555. Management of Medical Emergencies. 0 - 1 Units.
This course covers the diagnosis and management of common medical emergencies, with special emphasis on patient evaluation and history taking to prevent such emergencies in the dental office. Venipuncture technique and the use of emergency equipment are demonstrated. Also included is a basic course in cardiopulmonary resuscitation, with practical demonstrations and examinations that lead to certification in basic CPR.

DENT 561. Orthodontics for Pediatric Dentists I. 0 - 3 Units.
The course is designed to familiarize the pediatric dentistry residents with (1) the clinical evaluation of patients to determine appropriateness of orthodontic intervention, (2) record taking, (3) diagnosis, (4) treatment planning of cases in the mixed and permanent dentition, (5) treatment administration and (6) retention strategies. The primary focus will be on interceptive orthodontics including growth modification and corrective orthodontics in the permanent dentition. First in a series of four courses.

DENT 564. Advanced Principles of Occlusion. 1 Unit.
This course is designed to provide in-depth knowledge of the structure and function of all anatomic components involved in occlusion, biomechanics of articulation and mastication; recording of mastication patterns; diagnosis of occlusal dysfunction; relationship to neuromuscular and temporomandibular joint anatomy and pathology; evidence based therapy used in the management of occlusal and temporomandibular disorders and its significance to inflammatory periodontal disease.

DENT 565. Practice Management I (Ortho). 0 - 1 Units.
Seminar and demonstration course designed to prepare the student for all phases of the "business" of orthodontics as well as the responsibility of being a "professional." Management of the department clinic, private practice management, office visitations, and the business community, and ethics through the use of guest speakers on jurisprudence, personal and professional insurance, accounting, estate planning, risk management, informed consent, banking, office design, organized dentistry and investments. First in a series of four courses.

DENT 569. Orthodontic Literature Review I. 1 Unit.
The course will focus on contemporary and classic literature selected to cover a wide range of orthodontic topics. The selected literature includes the reading list suggested by the American Board of Orthodontics in preparation for the Part II of the ABO examination. Students will be required to discuss the articles and answer questions pertaining to the reviewed material.

DENT 572. Pre-Clinical Principles in Orthodontics. 0 - 1 Units.
This course is comprised of a series of seminars presented by orthodontic faculty covering topics that will prepare the first orthodontic resident for the initial phases of clinical training.

DENT 573. Advanced Specialty Principles: Clinical I. 2 Units.
Full fixed orthodontic appliance treatment of patients in an educational setting. First in a series of four courses.

DENT 580. Orthodontics-Oral Surgery Conference. 0 - 1 Units.
A seminar series involving a multidisciplinary approach to the treatment of patients with severe craniofacial deformities. Begins in the fall of each year (continuing for four semesters) with a series of lectures, followed by assignment of patients supervised jointly by the departments of orthodontics and oral surgery. Meetings held bimonthly to review patient progress, plan treatment, and present cases for discussion. Each student involved in all phases of treatment: presurgical orthodontics, the surgical procedure, finishing orthodontics, and retention.

DENT 583. Orthodontic Diagnostic Seminar I. 1 Unit.
Series of lectures and seminars covering the science of orthodontic diagnosis. Course consists of lectures on techniques of diagnosis, treatment planning, and critique of cases from the department or from faculty private practices. Content also includes long-term follow-up of post retention cases. First in a series of three courses.

DENT 585. Orthodontic Diagnostic Seminar III. 1 Unit.
Third in a series of three courses. (See DENT 583.)

DENT 586. Limited Tooth Movement for the Dental Specialist. 0 - 1 Units.
A review of the rationale for orthodontic treatment in periodontally diseased patients and in pre-restorative dentitions. Lectures, audio-visual programs, and technique sessions. Diagnosis, treatment planning, and various methods of tooth movement.
DENT 587. Periodontal Prosthesis. 1 Unit.
This course examines and defines the periodontal prosthetic interrelationships beginning with treatment planning and continuing with discussing the utilization of the combined treatment modalities. It focuses on provisionalization, furcation treatment, occlusion, aesthetics, removable appliances, and special advanced treatment problems.

DENT 589. Orthodontic Diagnostic Seminar IV. 1 Unit.
The fourth course in a series which consists of weekly lectures and seminars covering the science of orthodontic diagnosis. Consists of lectures on the techniques of diagnosis, various diagnostic aids, and case planning. Also consists of seminars where the students perform diagnosis, plan treatment and critique cases from the department. This course is used for long-term follow-up clinic.

DENT 651. Thesis M.S.D.. 1 - 9 Units.
Subsections for each program area of study: endodontics, orthodontics, periodontics, or pediatric dentistry.

DENT 661. Conscious IV Sedation I. 2 Units.
Didactic portion covers physical evaluation, physiology, pharmacology, emergencies, and techniques. Cardiac monitoring, basic life support, and advanced cardiac life support.

DENT 662. Conscious IV Sedation II. 1 Unit.
(See DENT 661.) Supervised clinical experience in conscious IV sedation.

DENT 663. Implant Dentistry I Periodontics. 1 Unit.
Designed to enhance the understanding of current concepts and their role in the multidisciplinary treatment of the patient.

DENT 664. Implant Dentistry II Periodontics. 0 - 6 Units.
(See DENT 663.) Clinical demonstration, participation, and case presentation in implant dentistry.

DENT 682. Cephalometrics. 0 - 1 Units.
A lecture and laboratory course in cephalometric roentgenography leading to a thorough understanding of craniofacial radiographic techniques. Use of x-rays and radiation hygiene, and technical and interpretive proficiency.

DENT 683. Imaging and IT. 1 Unit.
This course is designed to give some basic computer knowledge and prepare the resident for the use of computers in the orthodontic office.

DENT 684. Radiology and Cephalometrics. 1 Unit.
Fundamentally related to cephalometric radiography, skeletal morphology, and cephalogram interpretations of historic analyses via the Kroghman-Sassouni Syllabus. Also, clinical evaluations of hard and soft tissue relationships of the airway and skeletal maturation are presented. The use of Bolton Standards in craniofacial analysis is stressed.

DENT 692. Restorative Fellowship. 6 Units.
Provides for 12 months of clinical and didactic training in all phases of general dentistry beyond the scope of predoctoral dental education. Areas of emphasis include advanced restorative techniques, proper selection of restorative materials, restoration of implants, fixed and removable prosthodontics, and aesthetic dentistry. At the discretion of the course director, students may register for an additional 12 months, during which time the student will build on knowledge attained during the first year, continue with advanced didactic instruction, expand their clinical experience through continued patient care, participate in clinical research, and have teaching opportunities.

DENT 693. Fellowship of Advanced Clinical Education - Advanced Dental Studies. 1 - 9 Units.
Fellowship of Advanced Clinical Education (or F.A.C.E) - Advanced Dental Studies is a special course per agreement in collaboration with Qassim University in Saudi Arabia.

DENT 694. Fellowship in Dentistry. 6 Units.
The Fellowship in Dentistry provides for advanced clinical, didactic and research training beyond the scope of the pre-doctoral dental education.

DENT 695. Oral Surgery Residency. 1 - 10 Units.
Allows registration for non-degree-seeking students in graduate level courses at the direction of the department.

DENT 696. Advanced Dental Training. 0 - 6 Units.
This course is a one year advanced training in dental medicine at Case Western Reserve University School of Dental Medicine. Responsibilities may include clinical and didactic responsibilities. The course is designed to give students clinical experience in a defined focus area.

DENT 697. Advanced Dental Training II. 1 Unit.
Continuation of Advanced Dental Training I. Prereq: D.D.S. or equivalent.

