



Program under review:	Continuing Dental Education (CDE)
Division/Unit under review:	Faculty of Dentistry
Commissioning Officer:	Dean, Faculty of Dentistry
Date of site visit:	Monday February 5, 2018

The Dean of the University of Toronto, Faculty of Dentistry charged a three person review committee to consider the current structure, function and programming of Continuing Dental Education at the Faculty of Dentistry, University of Toronto, with a view to report on findings and propose recommendations regarding future success.

The review committee members included: Suzan Schneeweiss, Associate Dean Continuing Professional Development, Faculty of Medicine, University of Toronto; H. Kendall Beacham, Assistant Dean Continuing Dental Education, College of Dentistry, NYU; Jim Lai, Vice Dean Education, Faculty of Dentistry, University of Toronto.

The committee reviewed the organization chart, list of responsibilities of the office and each staff member, summary of role provided by CDE for the UofT Self Study (2016), programming provided over the past 3 years, and financial summaries for the past 3 years. The committee also interviewed and obtain feedback from the Dean; Assistant Dean, Director of Continuing Dental Education (CDE); Staff of the CDE office; Assistant Dean, Administration/CAO; current CDE participants; and selected U of T Faculty members.

The review committee offers these observations.

The Faculty of Dentistry has always considered the provision of quality continuing dental education for the profession as part of its mandate. CDE operates on a cost recovery basis with no financial support from the University and it has been generating revenue for the Faculty. CDE is under the direction of Dr. Robert Carroll, Assistant Dean, Continuing Dental Education and Professional Relations. CDE has a two full-time staff and one part-time staff providing administrative coordination and assistant. There are also three additional part-time staff members who provide onsite and clinical support for various courses. Most standard CDE courses are held at its offsite facility in the north end of Toronto. Additional sites include the Faculty of Dentistry and other University of Toronto sites.

Majority of the CDE participants are dentists from the province of Ontario. They are typically located within one hour drive of Toronto. Fridays and Saturdays are the most popular days for CDE. It is rare to have any CDE courses during the other days of the week. The standards CDE

courses typically consists of lectures while some will have hands-on sessions. Approximately 1500 dentists annually participate in these courses representing about 20% of the practicing dentists in Ontario. Utooth offers online CDE courses. About 6000 dentists have taken these online courses.

Strengths

CDE programs offers a variety of topics. It is effective in cost recovery and generates revenue for the Faculty. The most successful courses have been Medical Emergencies, Nitrous Oxide & Oral Sedation, IV Moderate Sedation and Implant Residency. It is important to maintain these courses. Another extremely successful program is the online UTooth. The dentists and faculty members using Utooth have liked the format. The advantages of the program are its low cost to produce and low maintenance since everything is done online. The revenue from Utooth accounts for 20-25% of the CDE business.

The leadership and the overall operation is very strong. Dr. Carroll has a good understanding of what the general dentists needed in terms of CDE. This is due to his previous experience at RCDSO, his professional relationship with RCDSO, organized dentistry and industry. He is effective in networking and getting feedback from the stakeholders. He also understands the key for successful marketing of the CDE courses. The CDE staff operates as a well-oiled machine. The staff know their responsibilities and work well together as a team. They are able to save 70% of the courses when there has been last minute cancellation by the speakers. The dentists who are clients of the CDE program have stated the service provided by the staff was good.

Challenges

A challenge common among other CDE programs is marketing. U of T is no exception. Dr. Carroll recognizes the importance of having a robust database of potential clients. Most successful marketing requires corporate sponsors to not only provide educational grants, but to market and promote the CDE courses.

CDE currently relies on Dr. Carroll's expertise on directing the CDE program. However, there is no evidence of succession planning where other dentists are being trained to attained the necessary knowledge and experience in running a successful CDE program.

CDE course are not held during the weekdays (Monday to Thursday). Majority of the courses are only offered on the weekends. Bringing international dentists for CDE during the week is a potential source of new business and growth.

The funding formula is confusing and there is a long lag time between when the course is conducted and when the profit from the course is transferred to the respective "discipline" CDE account.

From the perspective of the Faculty members, the role of CDE is not well defined. As a result, there appears to be some frustration from the Faculty members. The Faculty members' perception of the role of CDE are different from Dr. Carroll's. The Faculty members are not educated on how a successful CDE program operates and as a result, they do not have an intimate understanding of how CDE works. Also, they feel their voice or opinions are not being heard.

Recommendations

- The role of CDE needs to be clarified by the Dean to the Faculty. Define where CDE fits and its role in the overall Faculty strategic development plan. If the role of CDE is to grow and be competitive in the market, CDE needs to have the freedom to set up courses that clients are willing to take. As a result, course development should be based on identified gaps in practice and learning needs of participants. CDE can work with faculty to help them understand this process.
- Because the funding formula is confusing, it needs to be simplified and transfer of the funds to be more timely
- Maintain the strengths of the CDE core courses which are the Utooth online program, Medical Emergencies, Nitrous Oxide & Oral Sedation, IV Moderate Sedation and Implant Residency
- Expand into other types of markets such as the international market where CDE programs can occur during the weekdays.
- Expand clinical patient care courses. These programs are lucrative and attractive.
- Direct more traffic to the website and work on making it more user friendly and easier to navigate.
- Dr. Carroll has provided excellent leadership in CDE program development. He has worked independently to develop programs and as a result there is a significant risk to viability of CDE if he leaves. Additionally, programs would benefit from bringing in perspectives of others. There needs to be a succession plan. This may include:
 - Having an assistant Director of CDE.
 - Increase responsibilities and leadership of the existing CDE staff. For example, the CDE administrative coordinator is willing to take on more leadership role.
- Establish a CDE advisory board or committee.
 - Terms of reference will have to be established so that the committee members understand their role
 - Membership of the committee needs to be representative of the target audience
 - This can increase the transparency of CDE among faculty members. Participation on the committee will also allow faculty members to voice their opinions. Furthermore, faculty members on the committee can be additional source of support for the growth of CDE. For example, they can help develop strategies to engage more faculty members in CDE such as development of Utooth programs.
 - Recommend meeting about 2-3 times annually.
- Consider doing a CDE Strategy Development Plan. Refer to the Post MD Education Continuing Professional Development 2017-2022 Strategy Development document.
- Take advantage of faculty development programs on continuing education. For example, Faculty of Medicine has courses for faculty on Foundation of CPD (live webinars) and Leading and Influencing Change in CPD.