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School of Dentistry

The University of Texas  
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THE UNIVERSITY OF TEXAS  
SCHOOL OF DENTISTRY AT HOUSTON







## ALLEVIATING TURF WARS IN THE UNDERGRADUATE IMPLANT PROGRAM

“Ensuring that everyone plays well in the sandbox often requires that one thinks outside the sandbox”

Amy L. Ridall, DDS, PhD  
Department of Restorative Dentistry and Prosthodontics



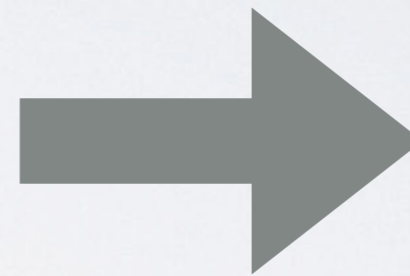
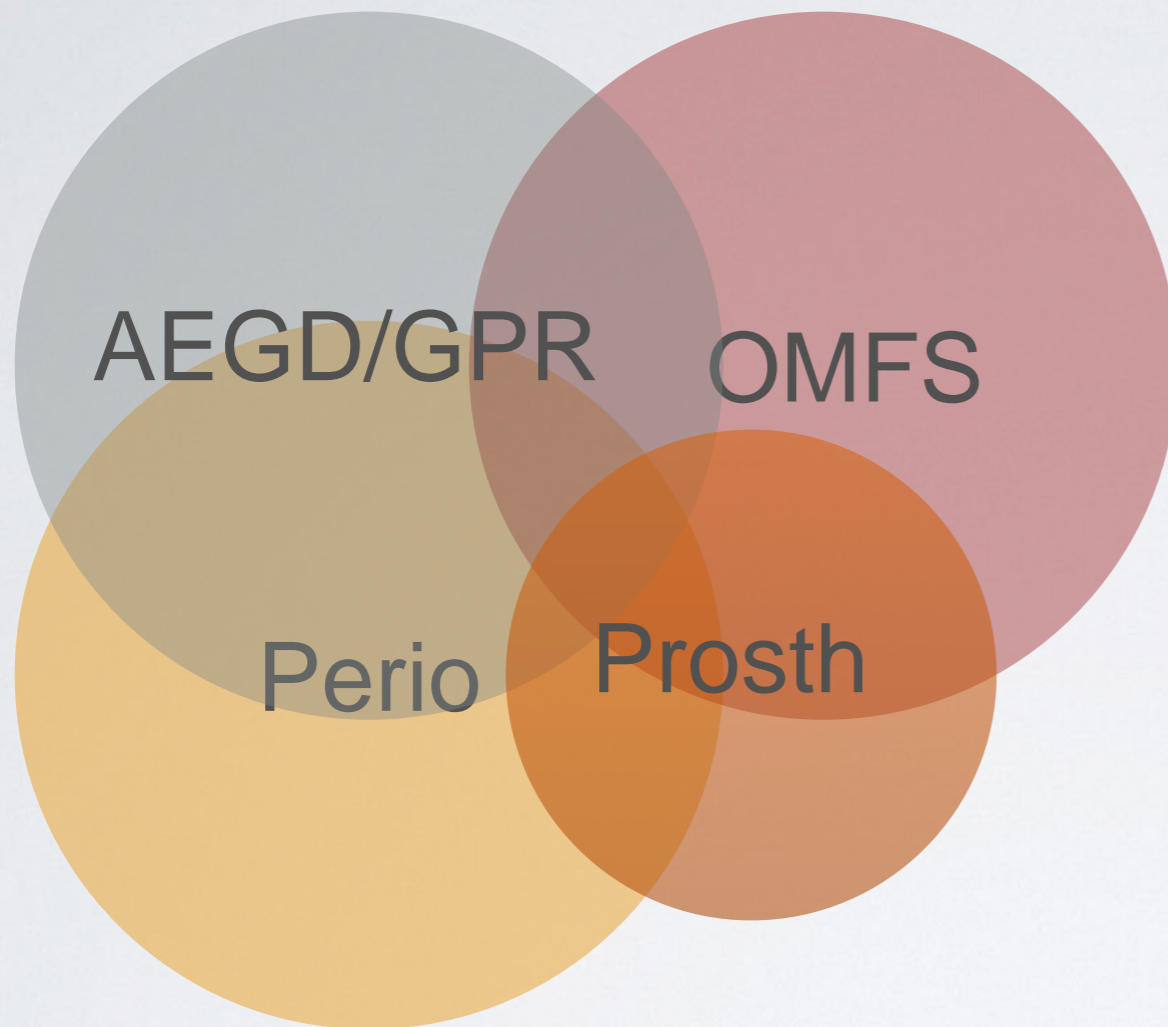
AEGD/GPR

OMFS

Undergraduate

Perio

Prosth





# OPTIMAL

- Ample patients/implant procedures
- Equivalent costs across the disciplines
- Equally well-trained faculty
- Coordination and teamwork between all disciplines

# DIFFICULTIES

- Competition for limited patients/ procedures
- Variations in programs (rotations vs. 3 year programs)
- Variations in operating costs for departments (AEGD vs. school departments).
- Difficulty of patient cases/ length of time for treatment/continuity of care
- Variations in faculty coverage: who is present during treatment planning?

# SOLUTIONS

1. Provide clear delineation of tasks/roles: designating which procedures are assigned to specific departments, based on the programs/faculty strengths/weaknesses.
2. Design team-taught pre-clinical didactic courses: OMFS, Periodontics and Prosthodontics
3. Provide CE curriculum for all faculty: updates and “school” procedures.

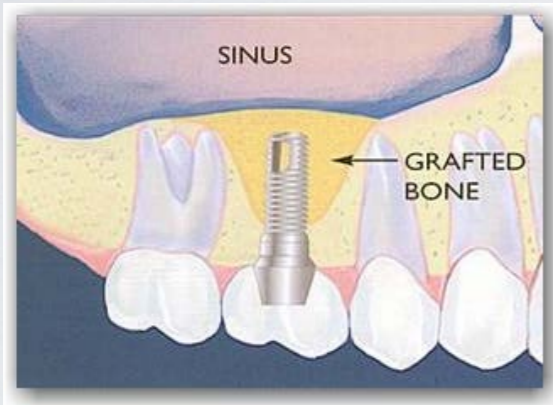


# Clear delineations of tasks



OMFS, Perio, Prosth, AEGD

Restoration: Perio, Prosth, AEGD, UG



OMFS, Perio

Restoration: Perio, Prosth, AEGD, UG



OMFS, Perio

Restoration: Prosth, AEGD



OMFS, Perio

Restoration: Prosth, AEGD, UG







OMFS, Perio  
Restoration: Prosth

## Didactic

Basic concepts  
Spring 2nd year

Surgical concepts  
Spring 3rd year

Other courses  
3rd year

## Clinical Experience

3rd and 4th year  
Prosth/GP

Perio surgery  
assists

OMFS socket  
preservation



# FACULTY CE

- Training on the “school procedures” and the “school systems”
- Ensuring that ALL faculty can discuss implants as an option. Credentialing system
- Support of the Administration

# SUMMARY

- Raise level of awareness of implant therapy, from Faculty down to students. “Changing paradigm of implants as a treatment of choice, rather than a treatment of no other choice”
- Oversight/coordination of multidisciplinary program. “sandbox referee”
- Equitable division of cases. “Everyone gets a piece of the pie”
- Multidisciplinary taught courses. “Emphasize teamwork”



“Thank You”