DENT 698. Multidisciplinary Seminar. 0 - .5 Units.
This seminar meets monthly to discuss multidisciplinary cases to develop treatment recommendations for the patients presented. Each graduate department selects a clinical case that requires the services of at least three dental specialties. Ideally, patients should be in the beginning stage of treatment planning so the input from the various specialties can be used to develop a comprehensive plan to establish a healthy oral environment. It is expected that several alternative treatments will be discussed and the relative merits of each approach evaluated. To maximize the benefit of this seminar to the student learning process, an attending faculty member should be present from each of the dental specialty programs. In addition, all seminars have a Prosthodontist to provide input on the restorative treatment options.

DENT 699. AEGD Residency Training. 1 - 8 Units.
This is a multidisciplinary course that encompasses didactic and clinical training in general dentistry.

DNDO Courses

DNDO 529. Endodontology. 3 Units.
Scientific rationale for endodontic practice. Endodontic anatomy, physiology, pathology, and microbiology. All treatments and techniques studied and substantiated by current and classical research.

DNDO 539. Endodontic Literature Review. 3 Units.
Provides scientific basis for present and future treatment. Instructs students in critically evaluating literature. Provides format for lifelong self-education. Specific journal assignments summarized, evaluated, and presented for group discussion weekly.

DNDO 551. Clinical Endodontic Specialty. 3 Units.
Students present case histories as they encounter them in clinic. Cases discussed in detail and critically evaluated by colleagues and graduate endodontic faculty. Past endodontic literature discussed in detail as each student presents a topic assigned by faculty. Problems in clinic discussed. Several guest endodontists present various techniques and perform them.
DNDO 651. Sedation in Endodontic Practice. 1 - 3 Units.
5 modules designed to provide in-depth knowledge of minimal and moderate sedation to graduate endodontic students with the goal of becoming proficient in providing safe and effective minimal or moderate sedation to patients undergoing endodontic therapies. Recommended preparation: Current American Heart Association certification in BLS or Red Cross certification in Professional rescuer CPR.

DORL Courses
DORL 529. Oral Diagnosis / Med Seminar. 1 Unit.
Principles of diagnosis of oral mucosal disorders, clinical pathology and systemic pathology will be discussed in an interactive, case based format.

DORL 531. Clinical Oral Diagnosis and Oral Medicine. 1 Unit.
Clinical rotation in oral medicine and orofacial pain service.

DORL 532. Medical Specialty Services. 1 - 3 Units.
This course provides exposure to the graduate student to medical primary and specialty services and applications to the practice of oral medicine.

DORL 541. Clinical Oral and Maxillofacial Radiology. 1 Unit.
Learn the principles of CBCT, MRI, and other advanced imaging. Assist in oral and maxillofacial reading service. Recognize radiologic appearance of abnormal findings in the maxillofacial complex.

DORL 542. Advanced Oral Radiology. 1 Unit.
Seminar format review of advanced imaging techniques and interpretation on a one to one basis with faculty.

DORL 554. Current Concepts in Medicine. 1 Unit.
Students will review contemporary internal medicine topics of relevance to the oral medicine clinician.

DPED Courses
DPED 533. Pediatric Dentistry Literature Review. 0 - 2 Units.
Review of the literature in preparation for the specialty board examination in pediatric dentistry. Includes articles on various topics including growth and development, special needs patients, oral pathology and oral medicine, and clinical and hospital practice.

DPED 535. Fundamentals in Pediatric Dentistry. 0 - 3 Units.
Students present selected chapters from major pediatric dentistry review books for critique and discussion. Major strengths and weaknesses are emphasized. The course director then presents the most current information on the subject.

DPED 537. Advanced Clinical Pediatric Dentistry. 0 - 3 Units.
Students develop skills in diagnosis, radiographic technique, treatment planning, preventive and restorative dentistry, space management, trauma management, and nonpharmacologic behavior management. There is an opportunity to attend hospital grand rounds and physician conferences.

DPED 639. Advanced Seminar in Pediatric Dentistry. 0 - 3 Units.
Students present patient cases for in-depth discussion of specific clinical problems.

DPED 690. Pediatric Dental Residency. 0 - 10 Units.
Allows registration for non-degree-seeking students in graduate level courses at the direction of the department.

DPER Courses
DPER 519. Introduction to the Graduate Periodontology Program. 0 - 1 Units.
Introduction to the Graduate Periodontology Program. Introduce first year residents to the Graduate Periodontal Clinic and Program. The course consists of a series of seminars to discuss a variety of topics regarding patient care in the Graduate Periodontics clinic.

DPER 557. Periodontal Conference. 0 - 3 Units.
Presentation of treated patients with advanced periodontal disease. Discussion of the clinical findings, etiology, diagnosis, and treatment plan. Critical review of the different surgical procedures used in therapy and evaluation of postoperative results. First in a series of four courses.

DPER 577. Clinical Periodontics. 0 - 6 Units.
Clinical practice of periodontics supplemented by case evaluation and treatment planning. A comprehensive study of normal and diseased periodontal tissues including etiology and diagnosis. Current modes of therapy-rationale technique, and prognosis. First in a series of four courses.

DPER 595. Advanced Periodontal Seminar. 1 - 3 Units.
Series of seminars covering clinical, histological, and physiological aspects of the periodontium in health and disease, etiology, diagnosis, prognosis, prevention, and treatment of periodontal disease, as well as the relationship of periodontics to other phases of dentistry.

DPER 665. Implant Literature Review 1. 1 Unit.
This course will consist of presentation/discussion of pertinent topics related to the practice of implantology. Discussion of most relevant articles of each topic.

DPER 666. Implant Literature Review 2. 1 Unit.
This course will consist of presentation/discussion of pertinent topics related to the practice of implantology and the most relevant articles of each topic.

DPER 667. Implant Literature Review 3. 1 Unit.
This course will consist of presentation/discussion of pertinent topics related to the practice of implantology and the most relevant articles of each topic.

DPER 685. Literature Review in Periodontics. 0 - 3 Units.
Comprehensive discussion of selected articles related to clinical periodontology and basic sciences of significance to periodontal research and therapy.

DPhC Courses
DPhC 501. Principles of Oral Epidemiology and Research Methods. 2 Units.
This course will address the distribution and determinants of oral and dental diseases at the local, state, national and international levels. Students will be instructed on the application of various dental indexes. Survey research methodology including questionnaire, development, and different forms of validity are also some of the topics taught. The course will enable residents to identify and formulate a research question that will be developed into a research proposal, to fulfill their residency requirement.
DPHC 505. Communication Methods in Dental Public Health. 2 Units.
This course will prepare students to be adept in searching scientific literature and gain/augment their skills in communicating as public health professionals. This skill set includes preparing literature reviews, manuscripts, developing research proposal and for this purpose students will gain proficiency in relevant software such as Reference Manager/EndNote/Adobe Connect. Students will be familiar with the different elements of a research proposal and gain skills in writing these components.

DPHC 507. Data Analysis and Reporting. 2 Units.
Data Analysis and report writing will prepare residents to be proficient in analyzing public health/epidemiological by instructing them on the appropriate use of univariate, bivariate, and multivariate statistical test. Students will use either primary or secondary data sets for such applications. Bases on their previously approved research proposal and the results of the data analysis residents will write a scientific report to fulfill one of the requirements of the residency program.

DPHC 508. Dental Public Health Administration. 2 Units.
This course describes the history of dental public health, its principles, and the discipline as a recognized dental specialty. Understanding the discipline/profession and administration at local, state, national, and international levels will enable the graduates to be effective public health administrators.

DPHC 530. Graduate Preventive Dentistry. 2 Units.
This course will address primary, secondary, and tertiary prevention methods to prevent oral and dental diseases with the particular focus on groups of people rather than individual patients. Instruction on cost-effectiveness of different preventive modalities will enable students to choose the applicable program for specific populations.

