**Narrative:** The Advanced Specialty Education Programs in Pediatric Dentistry is a continuous, 24-month program, based upon the fiscal year, July 1st through June 30th. The program provides a full range of clinical experiences in pediatric oral health care, which is supported by an in-depth, critical and scholarly appraisal of the pediatric dental specialty knowledge base. The residents are exposed to extensive clinical opportunities in all phases of behavior management, conscious sedation, hospital/surgery center pediatric oral rehabilitation dentistry, management of patients with special needs, management of dentoalveolar and circumoral trauma, as well as, orthodontic diagnosis, treatment planning, and provision of age appropriate, orthodontic therapy. Residents participate in scholarly research, pediatric and emergency medicine rotations, community service, and rotations to multi-disciplinary, off-site clinics. The resident’s total program time equates to: 1) 75% Clinical, 2) 15% Didactics, 3) 5% Research, and 4) 5% Teaching. The affiliated hospitals are The University Medical Center (UMC) and Sunrise Children’s Hospital. UMC provides the Level I, Children’s Trauma Center at The Children’s Hospital of Nevada, and associated pediatric rotational clinics. The UNLV Special Needs Clinic provides oral healthcare needs for children with special needs. Children, and occasionally adults, with a range of developmental, medical and behavioral needs receive both preventative and restorative treatment in a child-friendly environment.

The vision of the Advanced Specialty Education Programs in Pediatric Dentistry (Certificate Program) is leading the specialty of pediatric dentistry, by integrating innovation, tradition, and community service. The UNLV School of Dental Medicine Advanced Specialty Education Programs in Pediatric Dentistry strives to develop outstanding pediatric dental specialists through the utilization of advanced technology, an integrated curriculum of biomedical and clinical sciences, as well as, professional studies. The program provides opportunities for scholarly research, community service, as well as advanced clinical experiences in out-patient pediatric oral health care and comprehensive oral rehabilitation in the hospital setting.

**Program Level Student Learning Objectives [SLOs]) (Table 1):**
- Admit a diverse resident class of high academic achievers and who are highly, clinically, qualified.
- Provide an evidence-based integrated curriculum comprised of biomedical and clinical sciences, as well as, other professional studies.
- Develop residents with outstanding diagnostic and clinical skills to allow quality pediatric oral health care and community service.
- Prepare graduates for American Board of Pediatric Dentistry certification, scholarly activities, educational endeavors, research and leadership roles.
• Cultivate excellence among pediatric dental faculty in the areas of teaching, scholarly activities, research and community service.
• Promote the importance of medical and dental, interdisciplinary cooperation, in order to provide the best pediatric oral health care, achievable.
• Provide care to the many underserved children, in the State of Nevada.
• Provide the environment and background to develop and maintain the highest ethics and professional behavior, as a representative of the dental profession and more specifically, pediatric dentistry.

Results and Recommendations:
1. **Course Grades:** All postgraduate students received final passing Course Grades in the 80 - 100% range. All postgraduate students met program expectations. The soon-to-graduate Y2 postgraduate students in the Spring Semester achieved at least as high grades as the previous year, indicating a consistent knowledge base, as expected later in the program. As the program continues to accept postgraduate students with higher Dental School GPAs and higher National Board Scores, this trend may change.

   **Clinical Evaluations:** All postgraduate students received clinical evaluation scores from faculty above 50%. For Y2 postgraduate students in the Spring Semester, evaluation scores ranged from 80 – 90% similar to the previous year. The average Y2 postgraduate student’s scores were significantly higher than Y1 resident scores indicating a higher level of competence in the senior group, as expected. All Y2 postgraduate students treated adequate numbers of special needs patients. At the end of the Fall Semester, all the Y2 postgraduate students had completed over 20 OR total cases (observation and treatment). Y1 postgraduate students do not begin OR treatment until their 2nd semester, but they do begin their observation requirement in the OR. Postgraduate student are on track to complete adequate numbers of OR cases to be competent in this area. Postgraduate student clinical production was at or above production targets. Individual variations in productivity are affected by rotation schedules (more in the senior year) as well as patient numbers, staff effectiveness, and clinic organization.