DPHC 532. Oral Health Care Systems. 2 Units.
The course on oral health care systems will provide an insight into the dental care systems in the U.S. including different forms of financing, private, public, etc. Knowledge of the system will enable future dental public health professionals to recognize the oral health workforce models and their appropriateness to public health settings to provide dental care to various groups.

DPHC 551. Research in Dental Public Health I. 1.5 Unit.
One of the core aspects of dental public health training at CWRU is to augment residents’ research skills; each resident will be required to develop, implement, and complete at least one research project during the training. The project may involve primary data collection or the use of secondary data for analysis. The program director, members of the residency committee, and experts working in the area of each resident’s interest will assist with the selection of an appropriate research topic and getting IRB approval. Following the data analysis, each resident will submit and defend a written report of the project. Acquisition of research skills will be facilitated by didactic courses and periodical meetings with the residency director and members of the residency committee.

DPHC 552. Research in Dental Public Health II. 1.5 Unit.
One of the core aspects of dental public health training at CWRU is to augment residents’ research skills; each resident will be required to develop, implement, and complete at least one research project during the training. The project may involve primary data collection or the use of secondary data for analysis. The program director, members of the residency committee, and experts working in the area of each resident’s interest will assist with the selection of an appropriate research topic and getting IRB approval. Following the data analysis, each resident will submit and defend a written report of the project. Acquisition of research skills will be facilitated by didactic courses and periodical meetings with the residency director and members of the residency committee.

DPHC 555. Dental Public Health Practicum I. 1.5 Unit.
Supervised field experience is an integral part of the advanced education program in dental public health at CWRU; the numerous field experiences are designed to augment residents’ requisite public health skills as well as community-oriented primary care. The sites for field experience include Medina County Health Department, Akron Health Resources Inc., Free Medical Clinic of Greater Cleveland, etc. These sites have been carefully chosen for DPH residents to improve public health skills, which would enable them to succeed as a dental public health professional.

DPHC 556. Dental Public Health Practicum II. 1.5 Unit.
Supervised field experience is an integral part of the advanced education program in dental public health at CWRU; the numerous field experiences are designed to augment residents’ requisite public health skills as well as community-oriented primary care. The sites for field experience include Medina County Health Department, Akron Health Resources Inc., Free Medical Clinic of Greater Cleveland, etc. These sites have been carefully chosen for DPH residents to improve public health skills, which would enable them to succeed as a dental public health professional.

DPHC 599. Independent Study in Dental Public Health. 1 - 9 Units.
The aim of this course is for dental public health residents to gain an in-depth understanding of selected topics in public health and/or augment their skills in epidemiological research methodology. Students will choose their topic(s) of interest in consultation with the course director and attain the requisite skill levels through assigned readings and written assignments. Students opting to augmenting their research skills will be required to complete a research project by developing and implementing the project followed by data analysis and writing a report.

DRTH Courses

DRTH 510. Humans: An Evolutionary Biology. 0 - 2 Units.

DRTH 523. Clinical Specialty Seminar. 2 Units.
This course is a companion to clinical training in orthodontics and involves faculty and student evaluation of past and present literature. Sessions are used to evaluate current timely literature, and lectures and seminars complement the clinical experiences with topics including patient management, treatment of various aged populations and malocclusions, orthopedic appliances, treatment of patients with special needs, and various aspects of fixed and removable mechanotherapy.
DSPR Courses

DSPR 136. Cariology. 1 Unit.
This course in cariology includes development, distribution and determinants, role of fluorides, clinical features, risk assessment, and prevention of caries. The course will enable students to understand the etiology, patho-physiology, and clinical aspects of caries, which will complement the Problem-Based-Learning module, Epidemiology for Clinical Dentistry. In addition, this course will prepare the first-year students for their sealant rotation where they will be observing clinical features of caries in children before placing sealants on appropriate teeth.

DSPR 139. Neoplasia and Genetics. 1 Unit.
Neoplasia and its sequelae are a major healthcare problem in the United States and across the world. I would like dental practitioners and students to have a thorough understanding of and to be articulate in describing the aspects of neoplastic disease, ranging from theory to clinical impact. This understanding rests on familiarity with basic principles of genetics which increasingly is recognized to be implicated in the pathophysiology, diagnosis, prognosis, and treatment of a variety of diseases not limited to neoplasia. Such knowledge is essential in being able to: confidently and compassionately manage patients; speak comfortably with colleagues in other medical specialties; entertain the possibility of neoplastic disease in the appropriate clinical scenario.

DSPR 232. Periodontics. 1 Unit.
The second-year course in periodontology focuses on the application of basic principles of periodontology in diagnosis and treatment of periodontal disease. Emphasis is placed on development of clinical skills and diagnosis of periodontal disease in the first half of the course, ending with informal discussion of actual cases. Pre-surgical treatment planning is introduced in the second half of the course to prepare for the third year.

DSPR 234. Oral and Maxillofacial Pathology. 3 Units.
The practice of dentistry includes a routine 90-second head and neck exam on all new patients as well as the proper identification and management any and all abnormalities of the oral cavity, salivary glands and jaw bones. In order to confidently and compassionately provide comprehensive care to the dental patient, the dentist must be aware of and qualified in managing diseases native to the oral and maxillofacial regions and systemic or dermatologic diseases with oral and maxillofacial manifestations. Many systemic conditions with oral maxillofacial manifestations have been taught in your general pathology lectures and will at most be mentioned in passing due to time constraints. You will be introduced to approximately 300 diseases in this course. I want all of you to succeed in this challenging course. Success entails recognizing that oral and maxillofacial pathology is best thought of as a foreign language, and must be learned, practiced and rehearsed as such to achieve mastery and confidence.

DSPR 239. Neoplasia. 1 Unit.
Topics covered in this educational module include tumor nomenclature, features of benign versus malignant tumors, cytologic characteristics of cancer cells, pathogenesis and prognosis

DSPR 333. Management of Medical Emergencies. .5 Unit.
The purpose of this course is to comprehensively review the recognition and management of common medical emergency situations that a dentist is likely to encounter in the dental office.

DSPR 341. Oral Diagnosis and Radiology. 2 Units.
The didactic curriculum is aimed at helping the beginning clinician (student) to develop and understand the diagnostic process. It is designed to present to the student a method, a process, by which the common oral problems facing the dental practitioner can be recognized, diagnosed, evaluated and managed.

DSPR 342. Oral Cancer Diagnosis. 1 Unit.
Cancer is a major health problem in the United States and accounts for a significant utilization of health care and research resources. Dentists have professional, ethical and legal responsibilities to recognize the signs and symptoms of oral cancer and render a prompt and accurate diagnosis. Patients with oral cancer have complex treatment needs and the dentist can have a positive impact on the quality of life of such patients. Students of dental medicine should understand the many facets of oral cancer so that they might be able to make a positive contribution to the well being of their patients, especially for those who will develop oral cancer.

DSPR 344. Principles of Medicine. .5 Unit.
The didactic curriculum provides a general background and discussion of the risk assessment of medical conditions in an ever-increasing aging population. Within the setting of out-patient care, as well as those that are hospitalized, patients often present for dental procedures with co-existing medical systemic illness that provide an added challenge to the dental provider. Management of these medical problems within the context of dentistry and medicine will be covered.

DSRE Courses

DSRE 335. Clinical Pharmacology. 1.5 Unit.
This course is designed to review general principles of pharmacology, provide evidence-based information on the therapeutic application of agents prescribed by oral healthcare providers and discuss the rationale for and clinical implications of other therapeutic agents prescribed to patients by other healthcare providers. Emphasis is placed on critical thinking in discussing the reciprocal influences of drug, patient, and procedure-related variable.

This course is structured to help the student acquire a basic understanding of the advanced aspects of the specialty of oral and maxillofacial surgery and includes the process of diagnosis, surgical and adjunctive management of diseases, deformities and malformations of the oral cavity, jaws and associated structures.

DSRE 374. Fixed Prosthodontics. 1 Unit.
The didactic portion of the course describes further development of principles and clinical applications introduced in REHE 259/260, Basic Procedures in Fixed Prosthodontics, with emphasis on diagnosis, treatment planning, clinical and laboratory procedures in fixed prosthodontics. Discussion and comprehensive overview of fundamentals and advanced methods of restoring function and esthetics for partially edentulous patients with fixed prostheses.

DSRE 391. Endodontics. 1 Unit.
The didactic curriculum provides the major endodontic treatment information for this program. Specific subjects covered are diagnosis, pulp and periapical pathosis, radiology, pharmacology, anesthesia, pain management, emergency treatment, pulp treatment, trauma, mechanical innovations, apexification, bleaching, endodontic-periodontal complexities, preparation of endodontically treated teeth, and endodontic surgery, tooth-difficulty assessment and evidence based endodontics. The above information is designed to provide the student with a basic understanding of the field of endodontics.
DSRE 392. Nitrous Oxide and Conscious Sedation. .5 Unit.
This course consists of lectures and inter-student nitrous oxide administration for the undergraduate dental student to become informed and trained in the safe and effective use of nitrous oxide-oxygen inhalation light conscious sedation. The student will also learn the pharmacology and clinical application of agents used for intravenous light and moderate conscious sedation in the control of pain and anxiety in dentistry.

DSRE 393. Principles of Oral and Maxillofacial Surgery I. 1 Unit.
This didactic curriculum introduces the basic concepts of minor oral surgery relevant to the general dentist and also provides discussion on the following topics: medications used in oral surgery, management of the hospitalized patient, management of simple and complex odontogenic infections, management of complications in oral surgery, principles of diagnosis and treatment of facial trauma, and biopsy techniques in oral surgery.

DSRE 395. Introduction to Oral and Maxillofacial Surgery. .5 Unit.
This didactic course is designed to prepare the student for oral surgery clinical rotations and is comprised of the following topics, review of local anesthesia, review of applied anatomy, infection control, patient assessment and case presentation, informed consent, oral surgical armamentarium, and principles of exodontia.

DSRE 396. Temporomandibular Disorders and Occlusion. 2 Units.
The didactic portion of the course describes anatomy, biomechanics, and the maintenance of, the pathology associated with and the restoration of the masticatory or stomatognathic system. It includes Temporomandibular Disorder and other types of Orofacial Pains such as Primary Headache Disorders, Neuropathic Orofacial Pain, Psychogenic Pain, and Dental Sleep Medicine.

EFDA Courses

EFDA 111. Tooth Morphology for the EFDA. 1 Unit.
Instructional laboratory sessions provide experience with viewing models of teeth as well as reproducing teeth in wax. Mastery of terminology and basic facts of dental anatomy and tooth positions of permanent and primary teeth. Introduction of proper instrumentation begins.

EFDA 113. Dental Materials for the EFDA. 1 Unit.
Instructional laboratory sessions cover the physical and chemical properties and uses and manipulation of materials used in protection of the pulp and intracoronal temporization. Composition, properties and manipulation of dental amalgam, composite and pit and fissure sealant materials are also introduced. Isolation techniques and rubber dam placement lab.

EFDA 115. Restorative Dentistry for the EFDA I. 3 Units.
Skill development in the placement and carving of Class I, II, V and complex amalgam restorations on the typodont. Skill development in the placement and finishing and polishing of Class I, II, III, IV, and V composite restoration and amalgam restoration finishing and polishing on the typodont. Continued skill development in instrumentation, body positioning and ergonomics. Skill development in the use of low and high speed handpieces for rotary instrument use in finishing and polishing restorations. Skill development in self-evaluation using specific criteria. Pit and fissure sealant applications. **Student must show competency of skills acquired to be able to progress in Clinical Practicum for the EFDA**.

EFDA 116. Restorative Dentistry for the EFDA II. 2 Units.
Students begin preparation for the state board examination by demonstrating successful completion of amalgam and composite restorations with increasingly difficult grading evaluation, mastery of self evaluation skills, decreasing restoration placement time and by completing 3 mock board examinations. Students must pass a final clinical and didactic examination to pass the course. Emphasis on understanding Ohio EFDA Registration protocol.

EFDA 120. Clinical Practicum for the EFDA. 2 Units.
Students fulfill the Ohio State Dental Board requirement of having clinical experience on patients in CWRU approved dental clinics. Clinic sessions include a variety of restorative experiences on many patients. One 8 hour session is required for 4 weeks. Students will restore patients’ teeth under the supervision of a licensed dentist and a clinical supervisor in clinics affiliated with CWRU. Emphasis is placed on restoring metallic and non-metallic restorations.

EFDA 122. Clinical Board Review. .5 Unit.
Review of Restorative Expanded Functions for the Dental Auxiliary. This two day course is designed to prepare the Registered Dental Hygienist or Certified Dental Assistant for the EFDA certification examination administered by the Commission on Dental Testing in Ohio. Successful completion of an approved EFDA course is a prerequisite for attendance. This course meets the requirements as remediation for auxiliaries who have not passed the certifying examination after two attempts. The course will involve both laboratory reviews and practice, preparing the participant for the clinical examination.

HEWB Courses

HEWB 121. Foundations of Life Science. 4.5 Units.
This course includes an introduction to basic elements of cell structure and function. This includes the characteristics and role of different types of cells, the cell cycle, mechanisms for cell damage, repair and death, cell signaling, differentiation and gene expression. This course serves as a foundation for the modules in Health and Wellbeing and Disease Processes.

HEWB 123. Facial Growth. 1.5 Unit.
Introduction to the normal growth and development of the human face from embryology to adult.

HEWB 124. Masticatory Dynamics. 2 Units.
The didactic portion of the course describes the function of the masticatory structures with an emphasis on the path of teeth and temporomandibular joint structures during function.

HEWB 126. Masticatory Dynamics Lab. 1.5 Unit.
In the laboratory, students will continue developing the psychomotor skills necessary to reproduce the functional morphology of permanent teeth, and perform basic laboratory procedures.

HEWB 128. Body as Host. 4 Units.
This educational module focuses on the role of immune function in preserving and maintaining health; the role of bacteria, viruses, and fungi in health and infectious disease; and the host changes that occur during oral and systemic disease processes.

HEWB 130. Oral Histology. 1.5 Unit.
This course provides students with a basic understanding of the biological and histological processes involved in the development of the human oral region, particularly the calcified tissues.
HEWB 134. Head and Neck Structure and Function. 4.5 Units.
Head and neck anatomy is one of the core courses of dental education. It provides the foundation for dental education and the practice of dentistry. This course uses a mix of lecture, prosection laboratory and problem-based learning to provide the student with the anatomical content necessary for them to carry into their practices.

HEWB 200. Directed Studies. 1 - 6 Units.
Directed study under faculty supervision and with special permission of the Associate Dean for Education.

HEWB 349. Dentofacial Morphology. 1 Unit.
This course provides the dental student with an introduction to the assessment of dynamic faces and the relatively static dentition. The course details the etiologies and characteristics of various malocclusions including developmental disharmonies observed during the growth and development of a child. Primary emphasis is laid on empowering the student in the diagnoses of malocclusions employing study casts, intra and extra-oral photographs and, CBCTs or cephalograms and panoramic radiographs.

HWDP Courses

HWDP 131. Heart and Lungs in Health and Disease. 4.5 Units.
Dentists need to have a general understanding of their patients overall systemic health. Health issues involving the cardiovascular organs and the respiratory organs affect many of the patients they see, and can effect treatment and treatment outcomes. A comprehensive understanding of the anatomy (developmental, histologic and gross anatomical), physiology and pathology of the Thorax & Cardiorespiratory System is essential for this purpose.