2. **Presentations:** 100% of postgraduate students prepared and presented their assigned presentations in a quality format including visual materials and power point presentations. These presentations were part of the Introduction to Pediatric Dentistry and Pediatric Clinical Seminars Courses, including 3-8 presentations/ postgraduate student/course. In addition, the residents also prepare and present at the annual Pediatric Dental meeting.

   **Participation:** All postgraduate students participate in the American Academy of Pediatric Dentistry (AAPD) Annual Meeting, presenting their research or a case in the poster competition. All postgraduate students have completed and maintained PALS certification. Postgraduate students begin teaching roles after the 2nd semester of their first year. The Y2 postgraduate students all participated in the Pre-doctoral Pediatric Dentistry Course in the pre-clinical lab and in the didactic portion during at least one lecture/postgraduate student. Y2 postgraduate students also served as clinical instructors in the Pre-doctoral clinic sessions along with a pediatric attending faculty member, on an assigned rotational basis. The time allotted to teaching roles was 5 %. 100% of postgraduate students participated in community service activities. Y2 postgraduate students were less active due to the set curriculum, with Y1 postgraduate students having more time allotted for these activities as well as utilizing Y1 students more often for public relations and oral health education activities. Activities included Community Health Fairs, Head Start screenings, WIC education, UMC education programs for pregnant mothers, Give Kids A Smile, Saturday Children’s Clinic, Clark Country School screenings, and other oral health presentations for elementary schools. The over-all participation time in community service activities is more than adequate. 100% of postgraduate students completed their mandatory clinical rotations in the community. All Y2 postgraduate students completed a 2-week rotation to the Children’s Specialty Center of Nevada and Hemophilia Treatment Center of Nevada Children’s, as well as participating in the Multidisciplinary Clinics for Bleeding Disorders each month. All postgraduate students participated in the Craniofacial Clinic on a rotational basis.
3. **Hospital Rotation Evaluations:** 100% of postgraduate students received satisfactory evaluations on mandatory hospital rotations and functioned satisfactorily in the hospital setting. All Y2 postgraduate students completed 2-week hospital rotations in Pediatric Medicine and Emergency Medicine at University Medical Center’s Children’s Hospital of Nevada, as well as a 4-week rotation in Anesthesia. All postgraduate students provided On-Call Emergency services on a rotational basis at UMC's Children's Trauma Center. These rotations, in addition to experience in the dental clinic, provide adequate training for functioning in a hospital setting as a pediatric dentist.

4. **Project Completion:** All Y2 postgraduate students in the Spring Semester of 2017 completed their required individual research projects and submitted for publication in a peer-reviewed journal. Increased monitoring and mentorship of the first year postgraduate students is needed for them to complete their research projects in a timely manner and to enable them to be prepared to present their projects at national and local meetings.

5. **AAPD In-Service and Qualifying Board Examinations:** The postgraduate students sit for two American Academy of Pediatric Dentistry, AAPD, In-Service Examinations, and one American Board of Pediatric Dentistry, ABPD, qualifying board examination, over the course of the 2 years. All Y2 postgraduate students took the ABPD Qualifying Examination for Board Certification in May of 2017. All graduating postgraduate students passed this examination. This is an outstanding accomplishment.

Based on this evaluation, the following changes are indicated:

1. **Increase the number of cases treated by postgraduate students in the OR under general anesthesia.** Steps have already been implemented to increase the numbers of cases. An affiliation was established with Sunrise Children’s Hospital to increase access to patients with special health care needs. Also, an affiliation has been established with the Ackerman Autism Center. Continued outreach to different medical clinics and facilities will increase the numbers of patients with special health care needs treated by the postgraduate students, which will inherently result in more cases treated in the OR.

2. **Year One (Y1) postgraduate students require increased mentoring and monitoring of individual research projects.** A requirement by the Director of Research for a spring oral presentation of individual projects (as was done during the first year of the program) may encourage first year postgraduate students to progress in a timely manner. Also, increased mentoring and progress reporting to the Director of Research may improve postgraduate student progress and allow postgraduate students to be prepared for presentations and potential awards at national meetings.

3. **Increase the postgraduate students’ applicant pool.** After a decrease in number of applicants from 2013-2015, there has been a steady increase. With increased awareness of the quality of this program across the country, it is anticipated this will continue to increase. Also, use of the ADAT as part of the application has affected number of applicants and will not be required, but utilized as part of the initial evaluation of the applicant when available.