HWDP 142. Gastrointestinal System in Health and Disease. 2 Units.
The practice of dentistry focuses on the mouth, the beginning of the gastrointestinal tract. Therefore, an understanding of processes like swallowing and salivation are central to the practice of dentistry, while a basic understanding of digestive function is central to the continued well-being of the patient because it is the portal for entry of nutrients to the body. Disorders associated with the digestive tract, or which impact the function of the digestive tract (for instance, bulimia) can have profound effects on oral health, while some pharmacological agents used in the treatment of those disorders have potential adverse effects on oral health. Therefore, a firm understanding of the gastrointestinal tract in health and disease is a necessity for modern dental care.

HWDP 232. Renal and Hematologic Systems in Health and Disease. 2 Units.
One of the major connective tissues of the human body is blood. The kidneys play a role in the filtration of the plasma and assist in the maintenance of blood pressure and acid-base balance. The cellular entities of the blood (red cells, white cells and platelets) are needed to provide flow of oxygen and other metabolic substrates to and from all the tissues of the body and play a significant role in the defense of the body and repair of these tissues. It is therefore necessary for the dental practitioner to understand the histology, anatomy, physiology and pathologic processes that affect these systems.

HWDP 243. Endocrine and Reproductive Systems in Health and Disease. 1.5 Unit.
Dentists need to have a general understanding of their patients overall systemic health. Health issues involving the endocrine and reproductive tracts can affect treatment and treatment outcomes. A comprehensive understanding of the anatomy (developmental, histologic and gross anatomical) physiology and pathology of these systems is essential for this purpose.

HWDP 245. Musculoskeletal System in Health and Disease. 1.5 Unit.
The musculoskeletal system is an intrinsic part of the practice of dentistry, where an understanding of how muscles work and the normal physiology of bone serve as a background to the understanding of mastication and occlusion. A variety of musculoskeletal disorders also impact directly or indirectly on the ability of the dentist to care for their patient, while some pharmacological agents used in the treatment of those disorders have potential adverse effects on oral health. Therefore, a firm understanding of the musculoskeletal system in health and disease is a necessity for a well-trained clinician.

HWDP 246. Neuroscience in Health and Disease. 2 Units.
Dentists need to have a general understanding of their patients overall systemic health. Health issues involving the nervous system can affect treatment and treatment outcomes. In addition, dentists will regularly be affecting normal neural function through the use of local anesthetics and anxiolytics. A comprehensive understanding of the anatomy (developmental, histologic and gross anatomical) physiology and pathology of these systems is essential for this purpose.

INQU Courses

INQU 200. Directed Research. .5 - 6 Units.
Directed research activities under faculty supervision and with special permission of the Associate Dean for Education.

INQU 202. Introduction to Medicine: Patient Assessment. 1.5 Unit.
This course introduces the student to professional patient interaction and evaluation in a simulated environment. Students will develop interview techniques, learn patient appraisal skills, and techniques for communicating effectively in a health care environment. Students will experience patient interviews and assessment in a simulated environment with live patients.
**LDRS Courses**

**LDRS 101. Collaborative Practice I A. 1.5 Unit.**

Interprofessional Education (IPE) occurs "when students or members of two or more professions learn with, from and about each other to improve collaboration and the quality of care" (CAIPE 1997, revised 2013). Through IPE, students develop the knowledge, skills and attitudes needed to prepare them for interprofessional collaboration, defined by the WHO as "when multiple health workers from different professional backgrounds work together with patients, families, carers (caregivers), and communities to deliver the highest quality of care." Over the last decade there has been a growing emphasis on developing the ability of all professionals to more effectively communicate and collaborate in the care of individuals, families, communities and populations in order to achieve the triple aim: enhancement of the patient or client experience, improvement in population health outcomes, and delivering more cost-effective care. With the triple aim in mind, Collaborative Practice I focuses on the domain of interprofessional collaboration. In addition to serving individuals, in this domain healthcare and partner professionals collaborate using population health and community engagement approaches in order to improve the health and well-being of individuals, families, communities, and populations. Therefore, students in this interprofessional service learning experience will learn teamwork skills through active participation in an authentic and meaningful community-based project that is focused on health and well-being for individuals, families, communities, or populations. Collaborative Practice I serves as an introductory IPE experience for dental, genetic counseling, medical, nursing, nutrition, physician assistant, psychology, social work and speech-language pathology students at CWRU. Depending on the School and program, the Collaborative Practice I experience is a free-standing course or integrated into one or more courses, blocks, rotations, etc. By the end of the experience, students will have acquired basic readiness to participate in subsequent interprofessional collaborative experiences.

**LDRS 102. Collaborative Practice I B. 1.5 Unit.**

Interprofessional Education (IPE) occurs "when students or members of two or more professions learn with, from and about each other to improve collaboration and the quality of care" (CAIPE 1997, revised 2013). Through IPE, students develop the knowledge, skills and attitudes needed to prepare them for interprofessional collaboration, defined by the WHO as "when multiple health workers from different professional backgrounds work together with patients, families, carers (caregivers), and communities to deliver the highest quality of care." Over the last decade there has been a growing emphasis on developing the ability of all professionals to more effectively communicate and collaborate in the care of individuals, families, communities and populations in order to achieve the triple aim: enhancement of the patient or client experience, improvement in population health outcomes, and delivering more cost-effective care. With the triple aim in mind, Collaborative Practice I focuses on the domain of interprofessional collaboration. In addition to serving individuals, in this domain healthcare and partner professionals collaborate using population health and community engagement approaches in order to improve the health and well-being of individuals, families, communities, and populations. Therefore, students in this interprofessional service learning experience will learn teamwork skills through active participation in an authentic and meaningful community-based project that is focused on health and well-being for individuals, families, communities, or populations. Collaborative Practice I serves as an introductory IPE experience for dental, genetic counseling, medical, nursing, nutrition, physician assistant, psychology, social work and speech-language pathology students at CWRU. Depending on the School and program, the Collaborative Practice I experience is a free-standing course or integrated into one or more courses, blocks, rotations, etc. By the end of the experience, students will have acquired basic readiness to participate in subsequent interprofessional collaborative experiences.

**LDRS 111. Epidemiology for Public Health and Clinical Practice. 2.5 Units.**

This 3-week intensive sequence provides the first experience with the problem-based learning format and focuses on foundational knowledge in epidemiology for evidence-based practice in dentistry. Problem-based cases will use oral health topics to demonstrate the skills for critical appraisal of the health literature. Large-group lectures will present the foundational knowledge; small-group settings will permit students to gain experience in applying these skills to relevant dental literature.

**LDRS 116. Promoting Evidence-based Dentistry I. .5 Unit.**

The course will present advanced topics in oral health epidemiology and research to enhance skills for critical appraisal of the oral health literature and facilitate the use of evidence-based decision making skills and critical thinking during D1 in preparation for use in clinical training. The course will build on topics in LDRS 111. Using diverse formats, students will enhance their skills to be efficient and effective in acquiring, appraising and applying scientific evidence. The course topics will address concomitant coursework to enhance relevance. A large-group lecture will present the foundational knowledge; faculty facilitated small-group discussions will permit students to gain experience in applying these skills to relevant dental literature. Student assignments can be included in a portfolio to demonstrate progress towards competency.

**LDRS 118. Ergonomics. .5 Unit.**

This course introduces students to the principles and implementation of ergonomics in dentistry.
LDRS 310. Professional Development. 1 Unit.
This course focuses on behavioral knowledge, skills, and attitudes the student-dentist will require to be effective in the delivery of patient-centered oral health care. Concepts introduced in the course INQU 102: Knowing the Patient are extended and built upon in the areas of communication skills, health promotion and health behavior change, ethics, and management of a diverse patient population. Instruction in the assessment and management of dental fear and anxiety is also included. This course will utilize a blended learning format, with a combination of on-line instructional videos and readings, in-class sessions, assignments and a simulated patient exercise.

LDRS 313. Dental Patient Management/Risk Management. 1 Unit.
Principles of patient management and risk management are reviewed. The primary focus is directed toward the skills associated with communication. A variety of examples of malpractice are reviewed and discussed. Other areas of risk are discussed such as infection and occupational hazards related to EPA and OSHA standards.

LDRS 316. Practice Management I. 1 Unit.
This course is designed to develop practical knowledge and skills in dental practice management. As the student prepares for clinical practice, topics surrounding negotiation of working contracts, insurance contract evaluation, policies, compliance, and marketing are among some of the most important issues to be familiar with. The course will take a third year dental through the starting process of running a dental office and preparing them to write a business plan.

LDRS 317. Dental Auxiliary Management. .5 Unit.
This course introduces students to each type of auxiliary personnel in the dental office and describes their training, testing, duties delegated legally and how their utilization in the office setting can be optimized. Basic management considerations and theories of leadership are presented and various leadership styles are recommended for situations presented. This course provides an understanding of interacting with auxiliary and the process of delegation. The course defines state dental board rules and regulations that guide dentists in the utilization of auxiliary personnel. Such items as overhead costs are explored in relation to each auxiliary category. Information is presented on the implementation of the resultant delivery systems including ergonomics and scheduling initiatives.

LDRS 415. Practice Management II. 1.5 Unit.
Practice Management II is entirely focused on each student producing his or her business plan by researching a potential area where they intend to practice. The business plan is constructed from the results of research done to complete homework for each session. Student findings serve as the basis for discussion and sharing of ideas to aid each student in improving their business plan.

LDRS 416. Practice Management III. 1.5 Unit.
This course is designed to develop practical knowledge and skills in dental practice management. As the student prepares for clinical practice, topics surrounding negotiation of working contracts, insurance contract evaluation, policies, compliance, and marketing are among some of the most important issues to be familiar with. The course will take a fourth year dental student from start to finish of owning and running a successful dental practice.

LDRS 420. Jurisprudence and Professional Ethical Responsibility. .5 Unit.
The didactic curriculum provides historical background as well as current tools needed to be able to make sound ethical and legal decisions for clinical practice.

MAHE Courses

MAHE 141. Preventive Periodontics. 1 Unit.
This course enables the student to recognize periodontal health and the changes that occur in the transition from health to disease. The didactic component focuses on the scientific basis for prevention of inflammatory periodontal diseases presented in lecture format. The clinical component consists of laboratory and clinical exercises in preventive Periodontics. The course provides practical instruction in how to implement preventive periodontal therapy under direct supervision by faculty.

MAHE 144. Preventive Periodontics Clinic. 1 Unit.
This course enables the student to recognize periodontal health and the changes that occur in the transition from health to disease. The didactic component focuses on the scientific basis for prevention of inflammatory periodontal diseases presented in lecture format. The clinical component consists of laboratory and clinical exercises in preventive Periodontics. The course provides practical instruction in how to implement preventive periodontal therapy under direct supervision by faculty.

MAHE 145. ACE: Outreach Preventive Dentistry. 2 Units.
The didactic portion of the course provides generalized background of dental sealant placement and other preventive procedures. In addition the student will develop the knowledge of ethical dental practice and cultural awareness in preparing to provide care for an underserved population. The lab and clinical portion of the course will establish the student’s ability to provide dental sealants with the culminating experience of providing care for children in the Cleveland Metropolitan School District (CMSD) as part of the MAHE 147 clinical course.

MAHE 147. ACE Clinical Outreach Preventive Dentistry. 2 Units.
The student will have the opportunity to practice their knowledge of ethical dental practice and cultural awareness while providing care for an under-served population by providing screening and dental sealants for children in the Cleveland Metropolitan School District (CMSD).

MAHE 214. ACE: Family First. 1 Unit.
The overarching goal of the clinical experience (ACE) is to incorporate the concepts of risk assessment and the importance of the family unit to oral health. The Family First ACE will allow students to explore the interaction between genetic and environmental factors in oral diseases and certain systemic conditions (diabetes, hypertension, and asthma). At the end of the "Family First" rotation the students would have achieved certain didactic and clinical objectives and the experience is linked to the second year didactic courses: Cariology, Periodontology, and Oral Pathology. This experiential learning includes clinical experience, didactic lectures, and small group discussions. Risk assessment for common oral diseases such as caries and periodontal diseases as well as for oral cancer is part of the clinical activities. Students will review the risk assessment and systemic health to delineate genetic and environmental factors through small group discussions.

MAHE 242. Periodontics. 1 Unit.
The course consists of clinical instruction that provides the student with knowledge of clinical data collection and therapy performed in the management of healthy patients who may have risks for periodontal diseases. Includes discussion on types of risks for progressing periodontal diseases, disease etiology and points of periodontal intervention and diagnosis.
MAHE 340. Nutrition for Dentistry. 1 Unit.
This course offers instruction in nutrition concepts relevant to the
dental professional. Content includes the function of nutrients, their
digestion and absorption, and intake recommendations; nutritional
status assessment; role of nutrition in the growth and development of
oral structures; nutrition and the periodontium; nutrition in immune-
compromising conditions and oral lesions; nutrition concerns for the
dentally compromised patient; nutrition needs throughout the life cycle;
and the role of the dental professional in the nutrition care of patients.

OMFS Courses
OMFS 694. Program Year 1. 1 - 3 Units.
Interns are expected to take calls at UH and, where applicable, the
Veteran’s Administration (VA). After the initial two months at UH,
one of the interns will begin a three-month rotation at the VA as the
principal OMFS resident. Both rotations will give the intern experience
in diagnosis, information-gathering, dentoalveolar surgery, and major
surgery within the scope of OMFS. The last two months of the first year
are spent on the UH Anesthesia service. The resident will be paired with
an anesthesiology resident or attending, improving upon and learning
procedures involving management of the medically-compromised patient,
airway management, pharmacologic management, intravenous sedation
and general anesthesia. Formal conferences are held to advance the
residents in oral and maxillofacial pathology, contemporary issues in
OMFS, orthognathics, implantology and anesthetic principles, case
presentation, and OMFS knowledge updates. As well, interns are second
year medical students and take part in a full-year course in physical
diagnosis.

OMFS 695. Program Year 2. 1 - 3 Units.
Students must complete 40 weeks of basic core clerkships through
the academic year: Family Medicine, Internal medicine, Aging, OB-GYN,
Pediatrics, Neuroscience, Psychiatry, surgery, and emergency medicine.
They must complete 8 additional weeks of clinical electives, this may
include a OMFS rotation.

OMFS 696. Program Year 3. 1 - 3 Units.
Interns are expected to take calls at UH and, where applicable, the
Veteran’s Administration (VA). After the initial two months at UH,
one of the interns will begin a three-month rotation at the VA as the
principal OMFS resident. Both rotations will give the intern experience
in diagnosis, information-gathering, dentoalveolar surgery, and major
surgery within the scope of OMFS. The last two months of the first year
are spent on the UH Anesthesia service. The resident will be paired with
an anesthesiology resident or attending, improving upon and learning
procedures involving management of the medically-compromised patient,
airway management, pharmacologic management, intravenous sedation
and general anesthesia. Formal conferences are held to advance the
residents in oral and maxillofacial pathology, contemporary issues in
OMFS, orthognathics, implantology and anesthetic principles, case
presentation, and OMFS knowledge updates. As well, interns are second
year medical students and take part in a full-year course in physical
diagnosis.