4. **Increase postgraduate student exposure to and treatment of special needs patients.** The affiliation with Sunrise Children’s Hospital and Ackerman Autism Center were established to increase the number of patients with special health care needs. Additional opportunities to establish relationships with medical clinics or facilities will be evaluated.

5. **Establish a working relationship with the UNLV Medical School.** There is an obvious benefit to the education of the postgraduate students by learning from teaching physicians and working with medical residents. As the Medical School increases classes, faculty, and specialists, attempts will be made to integrate with the Medical School.
<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Briefly describe the instrument, sampling strategy, and how the results are collected</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
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<tr>
<td>*Course grades</td>
<td>Measure students’ ability to explain their comprehension of discipline-specific concepts. The exam is administered to all students in each course, each semester. The department amasses the results, and uses item analysis to discern areas of student proficiency and weakness.</td>
<td>2,4</td>
<td>*Satisfactory completion of all didactic courses (Grades above 80%)&lt;br&gt;Met Objective</td>
</tr>
<tr>
<td>*Clinical Competency Assessments</td>
<td>These provide real-time assessment of the students’ ability to apply the didactic knowledge they have acquired in the provision of pediatric oral health care.</td>
<td>3-8</td>
<td>*Average or above average clinical evaluation scores from faculty (Above 50%)&lt;br&gt;Met Objective&lt;br&gt;*All postgraduate students completing adequate numbers of special needs patients (Minimum of 5/year/resident&lt;br&gt;Met Objective&lt;br&gt;*Completion of adequate numbers of OR cases per CODA (Minimum of 20 OR cases within the 24-month period)&lt;br&gt;Met Objective&lt;br&gt;*All residents providing quality care in a timely manner (Individual postgraduate student production within 25% of average resident production for each year of residency)&lt;br&gt;Met Objective</td>
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| *Presentations                                  | Seminar format with participation of other postgraduate students and course faculty. | 4                                        | *Completion of quality assigned presentations in didactic courses by all postgraduate students (100%)  
**Met Objective** |
| *Participation                                  | After attending the AAPD meetings and continuing education courses, the postgraduate students present their experiences to other postgraduate students and faculty. The community outreach activities are overseen by a pediatric dental faculty member. The pediatric dental faculty oversees the postgraduate students’ in the clinic when they teach the pre-doctoral dental students. | 3, 4, 6, 7, & 8                          | *All postgraduate students participating in AAPD or local dental association meetings (80%)  
**Met Objective**  
*All postgraduate students participating in teaching roles in clinical or didactic training sessions (At least 5 % of total program time)  
**Met Objective**  
*Postgraduate students participating in community service activities (Minimum of 5/year/postgraduate students)  
**Met Objective**  
* Postgraduate students completion of assigned community clinical rotations encompassing provision of care to underserved populations (100% of postgraduate students completing rotations)  
**Met Objective** |
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<td>*Hospital/Off-site Rotation Evaluations</td>
<td>Evaluation by each rotation’s faculty of postgraduate students in each of the off-site rotations in Hematology, Comp Clinic, Pediatric Medicine, Lied Clinic, Emergency Medicine and Anesthesiology. The evaluations are submitted the Program Director for the Semi-Annual Evaluations of each student.</td>
<td>3</td>
<td>*All postgraduate students (100%) functioning satisfactorily in the hospital setting Met Objective</td>
</tr>
<tr>
<td>*Project Completion</td>
<td>The manuscript of the research project has to be submitted to and accepted by a peer-reviewed journal for possible publishing.</td>
<td>4,5</td>
<td>*Completion of at least one research project/postgraduate students/ 24-month period. Met Objective *All postgraduate students presenting projects in formal settings during the 24-month period. Met Objective *All postgraduate students submitting a research paper for publication during the 24-month period. Met Objective</td>
</tr>
<tr>
<td>*In-Service Exams and Board Exams</td>
<td>The examination results are provided to the Program Director to provide information about the strengths and weaknesses</td>
<td>4</td>
<td>*Graduates passing the AAPD Qualifying Exam for Board Certification Met Objective *Graduates scoring within 10 % of the National Average on the AAPD In-Service Exams Met Objective</td>
</tr>
</tbody>
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