OMFS 697. Program Year 4. 1 - 3 Units.
Fourth-year residents are primarily off-service as general surgery interns.
Residents rotate through plastic surgery, ENT surgery, general surgery,
dermatological surgery, and trauma surgery at UH and MetroHealth
hospital.

OMFS 698. Program Year 5. 1 - 3 Units.
During this senior year, the resident returns to the OMFS service as chief
for six months. The chief resident is responsible for the resident service,
working-up surgical cases and is typically the first assistant in major
surgical cases. During this time, the chief works closely with the AEGD
residents to plan and perform surgery on simple and advanced implant
cases.

REHE Courses
REHE 120. Introduction to Radiography. 1.5 Unit.
Foundation course consisting of lectures and laboratory covering basic
principles of radiography. Included are: instructions on taking intraoral
radiographs, radiation physics involved in x-ray generation and the
parts and function of the x-ray unit, radiation biology of x-ray interaction
with tissue, head and neck anatomy and pathology with regards to
radiographic interpretation. Each student will have clinical rotations.

REHE 151. Dental Anatomy. 3 Units.
The didactic portion of the course describes the anatomy of the
masticatory structures with an emphasis on teeth, deciduous and
permanent.

REHE 152. Basic Procedures in Fixed Prosthodontics. 1 Unit.
This course will develop and build core elements vital to Fixed
Prosthodontics, specifically related to single unit restoration. The course
will place an emphasis on the following topics: clinical indications and
application of the single unit restoration, principles of engineering of
abutment preparations, preparation designs, soft tissue management,
provisional and definitive restorative materials, clinical progression and
treatment sequence for the cementation of provisional and definitive
fixed partial denture.

REHE 153. Dental Anatomy Laboratory. 1 Unit.
In the laboratory, students will develop the psychomotor skills necessary
to reproduce the functional morphology of permanent teeth.

REHE 154. Basic Procedures in Fixed Prosthodontics Lab. 1 Unit.
Laboratory component of REHE 152.

REHE 156. DentSim Laboratory. 1 Unit.
This course covers the criteria, techniques and practice of preparing
‘ideal/standard’ operative preparations. The restorative procedures will be
performed on typodont teeth mounted in a computer assisted simulator
(DentSim).

REHE 158. Dental Materials I .5 Unit.
This is a didactic course that defines and describes properties,
composition, indications and contraindications of used of different dental
materials.

REHE 162. Basic Procedures in Restorative Dentistry I. .5 Unit.
This course introduces students to the criteria, the techniques for, and
practice of preparing ‘ideal/standard’ Class I and V (and possibly Class II)
operative preparations. In this course, the emphasis will be on the more
traditional posterior amalgam Class I and V preparations. Students will
be introduced to basic concepts of preparation design and amalgam
restorations. In addition, the composition and properties of amalgam will
be mentioned (however, the Dental Materials I Course will provide the
basic information regard this material). The restorative procedures will be
performed on typodont teeth mounted in a simulator. The emphasis will
be on traditional preparation design and execution.

REHE 172. Basic Procedures in Restorative Dentistry I Lab. 1 Unit.
Laboratory component of REHE 162.
REHE 252. Pain Control. 1 Unit.
This course consists of lectures, demonstrations and clinical participation for the undergraduate dental student to become informed and trained in the safe and effective use of local anesthetics in dentistry. The students will also learn the pharmacology and clinical application of these agents in the control of pain and anxiety.

REHE 253. Basic Procedures in Esthetics. 1 Unit.
This course provides formal lecture presentations and laboratory exercises to introduce the students to basic operative procedures for direct composite resin restorations.

REHE 254. Pharmacology. 4 Units.
This course is a basic introduction to the principles of pharmacology and to drug classes of particular relevance to dentistry. Drugs used in other medical areas will also be reviewed. Information concerning drug doses is NOT included. Information concerning calculations used in determining doses WILL BE included.

REHE 256. Radiologic Interpretation. 1 Unit.
Follow-up course to Introduction to Radiography, with a primary focus on Radiographic Interpretation, consisting of lecture and laboratory covering basic principles of radiography, interpretation and diagnosis. Each student will have a clinic rotation.

REHE 257. Prosthodontic Technology. 2 Units.
The didactic portion of the course relates only to the theory of complete denture construction, but also the human elements that are involved. This includes the physical dental examination, evaluation of the patient's needs and descriptions of the various procedures needed to successfully rehabilitate an edentulous patient.

REHE 258. Principles of Treatment Planning I. 1 Unit.
This course provides an advanced teaching concept called Flipped Classroom. The flipped classroom is a teaching module model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before class sessions, while in-class time is devoted to exercises, projects, or discussions (we refer to these as LEARNING MODULES). The video lecture is often seen as the key ingredient in the flipped approach. Such lectures are created by the instructor and posted online.

REHE 259. Basic Procedures in Fixed Prosthodontics I. 1 Unit.
This course builds upon those core elements covered in REHE 152/154. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems.

REHE 260. Basic Procedures in Fixed Prosthodontics III..5 Unit.
This course builds upon those core elements covered in REHE 152/154 and REHE 259/269. Emphasis on principles of engineering for fixed partial dentures, preparation and design of fixed partial dentures, considerations for the restoration of endodontically involved teeth, and definitive and provisional fixed partial denture restorations. Introduces dental material topics related to fabrication of a fixed partial denture restoration, including: chemomechanical soft tissue retraction, die spacers, investments, casting and casting alloys, ceramics, soldering, provisional materials, prefabricated and custom post and core systems.

REHE 262. Basic Procedures in Restorative Dentistry II. 1 Unit.
This course, together with the first year Intro to BP Operative Dentistry and the BP Esthetic Dentistry Course covers the criteria, the techniques for, and practice of preparing 'ideal/standard' operative preparations and placement of operative restorations. In this portion of the course, the emphasis will be on posterior Class II amalgam preparations and restorations, as well as an introduction to cast gold inlay and onlays, and an introduction to CEREC (Ceramic REConstruction) Onlays. Students will be introduced to basic cariology and radiology as it relates to operative dentistry. In addition, the composition and properties of the following materials will be reviewed: amalgam, liners and bases, and gold. The Dental Materials Course will provide the basic information regarding these materials. The restorative procedures will be performed primarily on typodont teeth mounted in a simulator. Extracted teeth with caries will also help students appreciate the different tactile responses of caries, dentin and enamel. There will be an emphasis on the following: the rationale for types of preparations and materials, indications and contraindications for different materials and types of restorations, and clinical problem solving related to operative dentistry in total treatment care.

REHE 263. Basic Procedure in Esthetics Lab. .5 Unit.

REHE 264. Endodontics. .5 Unit.
The didactic and preclinical curriculum covered in endodontics in REHE 264 and followed in DSRE 391 provides the major endodontic treatment information for this program. Specific subjects covered are diagnosis, pulp and periapical pathosis, radiology, pharmacology, anesthesia, pain management, emergency treatment, pulp treatment, trauma, mechanical innovations, apexitification, bleaching, endodontic-periodontal complexities, preparation of endodontically treated teeth, and endodontic surgery. The above information is designed to provide the student with a basic understanding of the field of endodontics.
REHE 266. Partial Denture Design. 3 Units.
This course covers the second subcategory of removable dentures with the Complete Dentures course REHE 257/267. The title "Removable Partial Denture Technology" in fact covers a very vast field of skills and knowledge required for the fabrication of a removable partial denture in collaboration with the dental laboratory and the dentist. Its preliminary assessment and diagnostic requirements make it very close to oral diagnostic sciences; prepriosthetic radiographic, surgical, periodontal and endodontic considerations make it very close to these disciplines as much as it is a restorative/rehabilitative procedure. As the design and construction of a metal framework is quite a hard topic to fully understand and master, while a must for being a successful general dentist, the course will mainly emphasize removable partial denture design. The skills and competencies obtained from the previous removable dentures course will help students to understand some of the components of removable partial dentures so that the course will be focused on other components peculiar to removable partial dentures.

REHE 267. Prosthodontic Technology Lab. 2 Units.
The laboratory phase is the hands-on course where the student will go through the technique of construction of a complete maxillary and mandibular denture. This will include both a traditional and implant supported overdenture project.

REHE 268. Basic Procedures Competency. 2 Units.
This course will build on the basic techniques learned in the previous basic procedure courses and aims to prepare the students for their clinical experience.

REHE 269. Basic Procedure Fixed Prosthodontics II Lab. 1.5 Unit.
Laboratory component of REHE 259-1.

REHE 270. Basic Procedure Fixed Prosthodontics III Lab. 1 Unit.
Laboratory component of REHE 259.

REHE 272. Basic Procedures in Restorative Dentistry II Lab. 1 Unit.
Laboratory component of REHE 262.

REHE 274. Endodontics Lab. 1 Unit.
Laboratory component of REHE 264

REHE 276. Partial Denture Design Lab. 2 Units.
Laboratory component of REHE 266.

REHE 351. Surgical Periodontics. 1 Unit.
The course consists of didactic and clinical instruction that provides the student with knowledge of the various types of surgical therapy performed by periodontitis in the management of patients with various periodontal disease conditions. Includes discussion on types of surgery, points of periodontal intervention and when to refer patients to periodontal surgery.

REHE 353. Principles of Treatment Planning II. 1 Unit.
This course provides lecture presentations to help prepare the student to deal with their patients from the standpoint of patient management and treatment planning. The lectures will guide the students through the thought processes necessary in the development of workable treatment plans. The emphasis will be on exposing the students to principles of treatment planning, integrating evidence based dentistry. The lectures will emphasize the steps and sequencing approach to treatment planning and will include the concept of decisional analysis. This course utilizes knowledge the students have acquired from previous classes.

REHE 355. Esthetic Dentistry. 1 Unit.
This course provides formal lecture presentations and laboratory exercises to familiarize the students to various esthetic dental materials and techniques to achieve optimal esthetic results.

REHE 358. Dental Materials II. .5 Unit.
This is a didactic course that defines and describes properties, composition, indications and contraindications of uses of different dental materials

REHE 360. Implant Dentistry. 1 Unit.
The course is designed to introduce the third year dental students to the concepts of dental implantology. Students will be introduced to computer guided dental implant treatment planning program Nobel Clinician. This course will provide didactic and laboratory instructions for the students to be able diagnose, treatment plan and restore a patient who needs a single implant.

REHE 362. Clinical Application of CAD/CAM Technologies. .5 Unit.
This course covers the criteria, techniques and practice of using CAD/CAM technologies in the clinical environment. In this course, emphasis will be on ceramic restorations made by Cerec (Sirona), as well as an introduction to different options of CAD/CAM machines available in the market. Students will be introduced to an advanced level of expertise in using the latest Cerec software in a variety of clinical applications. There will be also emphasis on the rationale for types of preparations and material selection based on the correct clinical indication.

REHE 400. Regional Board Preparation. .5 Unit.
The purpose of this course is to prepare the dental student to challenge a clinical licensing board examination. The students will be examined on the appropriate licensing board materials, and patient clinical activities. Students will be given formative feedback on typodont exercises as needed for their licensing examination.

REHE 413. Advanced Implant Dentistry I. 1 Unit.
This course is designed to expose the student to advance implant therapies for the dentate and edentulous patient. Through lectures and discussions the students will be demonstrated the multitude of variations of care available for these patients and the restorative processes necessary to delivery that care. Limitations of each of these modalities will be thought. Guidelines of dental implant therapy allowing them to provide most appropriate treatments will be given.

REHE 414. Advanced Implant Dentistry II. 1 Unit.
This course is designed to expose students to advanced implant treatment options that are available for the partially and fully edentulous patients. Through lecture, discussions and treatment planning sessions students will be exposed to the multitude of treatment options available for the patients and the restorative processes necessary to successful treatment completion. They also will understand the limitations of each of these modalities within the scope of dental implant therapy allowing them to provide the most appropriate treatment direction for their patients.

REHE 421. Periodontal Medicine and Cases. 1 Unit.
The 4th year course in periodontology focuses on the application of evidence and principles to complex and multidisciplinary cases. A second component of this course is synthesizing 4 years of content using sample board exam questions as a guide.

REHE 453. Principles of Treatment Planning III. 1 Unit.
Treatment Planning III is designed to permit participation by the student-doctor in the steps in developing a treatment plan. The initial sessions will review data gathering, data interpretation, creating diagnoses and developing both a definitive and alternate treatment plans. Students will be provided with case studies which will be the basis for discussion. Utilizing the preceptor groups, we will stress the analysis of data and the use of the results to develop both diagnoses and treatment plans.
REHE 455. General Anesthesia, Oral Surgery. .5 Unit.
The didactic curriculum provides a general background in the pharmacologic, physiologic and clinical aspects of moderate and deep conscious sedation and general anesthesia as may be applicable for oral and general surgery.

REHE 482. Orthodontics. 1 Unit.
Senior orthodontics provide instruction enabling the dental student to gain judgment, knowledge and skills to select and treat uncomplicated tooth irregularities in children and adults. The student is also versed in the technique of intra-professional communication and referral. In addition, advanced topics in comprehensive orthodontics, e.g. ortho-surgical problems, orthodontic management, and orthopedic treatment, mixed dentition treatment and functional appliance therapy are discussed.

REHE 488. Case Presentations I. 1 Unit.
First Semester of Case Presentation is dedicated to the review example of comprehensive treatment planning material in preparation for the written Western Regional Board, Northeast Regional Board Dental Simulated Clinical Examination and the Case Based Examination (CBE) and case based questions from the National Boards Part II, by discipline. Selected case studies will be presented by the faculty that demonstrates comprehensive care and evidence based dentistry. These cases will be presented in lecture format utilizing Online questions relating to the case will be asked during each presentation. Clinical techniques germane to the various case reports will be presented as needed.

REHE 489. Case Presentations II. 1 Unit.
First Semester of Case Presentation is dedicated to the review example of comprehensive treatment planning material in preparation for the written Western Regional Board, Northeast Regional Board Dental Simulated Clinical Examination and the Case Based Examination (CBE) and case based questions from the National Boards Part II, by discipline. Selected case studies will be presented by the faculty that demonstrates comprehensive care and evidence based dentistry. These cases will be presented in lecture format utilizing Online questions relating to the case will be asked during each presentation. Clinical techniques germane to the various case reports will be presented as needed.

REMA Courses
REMA 261. Preclinical Orthodontics. 1 Unit.
Sophomore orthodontics includes relevant areas of applied growth and development, diagnostic methods and treatment planning. Topics included are: Histology and Physiology of Tooth movement and Laboratory Techniques related to the fabrication and use of suitable orthodontic appliances including material and biologic background necessary for proper clinical management of these appliances.

REMA 270. Introduction to Pediatrics. 1 Unit.
Students will learn principles and practices of modern dental care for children including diagnostic, preventive, and treatment procedures applied to dental caries, periodontal disease, malocclusion, growth and development in children. In caring for the child patient, this course emphasizes current concepts of behavior guidance of children in the dental treatment setting.

REMA 380. Introduction to Geriatric Dentistry. 1 Unit.
This course focuses on the study of aging in the population and its effects on treatment planning and actual dental treatment of geriatric patients from well to frail. Didactic instruction and case presentations would cover a wide variety of medically compromising conditions, physical disabilities and sensory impairments. The effects of these conditions as they pertain to dentistry will be discussed together with economic, social and community variables that need to be addressed to achieve rational dental care.
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